



Okanagan Senate

THE FOURTH REGULAR MEETING OF THE OKANAGAN SENATE FOR THE 2015/2016 ACADEMIC YEAR

THURSDAY, 17 DECEMBER 2015

3:30 PM to 5:30 pm – ASC 130

- 1. Minutes of the Meeting of 26 November 2015 – Prof. Deborah Buszard**
 (approval) (docket pages 2-13)
- 2. Business Arising from the Minutes – Prof. Deborah Buszard** (information)
- 3. Remarks from the Deputy Vice-Chancellor and Related Questions - Prof. Deborah Buszard** (information)
- 4. Academic Policy Committee – Dr Miriam Grant**
 Winter Term 2 Reading Week Dates (information) (docket page 14)
- 5. Admissions & Awards Committee – Dr Marianne Legault**
 - a. Suspension of Admission to the Elementary Teacher Education Program
 (approval) (docket pages 15-26)
 - b. Revision of Admission Requirements for the Master of Arts and Doctor of Philosophy in Psychology (approval) (docket pages 27-29)
- 6. Curriculum Committee – Dr Peter Arthur**
 Curriculum Proposals for November for the faculties of Arts & Sciences, and Management (approval) (docket pages 30-51)
- 7. Learning & Research Committee – Dr Peter Arthur**
 Emeritus Appointments (approval) (docket pages 52-53)
- 8. Report from the Provost – Dr Cynthia Mathieson**
 2015-2016 Enrolment Report (information) (docket pages 54-73)
- 9. Other Business**
 Presidential Search Profile - Dr Marianne Legault (Discussion) (information)

. Regrets: Telephone 604.822.5239 or e-mail: facsec@mail.ubc.ca

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



OKANAGAN SENATE

MINUTES OF 26 NOVEMBER 2015

DRAFT

Attendance

Present: Dr M. Piper, Dr K. Ross (Secretary), Mr B. Ali, Ms L. Allan, Dr P. Arthur, Dr P. Barker, Dr L. Berg, Ms H. Berringer, Dean Pro Tem. G. Binsted, Mr D. Bual, Dr D. Buszard, Dr R. Campbell, Dr D. Carter, Dr J. Castricano, Dr J. Corbett, Dean *Pro Tem*. R. Eggleston, Dr M. Evans, Ms L. Farrugia, Ms A. Fleming,,Ms E. Gallaccio, Dean M. Grant, Dr J. Johnson, Dr D. Keyes, Dr D. Koslowsky, Dr C. Labun, Dr R. Lalonde, Dr R. Lawrence, Dr S. Lawrence, Dr M. Legault, Ms N. Legg, Dr Y. Lucet, Dr V. Magnat, Ms L. Marshall, Dr C. Mathieson, Mr J. McEwan, Dr S. McNeil, Ms L. Oleksewich, Mr D. Oyelese, Dr A. Phillion, Dr R. Sadiq, Ms S. Sneg, Dean R. Sudgen, Mr L. Tan, Ms N. Tasnim, Dean W. Tettey, Ms J. Vinek, , Mr L. Watt, Mr G Wetterstrand, Dr P. Wylie, Mr T. Zhang

Regrets: Ms C. Comben, Mr I. Cull, Chancellor L. Gordon, Dean M. Parlange, Dr J. Stites Mor (LOA), Dr D. Walker.

Recording Secretary: Mr C. Eaton

Call to Order

The Vice-Chair of Senate, Professor Deborah Buszard called the third regular meeting of the Okanagan Senate for the 2015/2016 academic year to order at 3:36 pm.

Minutes of the Previous Meeting

Peter Arthur	}	<i>That the Minutes of the Meeting of 29 October 2015 be adopted as presented.</i>
Lawrence Watt		

Approved

Remarks from the Deputy Vice-Chancellor

The Deputy Vice-Chancellor drew Senate's attention to the recent correspondence from the Chancellor to the University community regarding the presidential search, which was now underway.

Professor Buszard noted that the past few weeks have been a busy time for UBC in the press and in public opinion. She expressed that UBC was a strong and robust organization that would be the better from public scrutiny but acknowledged that this is a difficult time.

Candidates for Degrees

Deborah Buszard }
Miriam Grant } *That the candidates for degrees as recommended by the faculties and College be granted the degrees for which they were recommended, effective November 2015, and that a committee comprised of the Registrar, the relevant deans, and the Chair of the Senate be empowered to make any necessary adjustments.*

(2/3 majority required).

Approved

Admissions & Awards Committee

The Chair of the Committee, Dr Marianne Legault presented.

NEW AND REVISED AWARDS

See Appendix A: Awards Report

Marianne Legault }
Elisa Gallacio } *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 where applicable.*

Approved

Curriculum Committee

Dr Peter Arthur, Senate Curriculum Committee, presented.

NOVEMBER CURRICULUM PROPOSALS

See Appendix B: Curriculum Report

Peter Arthur }
Cynthia Mathieson } *That Senate approve the new courses brought forward from the Faculty of Creative and Critical Studies, the revised program academic regulations brought forward from Faculty of Health and Social Development and the revised courses brought forward from the Faculty of Management.*

Senator McNeil asked if ENGL 398 and 397 needed to have every 2nd year ENGL course listed individually as a pre-requisite.

Senator Keyes advised that this was an artefact of how the Student Information System (SIS) checked pre-requisites.

Several senators expressed their displeasure at the limitations of the current SIS.

Noting that they were the same course, Senator McNeil asked why ENGL 460 and CULT 460 had different pre-requisites.

Senator Keyes replied that English had a more rigorous pre-requisite system for its students than Cultural Studies.

Senator Castricano advised that the courses are cross-listed and there was some ambiguity as to what was required from students from each program.

Senator Sneg asked if the potential for a merger between Arts & Science and Creative & Critical Studies could affect this conversation.

Senator Keyes replied he did not think that a hypothetical merger would be relevant.

Senator Evans asked why we were removing the word “management” from the Management co-op and why the prefix was being retained.

Dean Sugden replied that Management presently has an accredited co-op program, and the idea was to broaden co-op to allow for students from other programs while still retaining its utility for Management. He explained that this was the first stage in a three-step change: the second will be a subject code adjustment, and the third would be adding enabling language to the academic regulations of other programs that wished to participate. The desire to open up the co-op program was expressed by other deans, but we had to maintain the current codes for existing students while we did so.

Senator Johnson asked how we could change the Bachelor of Human Kinetics passing average retroactively.

The Associate Registrar, Mr Eaton, replied that we couldn't; the increased average would only apply to new students.

Senator Allan asked how we could give them such a choice?

Dr Binsted replied that it would be unlikely that they would accept the higher standard, but the University's regulations still provided that students had the option.

Senator Oleskewich said that it was important the current students understand what their requirements will be.

Senator Tan asked how this would affect transfer students.

Dr Binsted replied that it would only affect students while in the program.

AMENDMENT

Andre Phillion
Peter Arthur

} *“That the effective date for the academic regulation change for the Bachelor of Human Kinetics program be changed to 2016 Summer;*

That the line “Operationally this could be implemented for 2015W Term and the current students have been made aware of the regulations changing.” be struck from the proposal; and

That the Faculty be directed to inform current and prospective students of which academic regulations are applicable for their studies”

**Amendment
Approved**

**Main Motion
Approved as
Amended**

Joint Report of the Admission & Awards and Curriculum Committees

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

NEW DEGREE PROPOSAL: MASTER OF SCIENCE IN COMPUTER SCIENCE

See Appendix C: MSc in Computer Science

Peter Arthur
Miriam Grant

} *That Senate approve Master of Science in Computer Science program and the associated new and revised courses brought forward from the Faculty of Arts and Sciences*

Senator Lalonde asked if there would be minimum levels of financial support for students.

Senator Lucet replied that this was essentially for students currently enrolled in a similar program via Interdisciplinary Graduate Studies; available student support funding would not change due to this proposal.

Senator Mathieson said that this was a program that had the potential to be very attractive to potential students. Historically, the students have been in IGS and that wasn't the best place for students studying in this field.

Approved

MASTER OF ENGINEERING LEADERSHIP (M.E.L.) IN RESOURCE ENGINEERING MANAGEMENT

See Appendix D: MEL in Resource Engineering

Peter Arthur } *That Senate approve Master of Engineering
Rehan Sadiq } Leadership in Resource Engineering Management
and the associated new and revised courses brought
forward by the Faculty of Applied Science.*

Senator Sadiq advised that this was a new “pillar” and the corresponding platform framework for a new initiative initially from the Faculty of Applied Science in Vancouver. Many other pillars were already approved in Vancouver; this would be the first for the Okanagan and so the platform was also being established on the Okanagan campus.

Senator Keyes asked if potential students not having engineering undergraduate degrees would be an issue.

Senator Sadiq replied that this should not be an issue as this particular Master's degree could not be used towards Professional Engineer (P.Eng.) status.

Approved

Nominating Committee

The Chair of the Senate Nominating Committee, Dr Daniel Keyes, presented.

PRESIDENT'S ADVISORY COMMITTEES FOR EXTENSIONS OF APPOINTMENTS

Daniel Keyes } *That Dr Robert Lalonde and Ms Shira Sneg be
Peter Arthur } appointed to the President's Advisory Committee for
the Extension of the Appointment of the Vice-
President Students;*

*That Dr Lawrence Berg be appointed to the
President's Advisory Committee for the Extension of*

*the Appointment of the Associate Vice-President
Research & International;*

*That Dr Andre Phillion be appointed to the Senate
Curriculum Committee, effective until 31 August 2017
and thereafter until replaced, to fill a vacancy;*

*That Senate make the following appointments to
committees of Senate and the Council of
Senates, effective until 31 March 2016 and thereafter
until replaced:*

*Lawrence Watt, Council Budget Committee, to fill a
vacancy.*

*Lawrence Watt, Academic Policy Committee, to fill a
vacancy.*

*Lindsay Farrugia, Admission & Awards Committee,
to fill a vacancy.*

*Nishat Tasnim, Learning & Research Committee, to
fill a vacancy.*

Leo Tan, Senate Agenda Committee, to fill a vacancy.

Senator Sneg asked why we were appointing someone to the Council Budget Committee rather than the Academic Building and Resources Committee.

Dr Keyes replied that this was a result of the *University Act* specifying the budget being a Council matter rather than a Senate responsibility; he further advised that in practice, the Council Budget Committee did not meet and had delegated its powers and responsibilities to the two campus committees.

Approved

Other Business

FACULTY OF EDUCATION PROGRAMMING

Senator Arthur noted that very recently the Faculty of Education voted to discontinue admission to the Elementary Teacher Education Program (ETEP) and asked how that would work with current and prospective students.

Dean *Pro Tem*. Binsted noted that the faculty was moving forward with its program restructuring and the intent was for the new program to come online in 2017 after conversations with the Teacher Regulation Branch and others. He suggested that the pressing question was how to administer the existing programs in the interim; the Faculty

would be proposing that the current STEP continue until 2017, but that the ETEP be suspended for the next year to allow for a clean transition between programs.

TEACHING EVALUATIONS

Senator Sneg noted the teaching evaluations were presently available and she expressed how valuable it was for students to understand the rationale for the evaluations.

Adjournment

There being no further business, the meeting was adjourned at 4:47 pm.

Appendix A: Awards Report

New Awards:

Arvind GUPTA and Michelle Pereira Graduate Scholarship

A \$3,500 scholarship has been made available through an endowment established by Professor Arvind Gupta and Dr. Michelle Pereira. Professor Gupta began his leadership role as President and Vice-Chancellor of UBC in July, 2014 with the support of his wife, a UBC alumna (MD 1991). Eligible graduate students will be from any discipline and any year of study with the scholarship alternating years between UBC-Vancouver and UBC-Okanagan. The award is made on the recommendation of the Faculty of Graduate and Postdoctoral Studies (UBC-Vancouver) or the College of Graduate Studies (UBC-Okanagan). (First Award Available in the 2016/2017 Winter Session)

CENTENNIAL Scholars Entrance Awards

The University of British Columbia offers entrance awards valued up to \$10,000 to outstanding students entering university from secondary schools in Canada, or transfer students from other colleges and universities, or Canadian citizens living abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, sciences, community, athletics, and / or school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Okanagan community but who would not be able to attend UBC without significant financial assistance. The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2015/2016 Winter Session)

CENTENNIAL Scholars Major Entrance Awards

The University of British Columbia offers renewable entrance awards valued up to \$40,000 over 4 years to outstanding students entering university from secondary schools in Canada, or transfer students from other colleges and universities, or Canadian citizens living abroad. Criteria for these entrance awards include demonstrated academic and leadership achievements in the arts, sciences, community, athletics, and / or school. Recipients are academically qualified students with an interest in joining and contributing to the UBC Okanagan community but who would not be able to attend UBC without significant financial assistance. Subject to continued scholarship standing, the awards will be renewed for a further three years of study or until the first undergraduate degree is obtained (whichever is the shorter period). The awards are made on the recommendation of the Centennial Scholars Entrance Award Committee. (First Award Available in the 2015/2016 Winter Session)

Revised Awards:

Graduate Dean's Entrance Scholarship

Graduate Dean's Entrance Scholarships (GDES) are offered to the best and brightest 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 date indicated for each admission period will be automatically considered for this scholarship.

Eligible students must have a GPA of first-class standing. In addition the admission application's supporting documentation (CV, reference letters, letter of intent) is 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 to a maximum of \$25,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for this award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies at the time of recommending a student for admission.

University Graduate Fellowship

The University Graduate Fellowship (UGF) is awarded to current graduate students engaged in a full-time thesis-based program at UBC's Okanagan Campus. Current students must apply annually for University Graduate Fellowship funding.

Eligible students must have a GPA of first-class standing in each of the last two years. The UGF application is used for adjudication purposes. This award may be received in increments of \$3,000 to a maximum of \$24,000. However, if the student holds a major external award, such as an NSERC, SSHRC or CIHR, a maximum amount of \$15,000 may be awarded in addition to the major award. The funding for this award will be made available from the University budget. The value of this award is reviewed annually.

Awards are made on the basis of nominations provided by graduate programs to the College of Graduate Studies. Nominations for current students may be submitted to the College of Graduate Studies as they are determined by the graduate program.

Appendix B: Curriculum Report

FACULTY OF CREATIVE & CRITICAL STUDIES

New and Revised Courses:

ENGL 297 (3) Reading Animals
ENGL 388 (3) Beyond Anthropocentrism
ENGL 397 (3) Contemporary Environmental Writing
ENGL 477 (3) Literature and Science
CULT 325 (3) Media and the Politics of Identity
ARTH 396 (3) Seventeenth-Century European Art in a Global Context
ARTH 397 (3) Latin American Art and Visual Culture Since 1521
ARTH 403 (3) Global Surrealism
CULT 460 (3) Posthumanism and Critical Animal Studies
ENGL 457 (3) Posthumanism and Critical Animal Studies

FACULTY OF HEALTH & SOCIAL DEVELOPMENT

Revised Program:

Bachelor of Human Kinetics (B.H.K) Academic Regulations

FACULTY OF MANAGEMENT

Revised Courses:

MGCO 401 (3) Co-op Education Work Experience I
MGCO 402 (3) Co-op Education Work Experience II
MGCO 403 (3) Co-op Education Work Experience III
MGCO 404 (3) Co-op Education Work Experience IV

Appendix C: Master of Science (M.Sc.) in Computer Science

FACULTY OF ARTS & SCIENCES

New Program:

Master of Science in Computer Science

New Courses:

COSC 442 (3) Mobile Educational Game Development
COSC 542 (3) Mobile Educational Game Development
COSC 504 (3) Database System Implementation
COSC 505 (3) Modeling and Simulation
COSC 506 (3) Numerical Optimization
COSC 507 (3) Parallel Computing

COSC 516 (3/6) d Special Topics in Databases
COSC 519 (3/6) d Topics in Computer Science
COSC 520 (3) Advanced Algorithms
COSC 522 (3) Advanced Topics in Artificial Intelligence
COSC 541 (3) Advanced Human Computer Interaction
COSC 548 (3) Directed Studies
COSC 549 (12) Master's Thesis
COSC 550 (6) Master's Project
COSC 589 (3) Master's Essay
COSC 590 (1-3) d Graduate Seminar
DATA 521 (3) Network Science
DATA 421 (3) Network Science
DATA 500 (3) Communication and Consulting in Data Science
DATA 501 (3) Data Analytics
STAT 507 (3) Sampling and Design

Revised Courses:

COSC 404 (3) Database System Implementation
COSC 405 (3) Modelling and Simulation
COSC 406 (3) Numerical Optimization
COSC 407 (3) Introduction to Parallel Computing
COSC 416 (3-9) d Special Topics in Databases
COSC 419 (3-9) d Topics in Computer Science
COSC 320 (3) Analysis of Algorithms
COSC 322 (3) Introduction to Artificial Intelligence
COSC 341 (3) Human Computer Interaction
STAT 400 (3) Statistical Communication and Consulting
k.DATA 301 (3) Introduction to Data Analytics
STAT 407 (3) Sample Surveys

Appendix D: Master of Engineering Leadership (M.E.L.) in Resource Engineering

FACULTY OF APPLIED SCIENCE

New Program:

Master of Engineering Leadership in Resource Engineering

New Subject Code:

APPP – Applied Science Professional Platform

New Courses:

APPP 501 (1.5) Project Management and Leadership

APPP 502 (1.5) Sustainability and Leadership

APPP 503 (1.5) Organizational Leadership

APPP 504 (3) Business Acumen for Technical Leaders

APPP 507 (1.5) Professional Communication

APPP 515 (3) Reliability Engineering and System Safety

Revised Courses:

ENGR 515 (3) Reliability Engineering and System Safety

ENGR 415 (3) Reliability Engineering and System Safety



04 December 2015

To: Okanagan Senate
From: Senate Academic Policy Committee
Re: Winter Term 2 Midterm Break

At the 2015 March meeting of Senate, the Senate Academic Policy Committee provided an update on the consideration of adjusting the dates for the 2015/16 Winter Term 2 midterm break to be one week earlier than currently scheduled. At that time, the recommendation was to keep the 2015/16 Winter Term 2 break as is. The Committee noted that they would like to gather more data on the implications of changing, or not changing, the dates with the intent to potentially revise *Policy O-125: Term and Formal Examination Scheduling*.

The Senate Academic Policy Committee has received information regarding the impact that moving the dates of the Winter Term 2 midterm break would have on science laboratory courses. Should the dates be moved as proposed, the midterm break and Family Day would occur in subsequent weeks. The change would lead to a three-week gap in the laboratory curriculum, which would have significant negative pedagogical and logistical implications. As an example, losing an extra Monday in Term 2 of Winter 2014 would have led to the cancellation and rescheduling of 177 lab sections with a combined enrolment of over 3,900 students. Pedagogical implications could include the complete elimination of some lab activities or assessments from the curriculum and the loss of alignment between laboratory exercises and the introduction of relevant material in the lectures. In addition, the loss of the additional Monday would trigger secondary effects in other courses; for example, this would impact courses that are taken simultaneously and synchronized with the laboratory courses.

Therefore, the Senate Academic Policy Committee suggests that no changes be made to the timing of the Winter Term 2 midterm break as no viable solution can be found at this point in time that would avoid the significant impacts to the fundamental academic programming of the science laboratory courses. Discussions surrounding a possible system-wide policy on the Academic Year are beginning, and the concerns surrounding the timing of the Winter Term 2 midterm break will be considered as part of that process.

Respectfully submitted,

Dr. Miriam Grant, Chair
Senate Academic Policy Committee



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December 14, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

**Subject: Admissions Proposal (approval)(circulated):
Bachelor of Education – Elementary Teacher Education Program,
suspension of admission**

Bachelor of Education – Elementary Teacher Education Program, suspension of admission

As senators are aware, the Faculty of Education is undertaking revisions and renewal of its Bachelor of Education degree, which is currently subdivided into the two-year Elementary Teacher Education Program (ETEP) and the one-year Secondary Education Teacher Program (STEP). As part of that process, the Faculty proposes to suspend admission to the ETEP for the 2016-2017 academic year. The 2016 Year 2 of ETEP will not be affected; students currently in Year 1 of ETEP can continue to Year 2 for 2016-2017 to complete their program. STEP will continue to accept applications for the 2016-2017 academic year.

The Faculty is proposing that a revised program will replace ETEP and STEP; it will be a generalist program rather than focusing solely on elementary or secondary education. It is pending campus consultation, in addition to Senate, Board of Governors and Teacher Regulation Branch approval. It is the Faculty's aim that the revised Bachelor of Education program will be offered in the 2017 Winter Session.

The Admissions and Awards Committee discussed the multi-faceted aspects of this proposal to suspend ETEP. The Academic Calendar has indicated since December 2014 that changes to the Bachelor of Education degree (both ETEP and STEP) were pending:

NOTE: The Bachelor of Education program is currently undergoing a review and it is expected that the admission requirements for 2016 Summer and Winter Sessions and thereafter will be substantially different, although these have yet to be determined. Please consult the Faculty for more current information.

The Committee realized that the Faculty of Education could not be more specific about these changes until internal Faculty decisions were made. The Faculty decision to move forward with preparing a revised B.Ed. program and suspending ETEP were made at a

November 2015 Faculty meeting. The renewed curriculum and admission requirements for the revised B.Ed. are under development and are not expected to be submitted for Senate committee approval until February 2016.

While the committee respects the Faculty's academic freedom and desire to ensure a well-planned program is developed throughout the coming 1.5 years, the committee also understands the potential implications for current ETEP applicants should the current ETEP be suspended for the 2016 Winter intake, namely that qualified applicants would either have to wait a year to start the revised B.Ed. program at the Okanagan campus or choose to attend a program elsewhere. The application deadline for current ETEP had been set for January 31, 2016. Application deadlines for similar programs across B.C. range from early January through March 2016. It was on the basis of upcoming application deadlines across B.C. that the Faculty of Education informed ETEP applicants of a potential admission suspension (pending Senate approval) through a letter dated early December.

The Admissions and Awards committee felt there is an ethical responsibility to both sides on this issue: The Faculty of Education has the collective right to academically direct their programs (subject to the approval of Senate), and faculty members have indicated that they need time to develop a revised and improved program of education in the Faculty which they do not feel would be possible while educating new ETEP students. That said, in the short-term, 2016 ETEP applicants will clearly be negatively affected by that year's intake not occurring and applicants have been working towards admission to the program for some years.

After a long discussion, including consideration of asking the Faculty of Education to work on developing their revised program while still offering ETEP for 2016 entry, a majority (five to four) of the Admission and Awards Committee agreed to recommend the suspension of the ETEP program.

Please note that the executive summary of the proposed revised Bachelor of Education program (included in the Senate package) is provided for background information only, not for approval.

The Admissions and Awards Committee is therefore recommending the following to Senate:

Motion: That Senate approve the admissions proposal for Bachelor of Education, suspension of admission of the Elementary Teacher Education Program for entry to the 2016 Winter Session.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



Admissions Proposal Form Okanagan Campus

<p>Faculty/School: Faculty of Education Dept./Unit: Faculty/School Approval Date: November 18, 2015 Effective Session: 2016S</p>	<p>Date: November 1, 2015 Contact Person: Dr. Gordon Binsted Phone: 250.807.9642 Email: Gordon.binsted@ubc.ca</p>
<p>Type of Action: Other: suspend Admissions to the ETEP program</p>	
<p>By way of context, I will start by giving some context to the changes and the motivation behind them. As a reminder, the following language was placed in the calendar last year to make students aware of pending changes: "The Bachelor of Education program is currently undergoing a review and it is expected that the admission requirements for 2016 Summer and Winter Sessions and thereafter will be substantially different, although these have yet to be determined. Please consult the Faculty for more current information."</p> <p>Over the last year, the Faculty has been hard at work developing a new program that both reflects best practice in teacher preparation while also considering both market and student needs. The new program is specifically designed to train a generalist educator who is able to work within the diverse education sector. This program critically contains an increase to the amount of placement time for students and a reduction in the number of credits, while having student complete their degree in December — in time for the hiring cycle for the following year. Throughout the development of this program, a broad consultation was undertaken: school districts, other post-secondary institutions, and a number of formal and informal considerations by the Faculty of Education. On November 18, the Faculty of Education passed the new curriculum. The program is now undergoing the cross-campus consultation process prior to consideration at Senate; concurrently the Teacher Regulation Branch and the BC Teacher's Council. Subsequently, three additional operational motions were passed: (1) That the new program be initiated for Fall 2017, (2) That the 1-year Secondary Education Program continue for one year, (3) that the 2-year Elementary Program be suspended for 2016.</p> <p>These motions serve a number of operational purposes.</p> <ol style="list-style-type: none"> (1) By starting the program in 2017, this gives the faculty sufficient time to change workload assignments, allow for further curriculum development, and consult further with provincial bodies. (2) Continuing to offer the Secondary program for one more year, provides workload and financial stability for the faculty. The one-year nature of the program means it will complete concurrent with the initiation of the new program (3) Suspending admissions into the Elementary program <ol style="list-style-type: none"> a. Allows for completion of the existing ETEP program (2yr) concurrent with start of new program b. Allows focus of academic resources on the launch of the new program <p>Further, the new program brings a number of critical opportunities for students:</p> <ol style="list-style-type: none"> (1) Even with a 1 year delay in starting (2017 instead of 2016) students will complete their program only 6 months later (2) The new program is demonstrably superior in a number of ways: block-structure provides flexibility, increased quality and duration of placement, (3) A generalist approach that is optimized for diverse teaching roles while also timing alignment of completion and practica to the normal teacher hiring process 	



<p>Proposed Academic Calendar Entry:</p> <p>[16718] NOTE: The Bachelor of Education program is currently undergoing a review <u>and admission to the Elementary Teacher Education Program (ETEP) will be suspended for the 2016-2017 academic year.</u> Please consult the Faculty for more current information.</p> <p>[16597] Students may apply for admission to the two-year Bachelor of Education after completing a minimum of 90 transferable credits in an undergraduate degree program acceptable in content to the Faculty of Education. These credits must include the requirements listed below: [...]</p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,284,1074,1318</p> <p>Present Academic Calendar Entry:</p> <p>[16718] NOTE: The Bachelor of Education program is currently undergoing a review and it is expected that the admission requirements for 2016 Summer and Winter Sessions and thereafter will be substantially different, although these have yet to be determined. Please consult the Faculty for more current information.</p> <p>[16597] Students may apply for admission to the two-year Bachelor of Education after completing a minimum of 90 transferable credits in an undergraduate degree program acceptable in content to the Faculty of Education. These credits must include the requirements listed below: [...]</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

EXECUTIVE SUMMARY

Renewed Program Proposal

Faculty of Education

UBC Okanagan

Dec. 1, 2015

1. Overview

The University of British Columbia is a comprehensive research-intensive university, 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's West Coast spirit 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.

1.1. Document Purpose

The purpose of this document is to present a detailed proposal of a renewed UBC Okanagan (UBCO) Faculty of Education Bachelor of Education (BEd) curriculum to the UBCO Senate for consideration. This proposal includes an overview of the curricular revisions, structural revisions, a summary of the consultation process, which informed these revisions, program and course change forms, syllabi and supporting appendices. All proposed revisions are undertaken in alignment with [UBC Strategic Plan](#). The UBCO Faculty of Education respectfully requests that the Senate consider this renewed BEd curriculum proposal for approval to enable the renewed program to commence in August, 2017.

1.2. Rationale for Curriculum Renewal

The decision to renew our Bachelor of Education program is driven by opportunity for change and innovation in relation to recent developments at UBC Okanagan alongside attention towards student learning, research excellence, and community engagement. Our renewed program reflects more than a year's work by our Faculty's Design Committees and informed in ongoing consultation with our school district partners & organizational bodies.

1.3. Goals of Renewal

In renewing our structure and curriculum we aspire to:

- create learning experiences that invest in graduates as scholar-practitioners¹ through increased field and community engagement
- prepare graduates for career growth in varied educational settings by providing a generalist base with the opportunity for specialization and continued professional development within and beyond the duration of the program
- address the diversities in classrooms today and the changing roles of educators within the profession
- attend to budget constraints through program delivery efficiencies and program development with a focus on achieving excellence

¹ See Appendix I, Scholar-Practitioner

1.4. Consultation Process

The consultation process began in August of 2014 with the formation of faculty design committees. Through charrettes, consults and conversations with our faculty, regional partners, school districts, the Dean of the Faculty of Education at UBCV, Teacher Regulation Branch, Teacher Qualification Services and the Ministry of Education, we have designed a research-informed program that builds on our current faculty and program strengths.

2. Credential

Bachelor of Education

3. Location

Okanagan campus of UBC

4. Faculty Offering Program

The program will be offered in the Faculty of Education at UBC Okanagan

5. Program Start Date

The program will be offered in the 2017 academic year, beginning in August 2017.

6. Program Completion Time

The anticipated time for completion of the program is 16 months, over five continuous terms, totalling 60 credits.

7. Summary of the Renewed Program

In keeping with UBC's encouragement to continually refine and update curricular offerings to reflect contemporary needs and contexts, this renewed program offers greater cohesion through a shared conceptual vision with associated core features. The renewed program intends to build a community of scholar-practitioners, from across fields of inquiry and interests, who are invested in questions concerning what it means to teach and learn within diverse contexts. Prospective educators will be invited to join and participate within our developing scholar-practitioner community. Our re-structured curriculum draws attention to the formative nature of professional knowledge. Thus, prospective educators will be encouraged to be students of learning, assuming inquiry as stance. Recursive, immersive opportunities to explore and examine what professional knowledge looks and feels like within the conduct of multiple educative practices and sites will be designed to purposefully strengthen the journey of professional growth, intertwining theoretical, content and pedagogical knowledge. Core features include:

- Infusing theory with practice grounded in substantial experiential learning
- Engaging research as a habit of learning and teaching

- Cultivating deep curricular knowledge crossing disciplinary boundaries and fostering an integrated approach to learning and teaching with opportunities to foster specialization knowledge
- Engaging multiple, sustained field opportunities, including two practicum experiences and a community field experience, to explore place-based learning, indigenous ways of knowing and building on undergraduate expertise
- Understanding assessment as an ongoing accompaniment of learning
- Investing in ongoing professional growth that is both personalized and collaborative, forming a Professional Development Network²

7.1. Contribution to UBC's Mandate and Strategic Plan

UBC's Strategic Plan, *Place and Promise*, identifies three aspects of making UBC one of the world's best universities: preparing students to become exceptional global citizens, promoting the values of a civil and sustainable society, and conducting outstanding research to serve people. The renewed program understands these aspects to be key interrelated features within the program design and emphasizes the associated theoretical underpinnings alongside the practical implementations. Therefore, prospective educators study and practice to embrace responsibilities for learning contexts that incite future global citizens, valuing inclusivity, justice, and local and global mindfulness. Future educators study and practice varied pedagogical approaches that support these values within content-rich, inquiry-based, learning experiences. Future educators are positioned to study their own (and others') developing educative practices, embedding research as a habit of all good teaching. As a whole, the renewed program is research-based with future educators encouraged to cultivate a scholar-practitioner identity as they situate their educative practices in the discourses and traditions of the field. Thus, the renewed program purposefully connects to UBC's vision and fosters learning opportunities for students to importantly practice living the vision of Place and Promise.

7.2. Learning Outcomes

A set of learning outcomes that students and faculty can identify and articulate is key. Recursive experiences with these outcomes grounded in opportunities to practice skills and modes of analysis, support deeper learning, and the development of expertise, must be afforded for prospective educators. Thus, investment in ongoing theory/practice opportunities for students to make sense of their growing professional knowledge within the lived realities of varied educative settings permeates the program design resulting in the following learning outcomes:

1. Demonstrating teaching and learning as complex relational undertakings that exist within larger social, cultural, philosophical, historical, and political contexts framing educative settings;

² See Appendix II for information on Professional Development Network

2. Understanding teaching and learning as (inter/intra) personal and embodied, derived from diverse narratives of experience;
3. Evidencing capacities to see and concomitantly act to further learning efforts with prudence, judgment, deliberation and interaction, communicating effectively with parents, guardians, families, and communities;
4. Seeing the questions and challenges of teaching in diverse educational contexts with diverse students as the ongoing task of assessment in education;
5. Exercising sound pedagogy, including planning, instruction, assessment, evaluation, and reporting, through discerning ways that promote meaningful learning;
6. Demonstrating many ways to teach and to learn, with time and space taken for experimentation alongside critical reflection;
7. Articulating the relationships between education and democratic citizenship, situating themselves and their students locally and globally.
8. Awareness of the supports and networks for teacher candidates and mentor teachers to invest in long term learning opportunities through sustained professional communities of practice.
9. Conducting practitioner-based inquiries, helping to approach educative practice as thoughtful decision makers—more mindfully, more sensitively, more innovatively, more flexibly, and more intentionally; and,
10. Valuing research informed practices through ongoing critical and creative thinking.

7.3. Linkages Between Outcomes and Curriculum Design

Our BEd program is post degree, 16 months, 60 credits, over five continuous terms.³ It requires a course structure that allows for integrated, cooperative, competency-based learning that does not lend itself to the traditionally segregated course structure of other undergraduate programs. The proposed program has been re-structured to promote greater integration and synthesis of course content, methodology, and faculty expertise. Field experience and practicum assignments are embedded throughout the program with classroom responsibilities increasing as knowledge and experience is gained. The existing Secondary and Elementary programs of the BEd degree will be consolidated into a single, generalist stream with opportunity to cultivate expertise by personalizing course selection.

7.4. Potential Employment

Graduates from the B Ed program will find job opportunities as educators in k-12 school and other educative settings such as community programs and youth oriented groups, advising and mentoring roles across human resource services associated with multiple sectors of employment, as well as educative roles in technical, business, cultural, and parks and natural resources settings.

³ See Appendix III for Course Structure and Schedule

7.5. Pedagogies

Our program pedagogies are grounded in the primacy of experience, the value of diversities-learning with and through others, and the formation of professional communities. These communities model inquiry as a core habit of teaching, sharing professional knowledge and providing the learning conditions to gain insights and enhance expertise at all stages of professional growth. These pedagogies include case methods, autobiography, school-field-based and community-based inquiry, practicums, workshops, seminars, large group forums, and practitioner inquiry. They all orient toward supporting and growing capacities to learn in and from practice. Each intends to build and strengthen the visions, strategies, methods, dispositions, and understandings that develop and embody the needed teaching practices for furthering learners/learning within the particulars of given educative situations. We envision these pedagogies working in relationship to each other with some pedagogies more fitting (such as autobiography) during the early stages of the program and other pedagogies (such as practitioner inquiry) more fitting at the conclusion of the program of study.

Case Methods: Accounts of teaching and learning that pose dilemmas, provide descriptions of contexts, and share evidence of learning outcomes that become texts for discussion of issues, analyses, and strategizing.

Autobiography: Narratives of personal experience emphasizing the student's school and/or life experiences to access and consider key formative experiences as children or young adults.

School-Field-Based and Community-Based Inquiry: Learning Tasks positioning prospective educators to think pedagogically, reasoning through dilemmas, investigating problems, towards analyzing and furthering students' learning.

Practicums: Extensive field experiences focused on inquiry, reflective planning, teaching, and assessment practices.

Workshops: Short term, intensive, and focused experiential learning events.

Seminars: Small group forums that allow for interaction, deliberation, and debate across the program of studies.

Large Group Forums: Overarching topics and key ideas presented in large student groupings.

Practitioner Inquiry: Identifying a problem of practice and designing an inquiry to grapple with this problem and suggest ways to address it.

E-Portfolio: An online record of teaching practice that documents growth and reflection

and demonstrates professional competency.

7.6. Program Strengths

Learning to teach in the UBC O program is interdependent with extended field and practicum experiences sharing a common vision of teaching in both school and community sites. Strong relationships across the teacher education program and these sites offer sustained supervision and feedback, mentorship expertise, co-planning and decision-making, and ongoing inquiry opportunities and research connections. Housed within the Faculty of Education are the *Innovative Learning Centre* (ILC: <http://innovativelearningcentre.ca/>) and the *Centre for Mindful Engagement* (CME: <http://cme.ok.ubc.ca/>). Both Centres offer long-term connections to resources and research intended to support and grow educators' efforts. The professional development network that emerges is intended to enable a broader institutional context for teaching and learning with professional knowledge understood to be formative in nature and, thus, an ongoing pursuit throughout an educator's career. (See: Professional Development Network Appendix)

7.7. Overview of the Level of Support and Recognition from Other Post Secondary Institutions

Not applicable (a renewed program is proposed drawing from our current programs and faculty)

7.8. Related Programs at UBC of Other BC Post Secondary Institutions

Not applicable (no new program is proposed)

8. Contact Information

Dr. Susan Crichton
Director Faculty of Education
Director Innovative Learning Centre
Associate Professor
University of British Columbia
3139 EME Building
1137 Alumni Ave.
Kelowna BC V1V 1V7
(250) 807-8638

Appendix III

DRAFT Renewed Bed Course Structure and Schedule				
Winter Term 1 (Sep-Dec Yr 1)				
Sep	Oct	Nov	Dec	
Orientation	EDUC 403 (6) Becoming a Scholar-Practitioner (8 weeks)		EDUC 431 (6) Developing a Pedagogical Stance (8 weeks)	
	EDUC 440 (3) - Field Experience: Literacies and Numeracies in Action (10 weeks)			
Winter Term 2 (Jan-Apr)				
Jan	Feb	Mar	Apr	
EDUC 436 (5) - Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies and Practices Part 1 (4 weeks) Formative Practicum Introduction	EDUC 441 (5) Field Experience: Formative Practicum (5 weeks)	EDUC 437 (5)-Developing Curricular Vision for a Democratic Society: Educational Purposes, Policies and Practices Part 2 (5 weeks)		
Summer Term 1 (May-Jun)		Summer Term 2 (Jul-Aug)		
May	Jun	Jul	Aug	
EDUC 442 (5) Community Field Experience (4weeks)	EDUC 438 (4) Educating for the Whole Person (3weeks)	Summer Institute in Education: Complete elective courses that focus on personalized professional learning goals (6 weeks) (6 credits)		CIC* Practicum Prep (2 weeks)
Winter Term 1 (Sep-Dec Yr 2)				
Sep	Oct	Nov	Dec	
EDUC 444 (15) Field Experience: Final Practicum/Internship (15 weeks)				Field Experience Debrief (1 week)

*CIC— Collaborative Inquiry Conference



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December 7, 2015

To: Okanagan Senate

From: Admissions and Awards Committee

**Subject: Admissions Proposal (approval)(circulated):
MA and PhD in Psychology (revision)**

MA and PhD in Psychology (revision)

The revision to the MA and PhD admission requirements clarifies the application process for the applicant.

Currently, the Psychology department merely “encourages” applicants to make contact with potential supervisors, but with the new Calendar language the applicant ought to have a better understanding of the implication of not making such contact. Applicants will not be admitted unless a supervisor has agreed to supervise them.

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

Motion: That Senate approve the admissions proposal for revision to the MA in Psychology for entry to the 2016 Winter Session and thereafter.

Motion: That Senate approve the admissions proposal for revision to the PhD in Psychology for entry to the 2016 Winter Session and thereafter.

Respectfully submitted,

Dr. Marianne Legault
Chair, Admissions and Awards Committee



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

Category: 2	
Faculty/School: Arts & Science Dept./Unit: Psychology Faculty/School Approval Date: Aug. 19, 2015 Effective Session: 2016W	Date: March 18, 2015 Contact Person: Jan Cioe Phone: 250.807.8732 Email: jan.cioe@ubc.ca
Type of Action: Other: Making the need for a supervisor who is willing to accept the applicant as a student clearer	
Rationale: Our graduate admissions policy requires that a student's application be supported by a faculty member who is willing to supervise that student to be assessed for entry into the graduate program; without a faculty member formally acknowledging that he/she will take the student on, the file is not advanced to the next stage of the process. Accordingly, students need to know that they must contact faculty beforehand to gain some level of assurance of acceptance. By ensuring that faculty and students communicate we can avoid needless formal applications – saving both the student and the University time and money. At the moment we merely “encourage” applicants to make contact with potential supervisors, but with the new language the student ought to have a better understanding of the implication of not making such contact.	
Proposed Academic Calendar Entry: Master of Arts (M.A.) [14237] Admission Requirements [...]	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 [...]
[14242] <u>No applicant will be admitted to the program unless 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.</u>	[14242] Students are encouraged to contact possible supervisors to discuss their admission prior to formally applying. Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,285,1008,1227



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<p>Doctor of Philosophy (Ph.D.) [14227] Admission Requirements</p> <p>[...]</p> <p><u>[14232] No applicant will be admitted to the program unless 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.</u></p>	<p>Present Academic Calendar Entry:</p> <p>Doctor of Philosophy (Ph.D.) [14227] Admission Requirements</p> <p>[...]</p> <p>[14232] Students are encouraged to contact possible supervisors to discuss their admission prior to formally applying.</p>
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December 17, 2015

To: Okanagan Senate
From: Curriculum Committee
Subject: 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.

As such, the following is recommended to Senate:

Motion: ***That Senate approve the new courses brought forward from the Faculty of Arts and Sciences and Faculty of Management.***

- a. From the Faculty of Arts & Sciences
 - i. BA Honours in Economics
 - ii. BSc Honours in Economics
 - iii. ECON 495 (3) Honours Seminar
 - iv. ECON 499 (3) Honours Essay
 - v. BIOL 382 (3) Prokaryotic Physiology

- b. From the Faculty of Management
 - i. COOP subject code – Co-operative Education
 - ii. COOP 401 (3) Co-op Education Work Experience I
 - iii. COOP 402 (3) Co-op Education Work Experience II
 - iv. COOP 403 (3) Co-op Education Work Experience III
 - v. COOP 404 (3) Co-op Education Work Experience IV

For the Committee,

Dr. Peter Arthur
Chair, Curriculum Committee



Executive Summary:
B.A. and B.Sc. Honours in Economics
Irving K. Barber School of Arts and Sciences
University of British Columbia, Okanagan

Overview

The Economics Department at UBC Okanagan is part of Unit 8 in the Irving K. Barber School of Arts and Sciences. It currently offers a B.Sc. major, a B.Sc. minor, a B.A. major and a B.A. minor in Economics. Also, in collaboration with other departments the Economics Department is offering two interdisciplinary majors and an interdisciplinary minor: a B.A. major in Philosophy, Politics, Economics (PPE), a B.A. major in International Relations and a B.Sc. minor in Data Science.

In order to be competitive for the best graduate schools, students need to demonstrate that they have acquired enough knowledge and skills to be successful in postgraduate studies. Currently, our programs are not designed to allow our best students to successfully demonstrate this. This gap needs to be filled and creating an honours program is the most appropriate curriculum-based response. Moreover, providing an honours program in economics will make UBC Okanagan more attractive for highly qualified students in economics, which will positively affect both enrollment and students' average outcomes in the Department. We therefore propose the creation of two honours programs, namely a B.A. Honours in Economics and a B.Sc. Honours in Economics.

Credentials

B.A. Honours in Economics
B.Sc. Honours in Economics

Location

The Okanagan campus of UBC.

Faculty offering the program

The program will be offered, administered and delivered by the Economics Department in the Irving K. Barber School of Arts and Sciences.

Program start date

The program will be offered in the 2016W academic year.

Program completion time

Anticipated time for completion of the program is four years. Students are expected to complete their Honours essays during their fourth year.

Objectives

The needs of undergraduate students vary depending on what they aim to do after completing their bachelor degree. Some students will directly integrate into the labour market after graduating, while others will pursue graduate studies. The Economics Department at UBC Okanagan should effectively prepare students for both paths.



Currently, programs offered in economics at UBC Okanagan prepare students well for the labour market. However, we believe that introducing an honours program in economics will attract and help those students eager to pursue graduate studies to attain this goal.

The primary objectives of the Honours programs are to provide highly qualified students with the skills required for success in masters programs. For instance, the current economics programs are not designed to provide an in-depth introduction to research methods; our economics Honours programs will. The proposed Honours programs have been carefully designed to meet requirements of master programs offered by top Canadian and international universities.

Contributions to UBC's mandate and strategic plan

The new Honours program will positively impact student learning and research excellence, which are two important objectives in the UBC strategic plan.

Students completing an honours degree in economics will develop more skills and knowledge than they would in a conventional bachelor degree program in economics. The Honours programs will require students to study closer to the research frontier, to better familiarise themselves with research and to make a commitment to academic excellence. The Honours programs will thus prepare some of our best qualified students for their next steps in academia.

Program learning outcomes and linkages between learning outcomes and curriculum design

Students admitted to the Honours programs are required to complete a minimum of 15 credits of 400-level economics courses. The proposed seminar course (ECON 495) will serve as a capstone course, allowing students to reach the next level of research ability and sophistication. More precisely, ECON 495 will help students understand how to use the skills they have learned in order to produce research outputs. Students will also be able to demonstrate research abilities by producing an honours essay (ECON 499). The essay will take the form of a one-on-one directed study where students will design and execute original research under the close supervision of a faculty member. ECON 499 builds on previously acquired knowledge and the skills. The ECON 495 and ECON 499 sequence is thus an effective way for students to incrementally build and demonstrate research abilities.

Some outcomes and linkages with curriculum design include:

- Greater understanding of the theory and methodology of economics
- Acquisition of knowledge closer to the research frontier
- Familiarisation with research methods
- The development of necessary skills to conduct economic research and effectively communicate the results. These skills include
 - Library and internet researching
 - Critical reading of economics articles
 - Data collection and management



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- Data analysis
- Regression analysis
- Presentations, and
- Writing for economics
- Production of a research project.

Delivery Methods

Students will be required to complete courses and produce an honours essay.

Program strengths

The Honours programs require students to follow a refined curriculum, including our most challenging courses. They are also intended to familiarise students with research methods. Finally, producing an economics thesis will allow students to learn one-on-one with a faculty mentor. The addition of an honours program will also increase our programs' attractiveness and our capacity to retain highly qualified students in economics at UBC Okanagan.

Support and recognition from other post-secondary institutions

Gaining recognition from other post-secondary institutions for our best students is a main objective of the proposed programs. Top economics masters programs generally select their students among honours programs graduates because they can be confident that these candidates have been properly trained for graduate studies. Indeed, students need to convince prospective schools that they have already attained a high level of skills and knowledge. Also, being introduced to research methods is a valuable asset which will set them up for success in graduate school. Currently, students graduating in economics at UBC Okanagan have more difficulty with demonstrating this than they should because of the structure of our programs. The Honours programs will provide the necessary structure that will allow our graduates to demonstrate how attractive they are to other institutions.

Related programs

The Vancouver School of Economics at UBC Vancouver currently offers an honours program in Economics.

Institutional contact

Dr. Julien Picault, Instructor, Economics.

Irving K. Barber School of Arts and Sciences Unit 8, UBC Okanagan

ARTS 225, 1147 Research Road, Kelowna, BC V1V 1V7

Julien.picault@ubc.ca (250) 807-9227

Appendix: Resources required

All required courses are already offered, with the exception of ECON495 Honours Seminar and ECON499 Honours Essay. Those courses are jointly proposed with the Honours programs. Currently, the Economics department has enough resources to offer ECON495 and ECON499. As such, no new resources are required to deliver the Honours programs.



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

Category: 1	
Faculty/School: Arts and Sciences/ IKBSAS Dept./Unit: Economics/Unit 8 Faculty/School Approval Date: November 10, 2015 Effective Session: 2016W	Date: Aug. 31, 2015 Contact Person: Dr. Julien Picault Phone: 250.807.9227 Email: julien.picault@ubc.ca
Type of Action: New program: B.A. Honours in Economics B.Sc. Honours in Economics	
Rationale: Executive Summary contains the rationale for this proposal. The main points are summarized below: <ul style="list-style-type: none"> • Many students have shown interest in an honours degree in economics at UBC Okanagan. • help attracting and retaining excellent students who would like to pursue graduate studies. • include 6 credits of directed study project (3 credits of honours seminar and 3 credits of honours essay) that allow students: <ul style="list-style-type: none"> • to gain greater understanding of the theory and methodology of economics through interaction with a faculty mentor; and • to benefits from a peer group; and • to gain research experience under close supervision of a faculty mentor <p>Most universities in Canada and in the United States that send a significant percentage of students to graduate school in economics have a comparable honours program in the discipline. In order for UBC Okanagan to continue its success in sending students to graduate school, an honours program needs to be added to the current program offerings.</p>	



<p>Proposed Academic Calendar Entry:</p> <p>Economics (B.A.)</p> <p>[11310] B.A. Major in Economics [...]</p> <p><u>B.A. Honours in Economics</u></p> <p><u>The Honours program in Economics enables high-achieving B.A. Major students in Economics to increase their concentration in Economics and to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay). Students are expected to satisfy high levels of competency in their academic program and to successfully complete a directed-studies project (ECON 499 Honours Essay) under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be successful; in addition, most of the high-quality programs in Economics expect potential graduate students to have completed an Honours degree.</u></p> <p><u>Students who wish to enroll in the Honours program must submit a formal application to the coordinator of the Honours Program.</u></p> <p><u>After being admitted to the Honours Program, students must complete ECON 495 (Honours</u></p>	<p>Draft Academic Calendar URL: http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,857,980</p> <p>Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,980</p> <p>Economics (B.A.)</p> <p>[11310] B.A. Major in Economics [...]</p>
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Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

ADMISSION REQUIREMENTS:

- Fourth-year standing in the Economics Major;
- A minimum grade average of 76% in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of 76% in both ECON 204 and ECON 205;
- A minimum grade average of 76% in MATH 100 or 116 and MATH 101 or 142;
- Successful Completion of ECON 327 and ECON 328.

GRADUATION REQUIREMENTS:

- All general program requirements for the B.A. degree <link <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,857,1084>>
- All requirements for the B.A. Economics Major;
- Successful completion of ECON 401, 402, 427, 495 and 499;
- A minimum overall grade average of 76% in all Economics (ECON) courses;
- A minimum overall grade average of 76% in all courses; and
- A minimum of 51 credits of Economics with at least 36 credits at the upper level.



Economics (B.Sc.)

[15032] B.Sc. Major in Economics

[...]

B.Sc. Honours in Economics

The Honours program in Economics enables high-achieving B.Sc. Major students in Economics to increase their concentration in economics and to gain research experience through the completion of a directed-studies project (ECON 499 Honours Essay). Students are expected to satisfy high levels of competency in their academic program and to successfully complete a directed-studies project (ECON 499 Honours Essay) under the supervision of a faculty member. Students intending to pursue graduate studies in economics are advised to consider taking the Honours program since it better equips them to be successful; in addition, most of the high-quality programs in Economics expect potential graduate students to have completed an Honours degree.

Students who wish to enroll in the Honours program must submit a formal application to the coordinator of the Honours Program.

After being admitted to the Honours Program, students must complete ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) in sequence during their final year of study.

Draft Academic Calendar URL:

<http://www.calendar.ubc.ca/okanagan/proof/edit/index.cfm?tree=18,282,858,1224>

Present Academic Calendar Entry:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1224>

Economics (B.Sc.)

[15032] B.Sc. Major in Economics

[...]



ADMISSION REQUIREMENTS:

- Fourth-year standing in the Economics major;
- A minimum grade average of 76% in all courses taken to date that are applicable to the Economics Major;
- A minimum grade of 76% in both ECON 204 and ECON 205;
- A minimum grade average of 76% in MATH 100 and MATH 101;
- Successful Completion of ECON 327 and ECON 328.

GRADUATION REQUIREMENTS:

- All general program requirements for the B.Sc. degree <link: [Version: 2 Sept. 2014 \(approved\)](http://www.calendar.ubc.ca/okanagan/index.cfm?tree=18,282,858,1065>;</u>
• <u>All requirements for the B.Sc. Economics Major;</u>
• <u>Successful completion of ECON 401, 402, 427, 495 and 499;</u>
• <u>A minimum overall grade average of 76% in all Economics (ECON) courses;</u>
• <u>A minimum overall grade average of 76% in all courses; and</u>
• <u>A minimum of 51 credits of Economics with at least 36 credits at the upper level.</u>

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

Category: 1	
Faculty/School: Arts and Sciences/ IKBSAS Dept./Unit: Economics/Unit 8 Faculty/School Approval Date: November 10, 2015 Effective Session: 2016W	Date: Aug. 31, 2015 Contact Person: Dr. Julien Picault Phone: 250.807.9227 Email: julien.picault@ubc.ca
Type of Action: New Course, ECON 495 Honours Seminar	
Rationale: <p>We are proposing two new required courses, ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) for the Honours program. ECON 495 will be offered in winter term 1 while ECON 499 will be offered in winter term 2. Honours students must complete the two courses in sequence during final year of their degree. This sequence of two courses allows for a clear segmentation of the research project in two phases creating an efficient set-up to produce high quality research in economics.</p> <p>ECON 495 will present and review methodologies of successful, high-quality research. Students will implement the knowledge and skills they have accumulated thus far. The main goal is to build and develop skills necessary to conduct and effectively communicate the results of economic research. These skills include library and internet researching, critical reading of economics articles, data management, data analysis, regression analysis, presentations, and writing an economics paper. At this stage, students can benefit from collaborative learning and emulation from other students; that is why, it has been designed as a seminar. At the end of this course, students are expected to have developed a research proposal and a literature review for their Honours essays.</p> <p>ECON 499 will allow students to undertake a significant directed studies project, interact on an extensive basis with a faculty mentor, and gain an understanding of economic theory and methodology. The Honours Essay will be an important research experience that will become an asset for students intending to pursue graduate studies in economics. It allows students to apply skills acquired during their degree to the completion of a research project.</p>	



<p>Proposed Academic Calendar Entry:</p> <p><u>ECON 495 (3) Honours Seminar</u></p> <p><u>Reports and group discussions of selected topics for fourth-year Honours students.</u></p> <p><u>Development of a research proposal. [0-0-3]</u></p> <p><u>Prerequisite: Admission to the B.A. or B.Sc. Economics Honours Program</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: Arts and Sciences/ IKBSAS Dept./Unit: Economics/Unit 8 Faculty/School Approval Date: November 10, 2015 Effective Session: 2016W	Date: Aug. 31, 2015 Contact Person: Dr. Julien Picault Phone: 250.807.9227 Email: julien.picault@ubc.ca
Type of Action: New Course, ECON 499 Honours Essay	
Rationale: <p>We are proposing two new required courses, ECON 495 (Honours Seminar) and ECON 499 (Honours Essay) for the Honours program. ECON 495 will be offered in winter term 1 while ECON 499 will be offered in winter term 2. Honours students must complete the two courses in sequence during final year of their degree. This sequence of two courses allows for a clear segmentation of the research project in two phases creating an efficient set-up to produce high quality research in economics.</p> <p>ECON 495 will present and review methodologies of successful, high-quality research. Students will implement the knowledge and skills they have accumulated thus far. The main goal is to build and develop skills necessary to conduct and effectively communicate the results of economic research. These skills include library and internet researching, critical reading of economics articles, data management, data analysis, regression analysis, presentations, and writing an economics paper. At this stage, students can benefit from collaborative learning and emulation from other students; that is why, it has been designed as a seminar. At the end of this course, students are expected to have developed a research proposal and a literature review for their Honours essays.</p> <p>ECON 499 will allow students to undertake a significant directed studies project, interact on an extensive basis with a faculty mentor, and gain an understanding of economic theory and methodology. The Honours Essay will be an important research experience that will become an asset for students intending to pursue graduate studies in economics. It allows students to apply skills acquired during their degree to the completion of a research project.</p>	
Proposed Academic Calendar Entry: <u>ECON 499 (3) Honours Essay</u> <u>Essay on some theoretical, applied, or institutional problem and a formal presentation of the findings.</u> <u>Prerequisite: ECON 495</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: Unit 2 – Biology Faculty/School Approval Date: August 19, 2015 Effective Session: 2016W	Date: January 27 th , 2015 Contact Person: Dr. Richard Plunkett Phone: 250.807.9650 Email: richard.plunkett@ubc.ca
Type of Action: New Course	
Rationale: This course is designed for upper-division undergraduate students wishing to learn advanced concepts of the physiology and molecular biology of bacteria. It would satisfy B.Sc. degree requirements as an upper-level elective for the Microbiology major. It would also be appropriate as an upper-level elective for other science degrees, including Biology, Ecology and Evolutionary Biology, and Zoology majors. The course meets a need for upper-level biology courses; it has already been offered twice as a special topics class, BIOL 420V Bacterial Physiology, and has more than doubled in enrollment, with a long waitlist of students who wish to enroll.	
Proposed Academic Calendar Entry: <u>BIOL 382 (3) Prokaryotic Physiology</u> <u>Physiology and molecular biology of prokaryotic organisms. Molecular structure and functional aspects of prokaryotic cells including: bacterial and archaeal metabolism; energy production and use by aerobes and anaerobes; cellular growth and biosynthesis; and molecular genetics. Credit will not be granted for both BIOL 382 and BIOL 420V when the subject matter is of the same nature.</u> <u>[3-0-0]</u> <u>Prerequisites: BIOL 228 and either CHEM 204 or 214.</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: Faculty of Management Dept./Unit: Faculty/School Approval Date: October 21, 2015 Effective Session: 2016W Term 1	Date: October 07 2015 Contact Person: Dr. Barbara L Marcolin Phone: 250.807.9637 Email: barb.marcolin@ubc.ca
Type of Action: New Subject Code	
Rationale: Faculty of Management is developing new course offerings related to co-op education that will be open to students across campus. To reflect this new offering, it is appropriate to have a new course code, COOP, because this is more explicit and direct than MGCO in relating to a co-op work experience. The first courses brought forward with this new course code are COOP 401, COOP 402, COOP 403 and COOP 404. The MGCO 401 is equivalent to COOP 401, MGCO 402 is equivalent to COOP 402, MGCO 403 is equivalent to COOP 403 and MGCO 404 is equivalent to COOP 401. All eight co-op courses will remain in order to provide flexibility in labelling for students and programs.	
Proposed Academic Calendar Entry: <u>COOP – Co-operative Education</u>	Draft Academic Calendar URL: Present Academic Calendar Entry: N/A



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

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Faculty/School Approval Date: October 21, 2015 Effective Session: 2015W Term 2	Date: October 8, 2015 Contact Person: Dr. Barbara Marcolin Phone: 250.807.9637 Email: barb.marcolin@ubc.ca
Type of Action: Revision to Program New/revision to courses	
Rationale: Add a generic “COOP” course code to the calendar to allow flexibility in designating co-op work experience on student transcripts within UBC degrees. The MGMT Co-op course codes (“MGCO”) will remain and new “COOP” course codes will be added to the calendar as well. The COOP courses will have the same calendar entries and descriptions as the MGCO code to enable common delivery and administration of the Co-op Program. The students once in the Co-op Program would form a single cohort of co-op students regardless of their home Faculty/ies and would participate in all the pre-employment work, placement processes and evaluation as a cohort. The benefit of the COOP code for some students might be seen as a label that is explicit and direct on a co-op work experience.	
Proposed Academic Calendar Entry: <u>COOP 401 (3) Co-op Education Work Experience I</u> <u>Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Pre-employment training workshops and co-op assignments are required. Course is restricted to students who have completed all third-year requirements and have secured a work-</u>	Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=COOP N/A.



<p><u>term with an appropriate employer either independently or through the 'Co-op Office'.</u> <u>Restricted to students accepted to the Co-op Program.</u></p>	
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Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Faculty/School Approval Date: October 21, 2015 Effective Session: 2015W Term 2	Date: August 1, 2015 Contact Person: Dr. Barbara Marcolin Phone: 250.807.9637 Email: barb.marcolin@ubc.ca
Type of Action: Revision to Program New/revision to courses	
Rationale: Add a generic “COOP” course code to the calendar to allow flexibility in designating co-op work experience on student transcripts within UBC degrees. The MGMT Co-op course codes (“MGCO”) will remain and new “COOP” course codes will be added to the calendar as well. The COOP courses will have the same calendar entries and descriptions as the MGCO code to enable common delivery and administration of the Co-op Program. The students once in the Co-op Program would form a single cohort of co-op students regardless of their home Faculty/ies and would participate in all the pre-employment work, placement processes and evaluation as a cohort. The benefit of the COOP code for some students might be seen as a label that is explicit and direct on a co-op work experience.	
Proposed Academic Calendar Entry: <u>COOP 402 (3) Co-op Education Work Experience II</u> <u>Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Pre-employment training workshops and co-op assignments are required. Course is restricted to students who have completed all third-year requirements and have secured a work-</u>	Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=MGCO N/A.



<p><u>term with an appropriate employer either independently or through the 'Co-op Office'.</u> <u>Restricted to students accepted to the Co-op Program.</u> <u>Prerequisite: COOP 401.</u></p>	
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Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Faculty/School Approval Date: October 21, 2015 Effective Session: 2015W Term 2	Date: August 1, 2015 Contact Person: Dr. Barbara Marcolin Phone: 250.807.9637 Email: barb.marcolin@ubc.ca
Type of Action: Revision to Program New/revision to courses	
Rationale: Add a generic “COOP” course code to the calendar to allow flexibility in designating co-op work experience on student transcripts within UBC degrees. The MGMT Co-op course codes (“MGCO”) will remain and new “COOP” course codes will be added to the calendar as well. The COOP courses will have the same calendar entries and descriptions as the MGCO code to enable common delivery and administration of the Co-op Program. The students once in the Co-op Program would form a single cohort of co-op students regardless of their home Faculty/ies and would participate in all the pre-employment work, placement processes and evaluation as a cohort. The benefit of the COOP code for some students might be seen as a label that is explicit and direct on a co-op work experience.	
Proposed Academic Calendar Entry: <u>COOP 403 (3) Co-op Education Work Experience III</u> <u>Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Pre-employment training workshops and co-op assignments are required. Course is restricted to students who have completed all third-year requirements and have secured a work-</u>	Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=MGCO N/A.



<p><u>term with an appropriate employer either independently or through the 'Co-op Office'.</u> <u>Restricted to students accepted to the Co-op Program.</u> <u>Prerequisite: COOP 402.</u></p>	
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Curriculum Proposal Form New/Change to Course/Program – Okanagan Campus

Category: 1	
Faculty/School: Faculty of Management Dept./Unit: Faculty/School Approval Date: October 21, 2015 Effective Session: 2015W Term 2	Date: August 1, 2015 Contact Person: Dr. Barbara Marcolin Phone: 250.807.9637 Email: barb.marcolin@ubc.ca
Type of Action: Revision to Program New/revision to courses	
Rationale: Add a generic “COOP” course code to the calendar to allow flexibility in designating co-op work experience on student transcripts within UBC degrees. The MGMT Co-op course codes (“MGCO”) will remain and new “COOP” course codes will be added to the calendar as well. The COOP courses will have the same calendar entries and descriptions as the MGCO code to enable common delivery and administration of the Co-op Program. The students once in the Co-op Program would form a single cohort of co-op students regardless of their home Faculty/ies and would participate in all the pre-employment work, placement processes and evaluation as a cohort. The benefit of the COOP code for some students might be seen as a label that is explicit and direct on a co-op work experience.	
Proposed Academic Calendar Entry: <u>COOP 404 (3) Co-op Education Work Experience IV</u> <u>Approved and supervised paid work experience with a public or private organization for a minimum of 455 hours full time. Pre-employment training workshops and co-op assignments are required. Course is restricted to students who have completed all third-year requirements and have secured a work-</u>	Present Academic Calendar Entry: http://www.calendar.ubc.ca/okanagan/courses.cfm?go=code&code=MGCO N/A.



<p><u>term with an appropriate employer either independently or through the 'Co-op Office'.</u> <u>Restricted to students accepted to the Co-op Program.</u> <u>Prerequisite: COOP 403.</u></p>	
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THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
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3333 University Way
Kelowna, BC Canada V1V 1V7

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

December 7, 2015

To: Okanagan Senate

From: Learning and Research Committee

RE: Candidates for Emeritus Status (approval)

The Learning and Research Committee recommends approval of the following motion:

Motion: *That the attached list of individuals for emeritus status be approved and that, pursuant to section 9(2) of the University Act, that they be added to the Roll of Convocation.*

Respectfully submitted,

Dr. Peter Arthur, Chair
Senate Learning and Research Committee

UBC Okanagan campus Emeriti candidates December 2015

Title	Name	Rank	Department/Unit	Faculty	Eff Date	Years of Service
Dr	LaGrange, Annette	Assoc Professor (tenure)	UBCO - Faculty of Education	UBCO - Faculty of Education	15/08/2015	3
Mr	Riviere, Edmond	Assoc Professor (tenure)	UBCO - Critical Studies	UBCO - Faculty of Creative & Critical Studies	01/01/2016	23
Dr	Salhani, Daniel	Assoc Professor (tenure)	UBCO - School of Social Work	UBCO - Faculty of Health & Social Development	01/01/2016	13



University of British Columbia
2015 Annual Report on Enrolment:
Okanagan Campus

Cynthia Mathieson
Provost and Vice-Principal Academic
UBC Okanagan

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Introduction

The UBC Okanagan Annual Enrolment Report provides information related to enrolment in programs offered on the Okanagan campus. Key enrolment objectives for the Okanagan campus include the following: reach stability at 100% of the government-funded number of domestic undergraduate and graduate students within two years, maintain a healthy enrolment of a diverse international student body, promote continued growth in Aboriginal student enrolment, and expand the proportion of undergraduate students from other Canadian provinces.

The Provost and Vice-Principal Academic and Deans work in conjunction with staff in Enrolment Services and in Okanagan Planning and Institutional Research to translate university-wide plans into specific undergraduate enrolment targets using models and plans based on current trends and retention rates, and then develop new intake targets to achieve those goals. We do not set specific targets for graduate students (graduate admissions are managed at the departmental level). We have provided some information about graduate students' enrolment.

Enrolment planning is not simply a matter of numbers; it consists of a wide range of decisions and procedures. Academic plans and government-funding decisions determine overall goals and strategies. Long term enrolment objectives are aligned with the University's overall strategic plan and are developed to support our reputation as a globally-recognized research-intensive university, our strong belief in the value and importance of intercultural understanding and international engagement, our responsibility to address the needs of qualified underserved populations, and our desire to align enrolment with the resources needed to provide an outstanding educational experience for all of our students.

2015 represents a milestone for UBC in two historically significant ways: it marks the centennial anniversary of UBC and the 10-year anniversary of UBC Okanagan. Across both campuses, over 60,000 students are enrolled at UBC, compared to just 379 in 1915; for UBC Okanagan, student enrolment has more than doubled since 2005.

What Is the State of Undergraduate Admissions in the Okanagan Campus?

A competitive university like UBC receives applications from more students than can be accommodated. UBC's admission requirements are designed to select a class of newly-admitted students who are the most likely to succeed and thrive on campus; the admissions process is designed to ensure this occurs in a strategic and fair manner. Ultimately, the goal is for the University to achieve its enrolment objectives in terms of the composition, the qualities, and the size of the incoming class.

This process of reducing numbers of applicants to registered students is known as the "admissions funnel." Students apply, complete their application, gain admission, and ultimately register. Each stage of the funnel contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes.

Students may apply to a few programs, ranked in order of choice, offered by one or both campuses. Figures 1 through 3 and 7 through 9 describe undergraduate students whose first choice was a program at the Okanagan campus, while Figures 4 through 6 describe all Okanagan applicants. We report some statistics by first-choice only because these are more indicative of institutional selectivity.

We admitted a greater proportion of completed applicants than the previous year, and had more new registrants than the prior year. UBC also admits "new-to-program" students; these are existing UBC students who transfer within UBC to new programs and thus are not included in this report.

In 2015 the new-to-UBC domestic applicant pool for first choice Okanagan campus was about 6% larger than in the previous year and the international applicant pool grew by 8%. BC's school-age population has been declining. Elementary school enrolment was declining and started to increase in 2013, and is projected to continue to increase for the next several years. Secondary school enrolments are expected to continue to decline for the next few years and are projected to start to increase by 2018. UBC's strong reputation as a highly desirable post-secondary institution and concerted recruitment efforts will help shield the institution from the effects of a declining local population of prospective students.

UBC attracts applications from considerable numbers of international students, and these numbers have been increasing over time. International students contribute to UBC's commitments to international engagement and intercultural understanding. International students do not displace domestic students.

How Many Undergraduate Students Apply, Are Admitted, and Ultimately Register in their First Choice Program?

The Admissions Funnel displayed below describes students who applied to a program at UBC's Okanagan campus as their first choice (Figures 1 through 3). The funnel shows the number of completed applications, admitted students, and subsequent registrations for 2012 through 2015.

Overall, the number of applicants has decreased over time, as has the number of admitted and registered students. However, a modest increase was realized in the total number of submitted first-choice applications in 2015 over the prior year. Ultimately, this resulted in 1,873 new student registrations in first-choice programs, an increase of approximately 7% over 2014.

Figure 1: Overall Undergraduate Students' First Choice Admissions Funnel

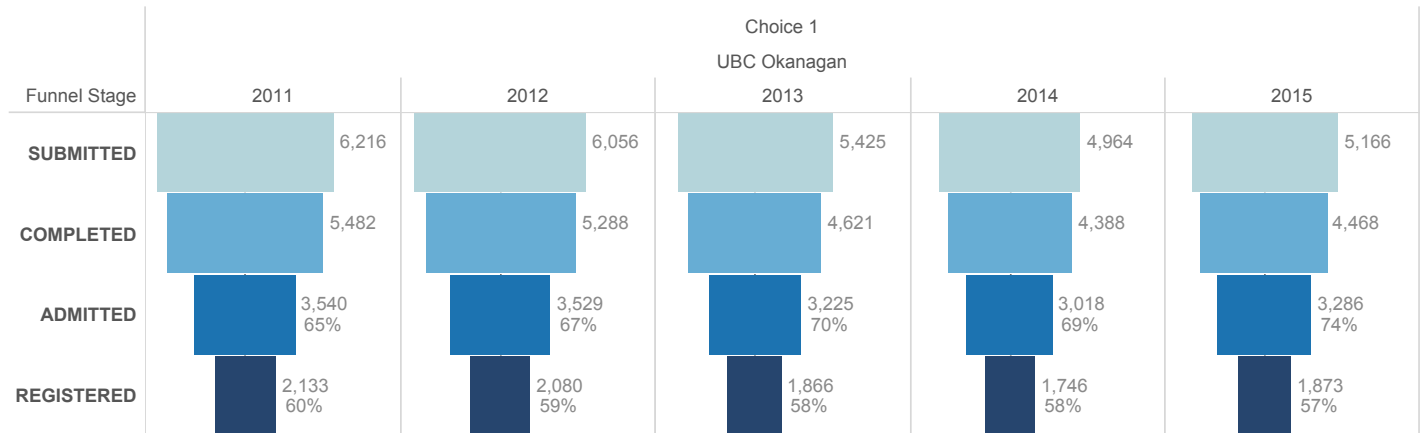


Figure 2: Domestic Undergraduate Students' First Choice Admissions Funnel

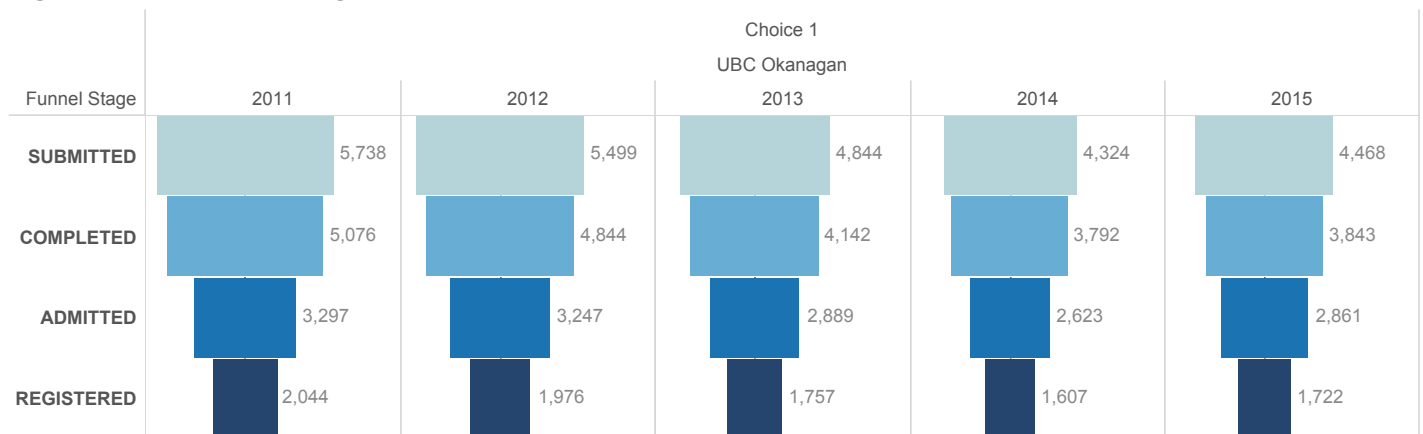
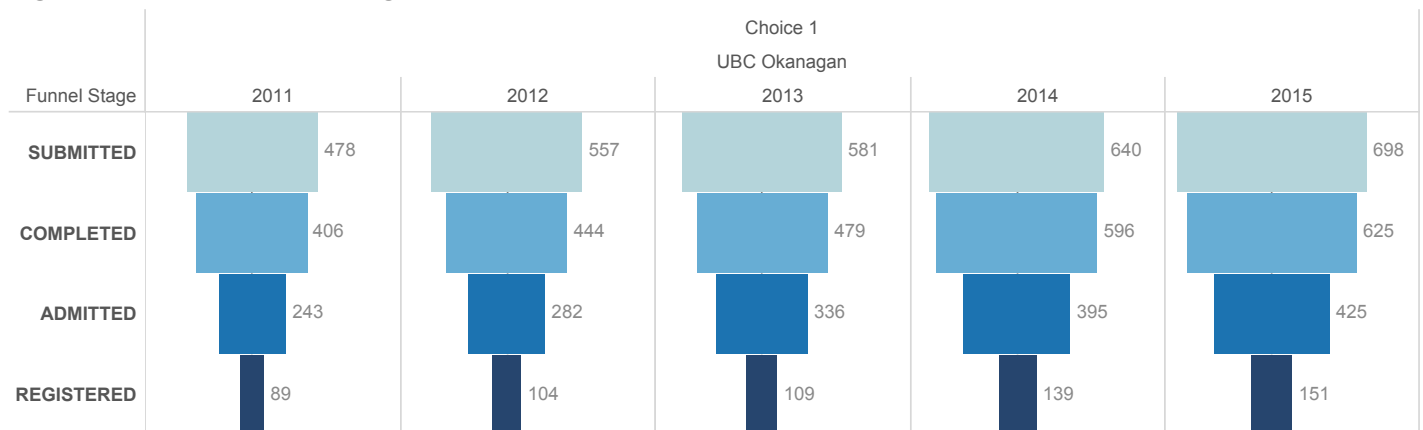


Figure 3: International Undergraduate Students' First Choice Admissions Funnel



How Many Undergraduate Students Apply, Are Admitted, and Ultimately Register in Their Top Choice Program?

The Admissions Funnel displayed below is for students who applied to a program at UBC's Okanagan campus as their top choice (Figures 4 through 6). Top choice is the highest choice a student has been admitted to, or their first choice if not admitted.

The funnel shows the number of completed applications, admitted students, and subsequent registrations for 2011 through 2015. The number of applicants has decreased over time, as have the numbers of admitted and registered students. However, as was the case with first choice applications, the number of top choice applications has increased in 2015 for UBC Okanagan programs.

Figure 4: Overall Undergraduate Students Top Choice Admissions Funnel

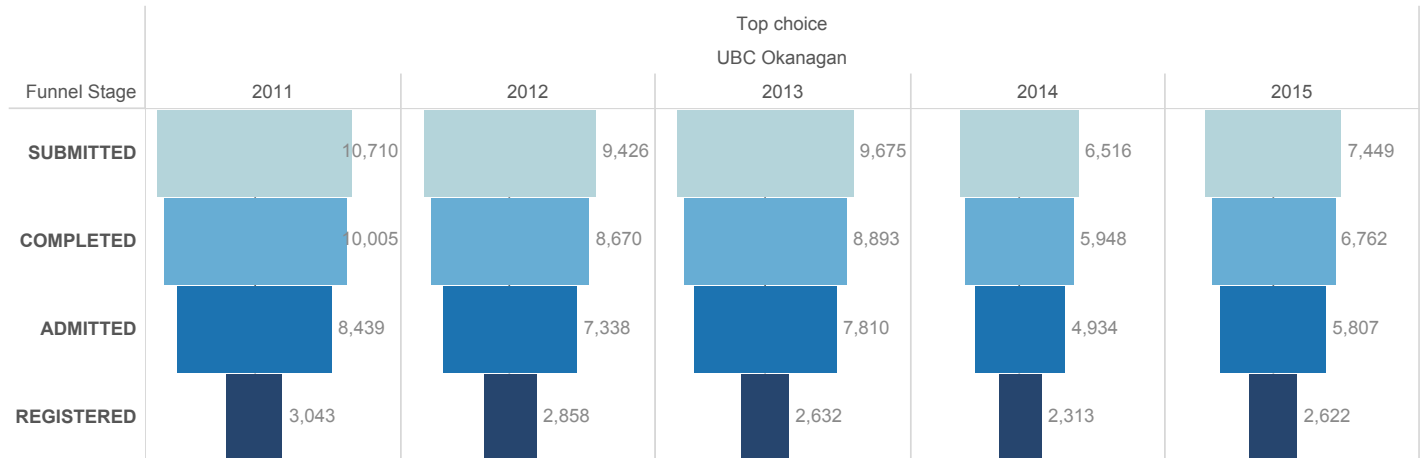


Figure 5: Domestic Undergraduate Students Top Choice Admissions Funnel

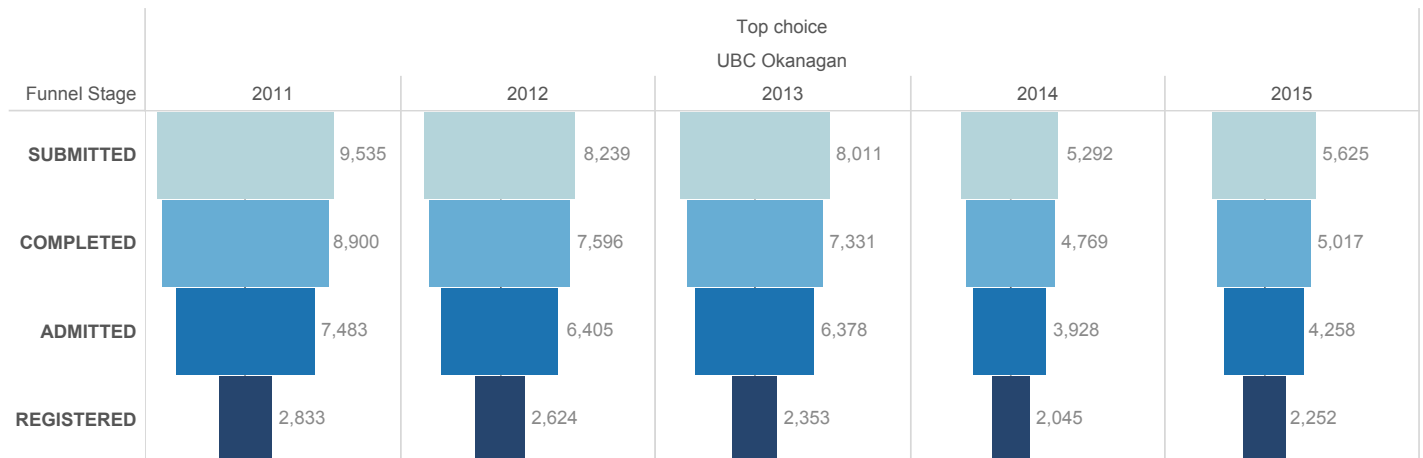
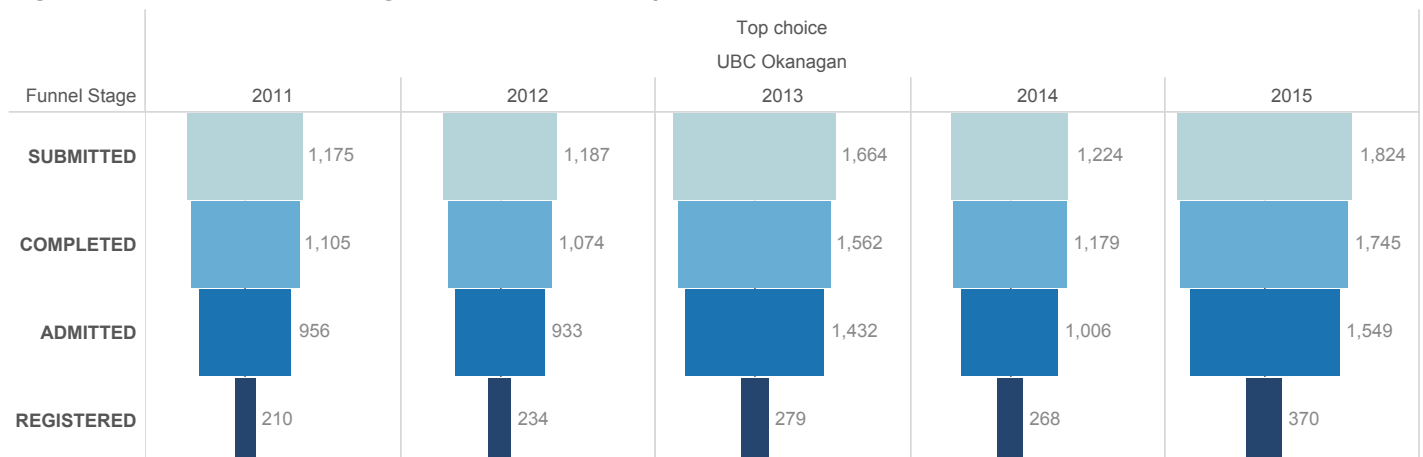


Figure 6: International Undergraduate Students Top Choice Admissions Funnel



What Are UBC Okanagan's Yield Rates?

The yield rates (defined as the percentage of admitted students that actually register) for first-choice undergraduates have remained fairly steady over time. High yield rates show that we are a desirable choice for many prospective students.

Figure 7: Overall Undergraduate Students' First-Choice Yield Rate

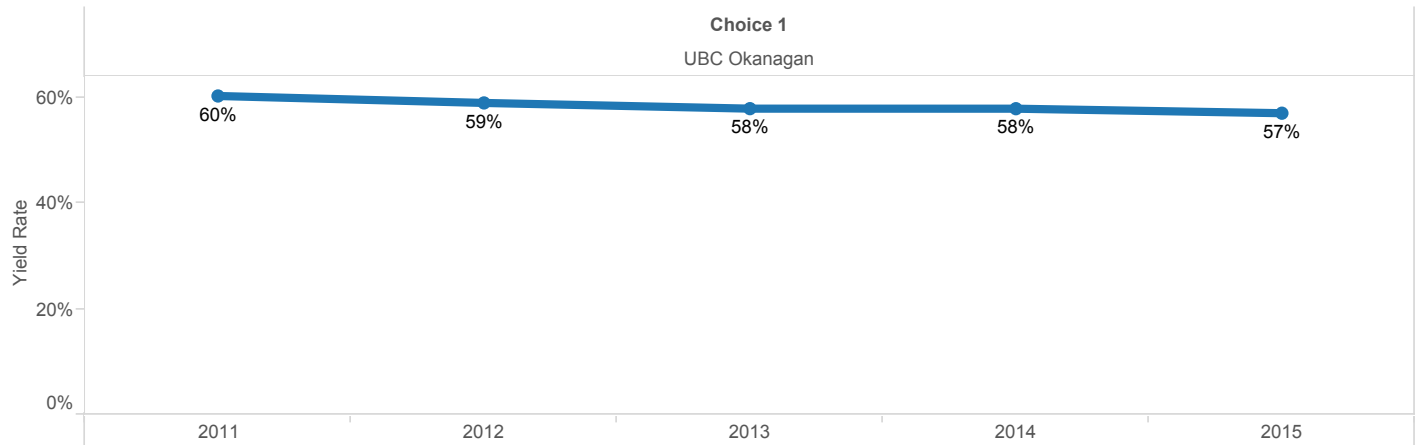


Figure 8: Domestic Undergraduate Students' First-Choice Yield Rate

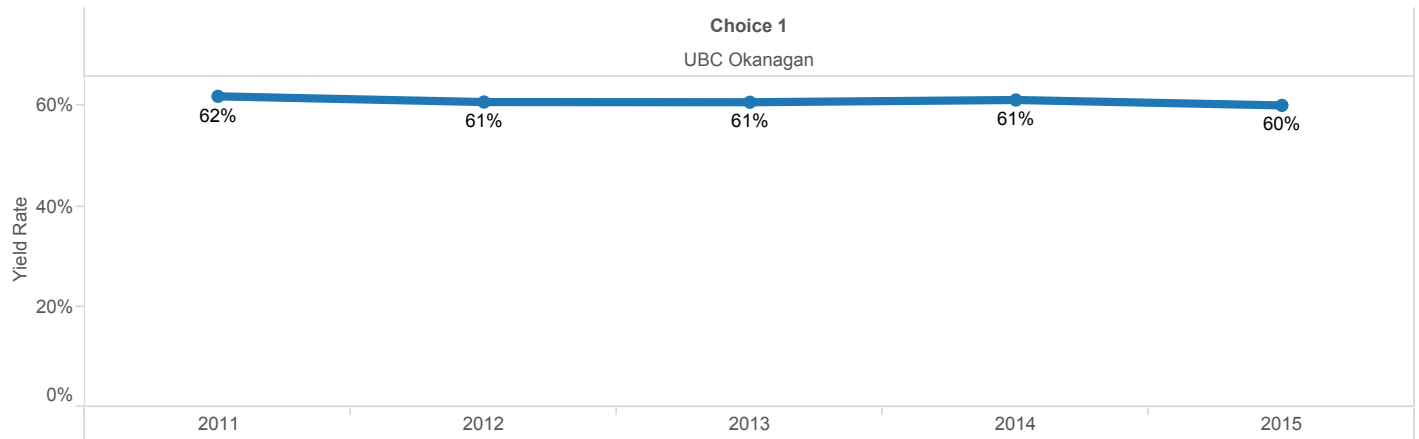
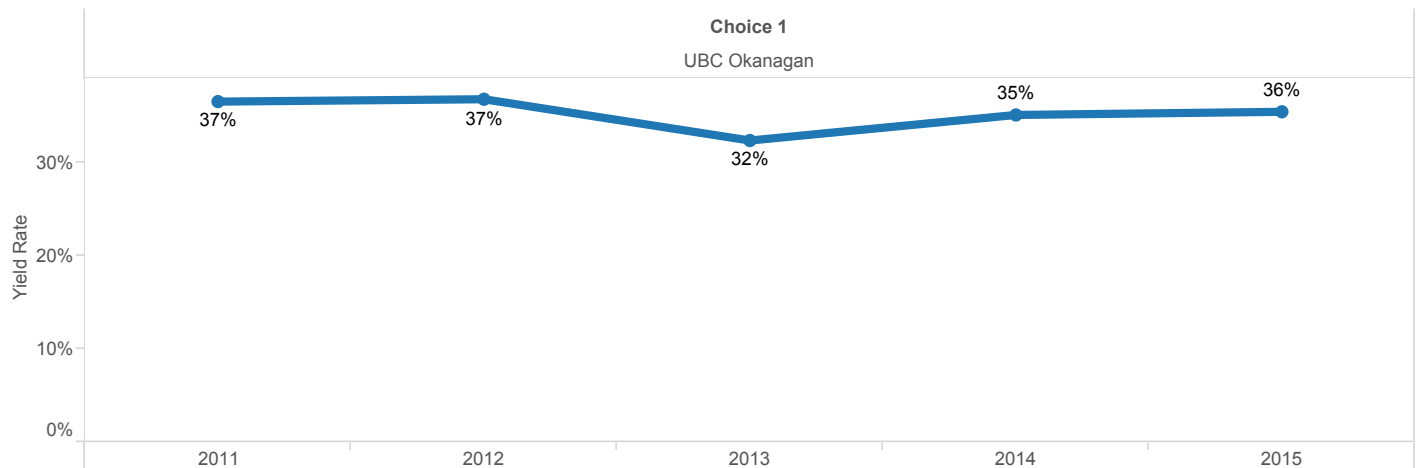


Figure 9: International Undergraduate Students' First-Choice Yield Rate



What Is the Average Entering Grade Point Average?

The move to a more holistic evaluation method in 2012 is designed to ensure that current and future graduating classes will consist of focussed, bright leaders who work collaboratively and engage with their communities. Consistent with the bases of admission reported in Table 1, the mean entering GPA for students entering directly from a secondary school is calculated using secondary school grades, whereas the GPA for post-secondary transfers is calculated using post-secondary grades.

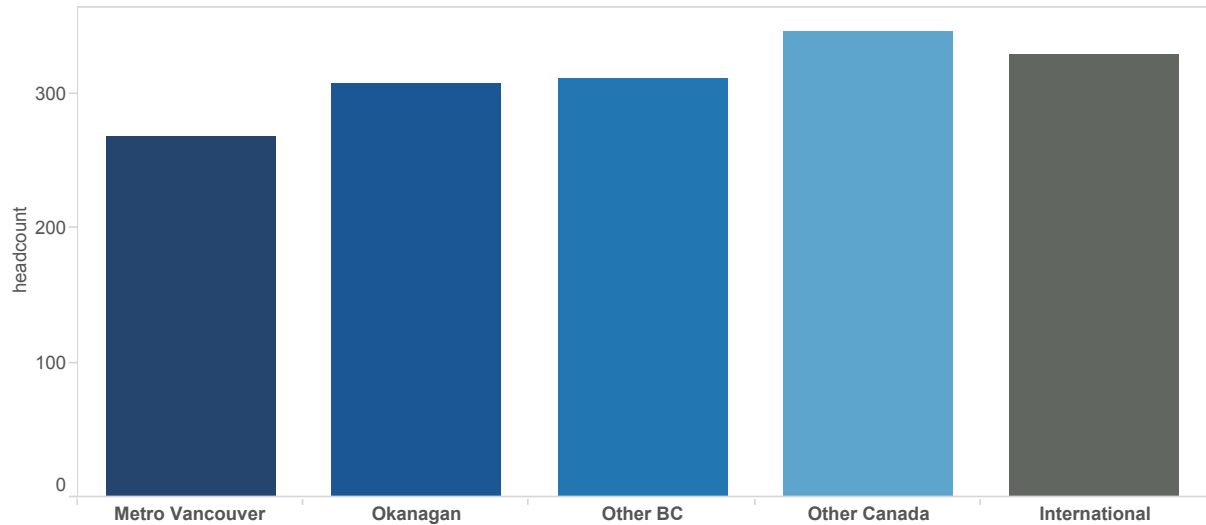
Table 1: Mean Entering GPA

Basis of Admission	2011	2012	2013	2014	2015
Secondary School	82.1	83.2	83.7	84.1	84.1
Both Secondary and Post-Secondary	77.1	76.1	78.3	77.3	76.3
College Transfer	77.1	76.8	77.4	78.0	77.9
Institute of Technology	79.2	82.4	78.1	76.4	75.6
University Transfer	74.6	75.1	75.4	75.8	76.1
University Graduate	75.5	77.0	78.9	77.4	77.5
Aboriginal Applicant	79.0	81.8	81.4	81.3	80.4
Mature Applicant	75.8	73.3	77.2	76.7	78.7

Where Do UBC Okanagan's New Direct-Entry Students Originate?

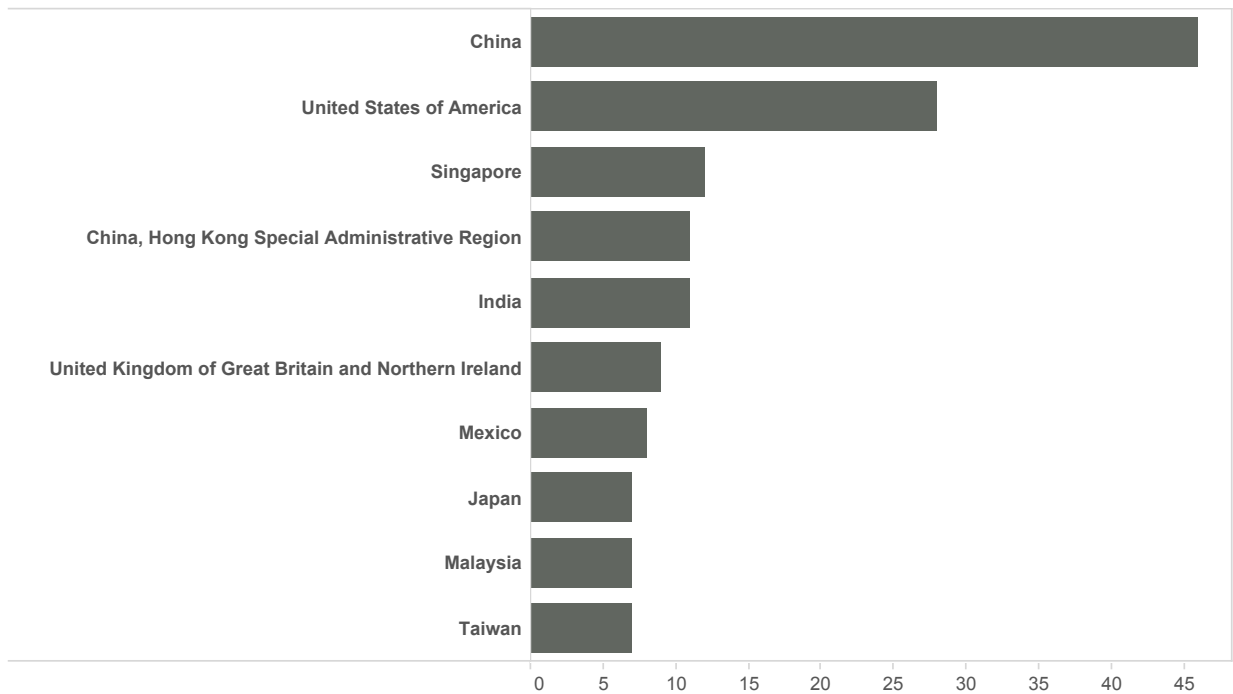
In total, 72% of new-to-UBC undergraduate students on the Okanagan campus in 2015 (n=1,682) entered directly from secondary school. Figure 10 displays where 2015's new direct-entry students last studied. Of those students admitted to UBC Okanagan from an Okanagan region secondary school, the Central Okanagan school district continues to represent the largest share of students, followed by the Vernon and Okanagan Skaha school districts.

Figure 10: Location of Last Institution, New Undergraduate Direct-Entry Students, 2015



The new direct-entry students who graduated outside of Canada were from 62 countries. UBC recruits international students from 78 countries, and has relationships with specific schools in various countries who annually contribute large numbers of new students to the Okanagan campus. The most common countries are shown in Figure 11.

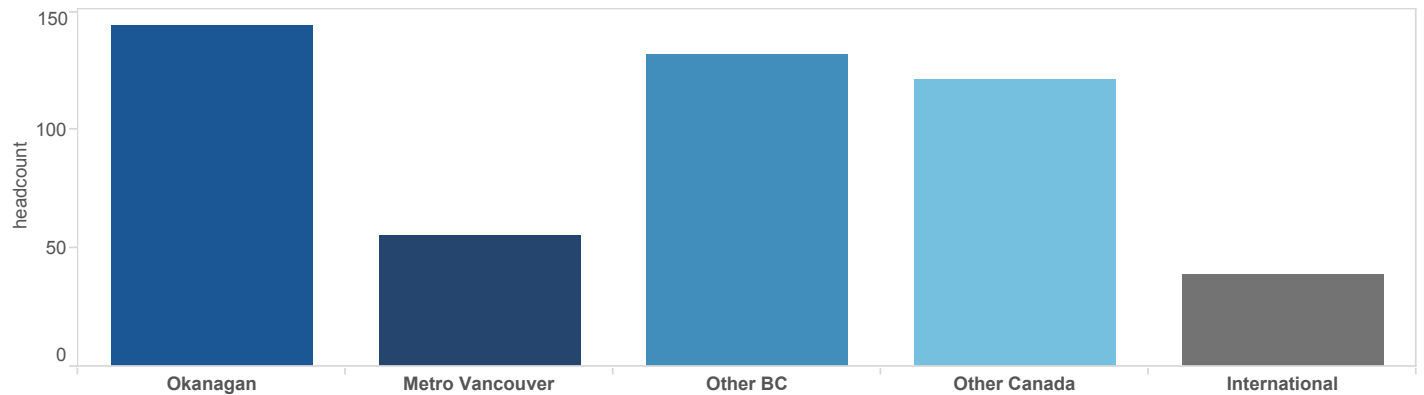
Figure 11: Top 10 Countries of Last Institution (New Undergraduate Direct-Entry Students), 2015



Where Do UBC Okanagan's Transfer Students Originate?

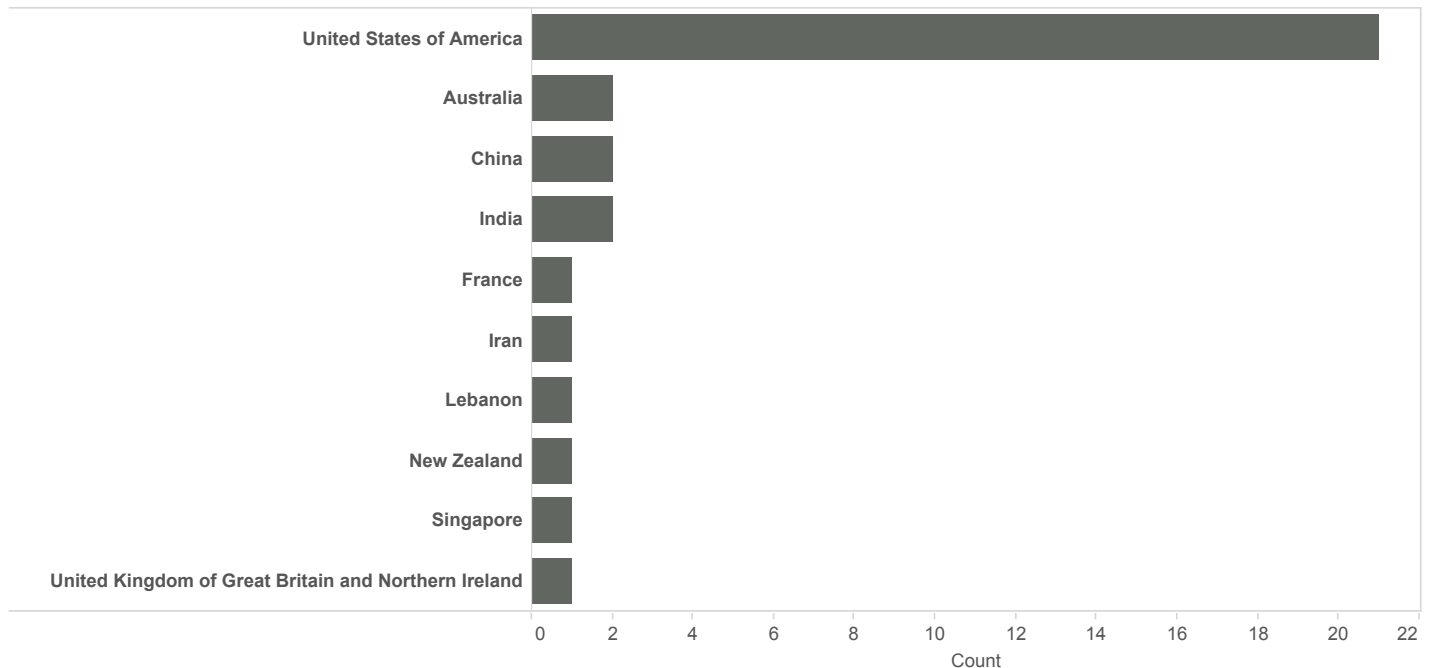
Students who have previous experience at post-secondary institutions arrive at UBC via many pathways. Some may have graduated high school, studied one year at a college, then transferred to UBC. Others may have left secondary school years ago, or earned a degree and are returning. In total, 649 new-to-UBC undergraduate students in 2015 transferred from another post-secondary institution, representing 28% of all new-to-UBC students. Figure 12 illustrates the last institution location of new transfer students to UBC Okanagan; 130 (or, 28% of all post-secondary transfer students in 2015) students last attended a post-secondary institution in the Okanagan region, largely represented by Okanagan College.

Figure 12: Location of Last Institution, New Undergraduate Transfer Students, 2015



New post-secondary transfer students previously attended post-secondary institutions in 15 countries before registering at UBC. The most common countries are shown in Figure 13.

Figure 13: Top 10 Countries of Last Institution (New Undergraduate Transfer Students), 2015

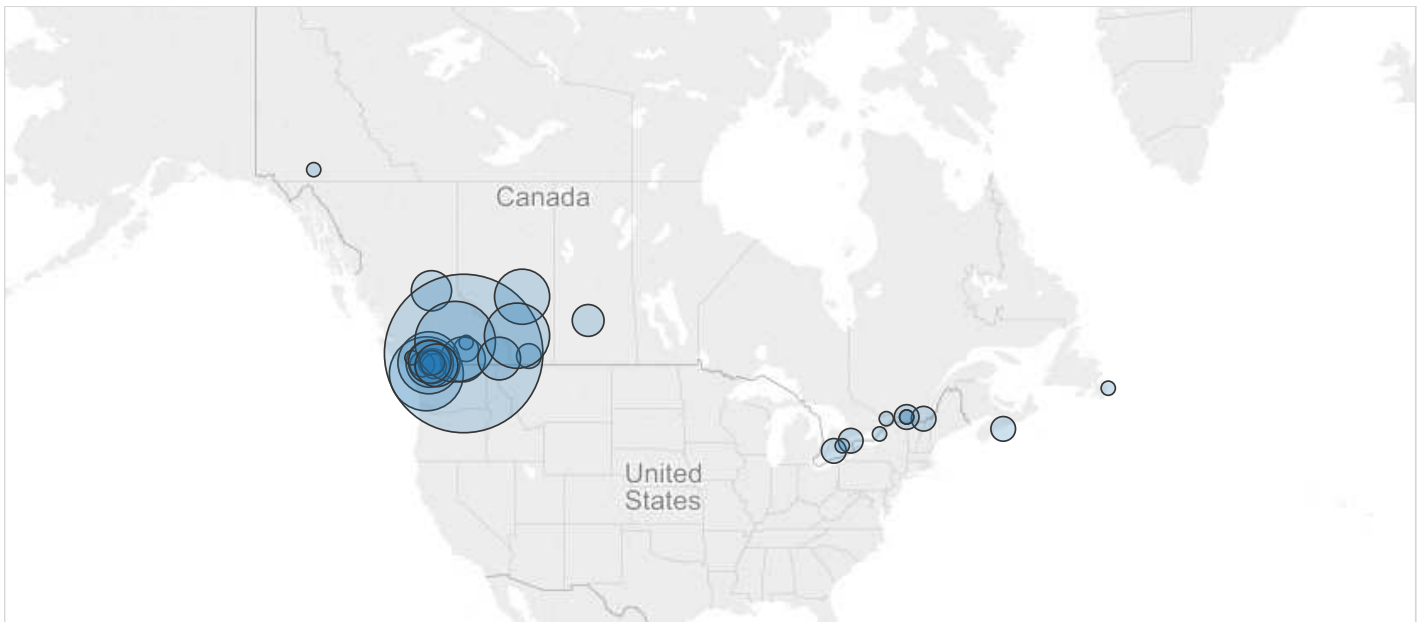


From Which Canadian Cities Did New Undergraduate Students Originate?

Figure 14 provides a map of where new undergraduates last studied, which is not necessarily representative of their country of citizenship. The circles are proportionately scaled to the number of students. The majority of new registrants hail from Kelowna, Metro Vancouver (the many overlapping circles on the West Coast), the major cities in Alberta, and the major East Coast cities of Canada.

Those students who originated outside of Canada last attended institutions from many different countries (see Figure 15). The US, India, China and Australia predominate. International student enrolment, including enrolment by country of citizenship, is presented later in this report. Most international students enrolled at UBC Okanagan are Chinese citizens.

Figure 14: Canadian City of Last Institution, New Undergraduate Students, 2015



From Which Other Countries Did New Undergraduate Students Originate?

Figure 15: Country of Last Institution, New Undergraduate Students, 2015



What Is UBC Okanagan's Current Enrolment?

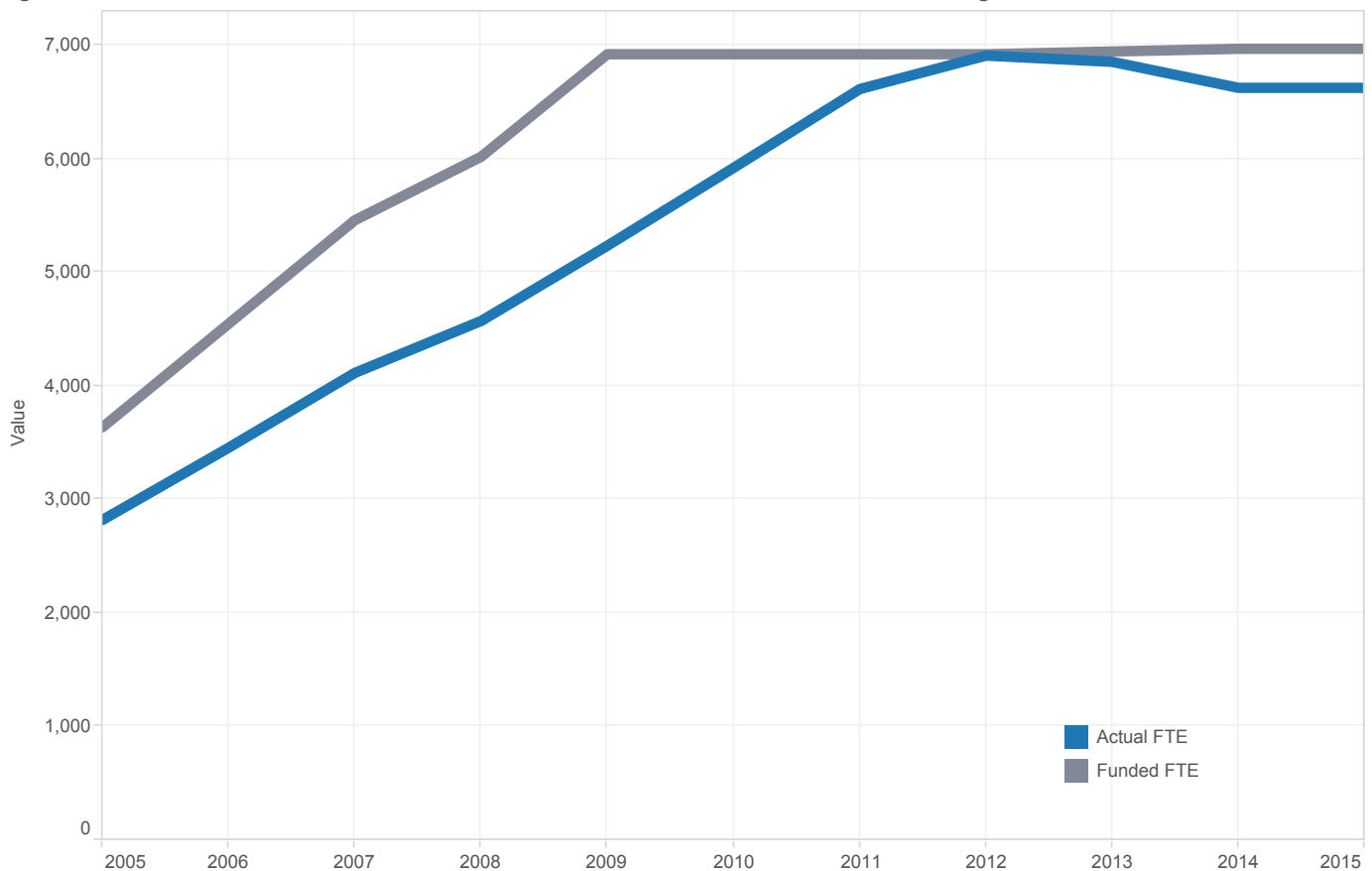
Overall, the student population at UBC Okanagan has increased in 2015, owing to an increase in international students both from increased intake and the flow-through of earlier cohorts.

The government sets targets for and funds full-time equivalent students (FTEs) rather than headcounts. These targets and funding are set for domestic undergraduate students (e.g., Canadian citizens, permanent residents, refugees, and exchange students) and graduate students, and do not apply to international undergraduate students.

In total, UBC Okanagan is currently funded for 6,971 domestic undergraduate and graduate student FTEs. In 2012 and 2013, UBC Okanagan delivered approximately 100% and 99%, respectively, of the government funded FTE target, followed by a decline in 2014 (95%). Government delivered FTE cannot be finalized for 2015 until 1 March enrolment data are available. Considering FTE enrolment as at 1 November and anticipated domestic student attrition between the first and second term of the 2015 Winter Session, government delivered FTE is currently estimated at 6,641 FTE, or 95% of funded FTE for 2015. This projection represents consistency with the prior year, if not a modest increase in the number of delivered FTEs.

Government funded and actual domestic FTEs are reported in Figure 16. Domestic undergraduate and graduate students are reported separately. Domestic undergraduate and graduate students should be considered collectively when compared to the overall FTE target.

Figure 16: Number of Government-Funded FTEs and UBC's Actual Domestic FTEs (Graduate and Undergraduate Combined)



Note: There are several ways to calculate FTEs; the agreed-upon method is to divide undergraduates' annual credits by the normal number of credits specific to program and year level. As an example, two half-time students equal 1 FTE. For graduate students, the FTE is determined by measuring full-time and part-time status each term, awarding 1 FTE (for full-time) or 1/3 an FTE (for part-time) each term, and then dividing by 3 to create an annual average. FTEs are finalized in March for each session year.

How Many Students Does UBC Okanagan Enrol?

FTEs and Headcounts are highly correlated. As headcounts rise, FTEs almost always increase. Changes in student behaviour (e.g. a trend toward taking more or fewer credits) can also cause differences in the FTEs. Within this report we primarily discuss headcounts, where every registered student equals one headcount.

In total, 8,392 undergraduate and graduate students are enrolled at UBC Okanagan in 2015, a 2% increase over the prior year as well as UBC Okanagan's largest headcount enrolment to date. Within 10 years, headcount enrolment has more than doubled, increasing by 139% since 2005 (N=3,511). While undergraduate enrolment increased by 2% over the prior year, graduate enrolment increased by over 6%. Further, 2015 represents UBC Okanagan's largest graduate student population to date (n=724), as well as the largest doctoral student population to date (n=258). Approximately 29% of all students enrolled in 2015 are new-to-UBC (n=2,457).

Table 3: Overall Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	5,305	6,151	6,828	7,264	7,340	7,104	7,262
	Post-Baccalaureate Degree	215	188	182	183	183	184	164
	Diploma & Certificate	1	1	10	5	2	42	35
	Non-Degree	150	192	203	215	223	202	207
Graduate	Masters Degree	348	405	490	429	414	430	466
	Doctoral Degree	98	138	201	216	226	252	258
Grand Total		6,117	7,075	7,914	8,312	8,388	8,214	8,392

How Many Domestic Students Does UBC Okanagan Enrol?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Domestic undergraduate enrolment remains stable in 2015, with domestic graduate enrolment increasing by 5%. Domestic new-to-UBC undergraduate enrolment markedly increased over the prior year (14%, n=1,970), following a year of sizeable decline.

Table 4: Domestic Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	5,012	5,746	6,380	6,713	6,691	6,407	6,442
	Post-Baccalaureate Degree	215	188	182	183	183	183	164
	Diploma & Certificate	1	1	10	5	2	42	35
	Non-Degree	146	183	198	206	213	138	170
Graduate	Masters Degree	321	362	424	360	338	338	356
	Doctoral Degree	58	82	122	139	143	148	153
Grand Total		5,753	6,562	7,316	7,606	7,570	7,256	7,320

How Many International Students Does UBC Okanagan Enrol?

International students are those who require a visa to attend UBC (student visa, work permit, minister's permit, or diplomatic visa).

The 1,072 international students enrolled at the Okanagan campus in 2015 represent a 12% increase over the prior year (n=958), and make up 13% of all students. In 2015, international undergraduate and graduate enrolments are both at their largest levels to date. 2015 also represents the largest incoming international undergraduate and graduate class to date (n=429), with new-to-UBC undergraduate enrolment increasing by 31% over the prior year. Although there are more undergraduate international students than graduate (four times as many), the proportion of international students is greater at the graduate level where they make up 30% of all graduate students, compared to 11% of all undergraduate students.

Most of these students will have been recruited from abroad, but a sizeable number of international students originated in Canada, enrolled in high school or post-secondary studies. Combined, international undergraduate and graduate students in 2015 represent 91 countries of citizenship. China continues to account for the largest share of international students (27%), followed by the United States, India, Iran, and South Korea. These five countries account for almost 50% of all international students enrolled at UBC Okanagan. A total of 29 countries are represented in 2015 by only one student each. Representation from the United States and India both increased by approximately 7% in 2015.

Table 5 shows the number of international students by program type, and Table 6 shows their country of citizenship.

Table 5: International Student Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	293	405	448	551	649	697	820
	Post-Baccalaureate Degree						1	
	Non-Degree	4	9	5	9	10	64	37
Graduate	Masters Degree	27	43	66	69	76	92	110
	Doctoral Degree	40	56	79	77	83	104	105
Grand Total		364	513	598	706	818	958	1,072

Table 6: International Students' Countries of Citizenship, to 2015

Countries		Session Year						
		2009	2010	2011	2012	2013	2014	2015
China		84	105	118	194	267	302	293
United States of America		39	47	53	49	49	53	77
India		11	10	13	18	37	49	70
Iran		22	27	47	51	48	45	45
Republic of Korea		35	61	60	50	44	30	37
Bangladesh		12	28	45	52	34	34	35
Japan		12	18	17	28	33	29	32
China, Hong Kong Special Administrative Region		12	16	22	20	26	28	27
Pakistan		5	14	13	17	24	27	27
Taiwan		5	12	11	14	12	14	25
United Kingdom of Great Britain and Northern Ireland		11	10	10	11	9	16	24
Kenya		1	5	9	11	15	17	21
Malaysia			7	4	7	17	17	17
Mexico		7	10	7	9	5	13	16
Nigeria		8	7	6	6	4	7	16
Saudi Arabia		3	5	5	5	6	12	15
Thailand		2	7	8	6	8	11	15
Brazil		4	4	4		2	36	14
Germany		6	4	6	7	6	9	13
Singapore		4	8	9	8	9	10	11
Other		81	108	131	143	163	199	242

How is UBC Okanagan Fulfilling its Commitment to Aboriginal Students?

UBC is committed to expanding educational opportunities for Aboriginal people. We do not know exactly how many Aboriginal students are enrolled at UBC because the submission of this information is voluntary. The number of Aboriginal students shown below is therefore a minimum.

We learn about Aboriginal students from several sources. Students can self-declare as part of the admissions process, they can update their Aboriginal status at any point during their studies, and they might indicate they are Aboriginal while answering a survey. We also have data from the Student Transitions Project, which identifies students who have been noted as Aboriginal elsewhere in BC's K-12 or post-secondary systems.

We estimate that at present about 5% of students on the Okanagan campus are Aboriginal (n=404) in 2015, constituting 6% of all domestic students. Over time, Aboriginal enrolment at UBC Okanagan has remained generally consistent at 5% of the total student population in each year. While Aboriginal undergraduate enrolment remains stable in 2015, Aboriginal graduate enrolment is at its highest level to date, with 41 students enrolled in masters and doctoral programs. Comparatively, only 2 Aboriginal students were enrolled in graduate programs in 2005.

Table 7: Aboriginal Students' Headcount, to 2015

Student Level	Program Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	Baccalaureate Degree	228	255	261	282	325	324	318
	Post-Baccalaureate Degree	15	12	6	9	10	9	7
	Diploma & Certificate	1	1	2	2	1	1	1
	Non-Degree	25	35	45	44	56	41	37
Graduate	Masters Degree	18	22	25	20	24	24	30
	Doctoral Degree	8	6	10	14	12	10	10
Grand Total		295	331	349	371	428	409	403

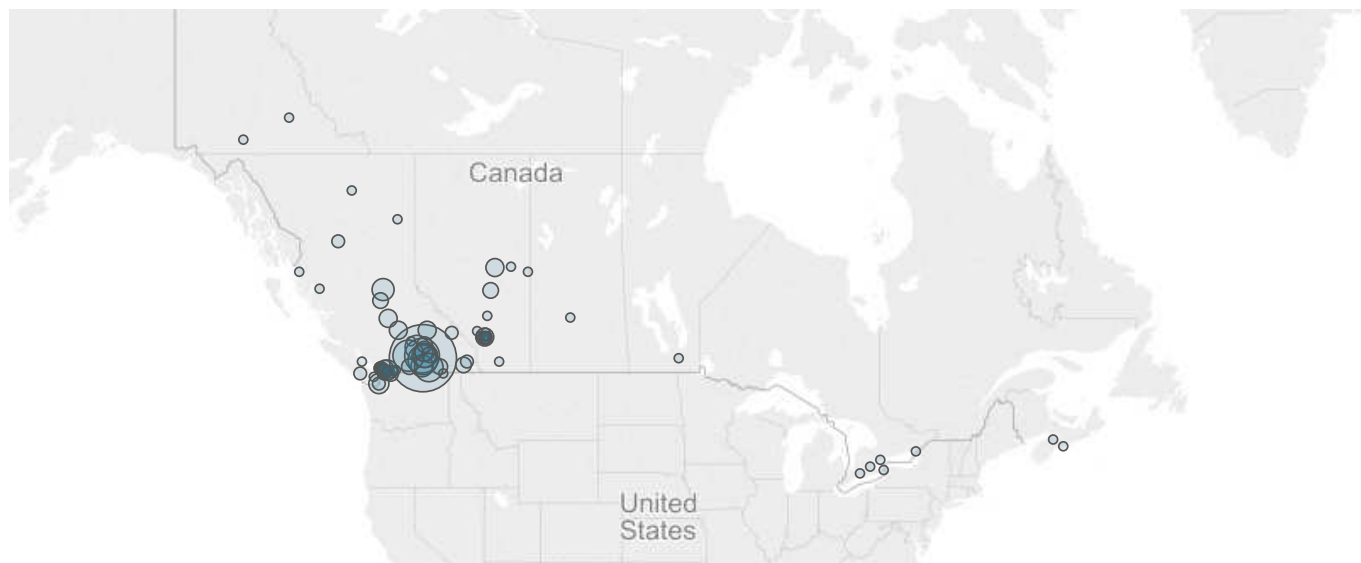
Most Aboriginal students are direct-entry students from secondary schools, but a much greater proportion (when compared with domestic students in general) register at UBC after some post-secondary education elsewhere.

Table 8: Aboriginal Students' Last Institution, to 2015

Student Level	Institution Type	2009	2010	2011	2012	2013	2014	2015
Undergraduate	College	81	64	65	71	87	71	71
	Institute	14	16	13	19	21	12	12
	Secondary School	115	141	152	170	205	205	188
	University	32	46	39	36	39	33	26
	Unknown	27	36	45	41	40	54	66
Graduate	College	9	8	6	7	9	8	10
	Secondary School	1		1	1			1
	University	6	6	10	12	14	16	20
	Unknown	10	14	18	14	13	10	9
Grand Total		295	331	349	371	428	409	403

Figure 17 shows Canadian Aboriginal Students by the postal code of their last educational institution. Most Aboriginal students were studying in the Okanagan Region and Lower Mainland before enrolment, but there are many students from across BC and the Prairies, and a smaller proportion of students from the East Coast.

Figure 17: Aboriginal Students' Last Institution by Postal Code, to 2015



What Are UBC Okanagan's Retention and Completion Rates?

What Are UBC Okanagan's Undergraduate Student Retention and Completion Rates?

This section describes retention and completion rates, using as a cohort students who meet the Consortium for Student Retention Data Exchange (CSRDE) standard: they must be first-time, full-time, first-year students.

The rates measure persistence from a student's first year to second year, irrespective of whether that student switched programs, started part-time studies, and so forth—so long as they were registered at UBC's Okanagan campus in the subsequent winter session, they are counted as retained.

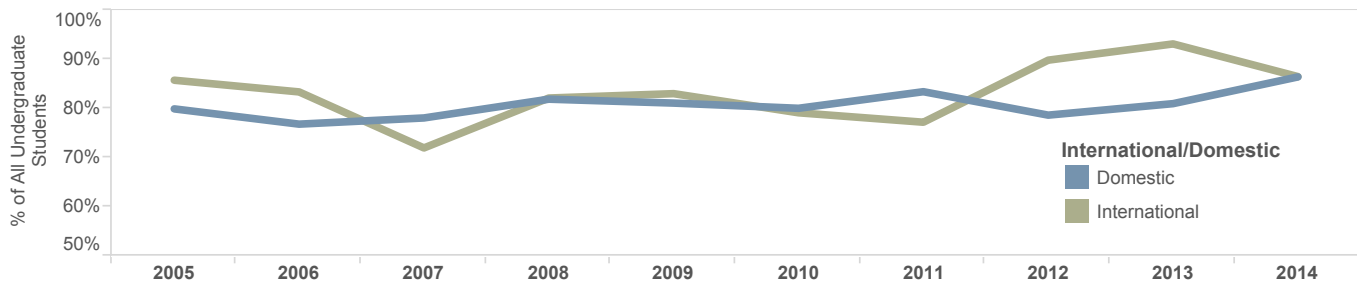
UBC's students have consistently achieved high retention and completion rates. UBC Okanagan international students have somewhat lower retention rates than those of domestic students when considering retention at the campus level; accounting for transfers to UBC Vancouver, international student retention rates at the system level increase substantially, effectively meeting or exceeding the retention rate of domestic students in recent years.

Overall, 86% of the 2014 student cohort was retained in 2015, regardless of program. Further, the 2014 cohort represents the largest campus-level retention rate for domestic students to date (86%). The campus-level retention rate for international students decreased with the 2014 cohort over the previous cohort year, however. Approximately 47% of all international students that were not retained received a failed sessional standing in 2014, representing an increase over the previous cohort year (44%). For students that were not retained and were not required to withdraw per academic policy, the average sessional GPA reported was approximately 45%.

Table 9: Retained to Year 2, All Undergraduates

Retained to Year 2	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014
Yes	80.0%	77.1%	77.7%	81.9%	81.2%	79.9%	82.9%	79.6%	82.4%	86.4%

Figure 18: Retention to Year 2, Stratified by International / Domestic Students

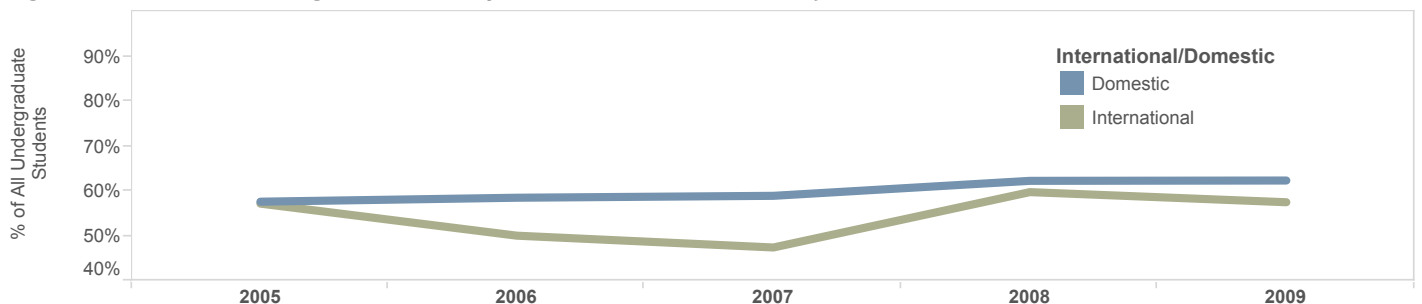


For undergraduate students, it is typical to report completion rates within six years of program start date. Table 10 shows the completion rates for the cohorts that have had sufficient time (i.e., 6 years) to complete their program.

Table 10: 6-Year Undergraduate Completion Rates, All Undergraduates

6 Year Graduation	2005	2006	2007	2008	2009
Yes	57.6%	58.0%	58.3%	62.1%	61.9%

Figure 19: 6-Year Undergraduate Completion Rates, Stratified by International / Domestic Students



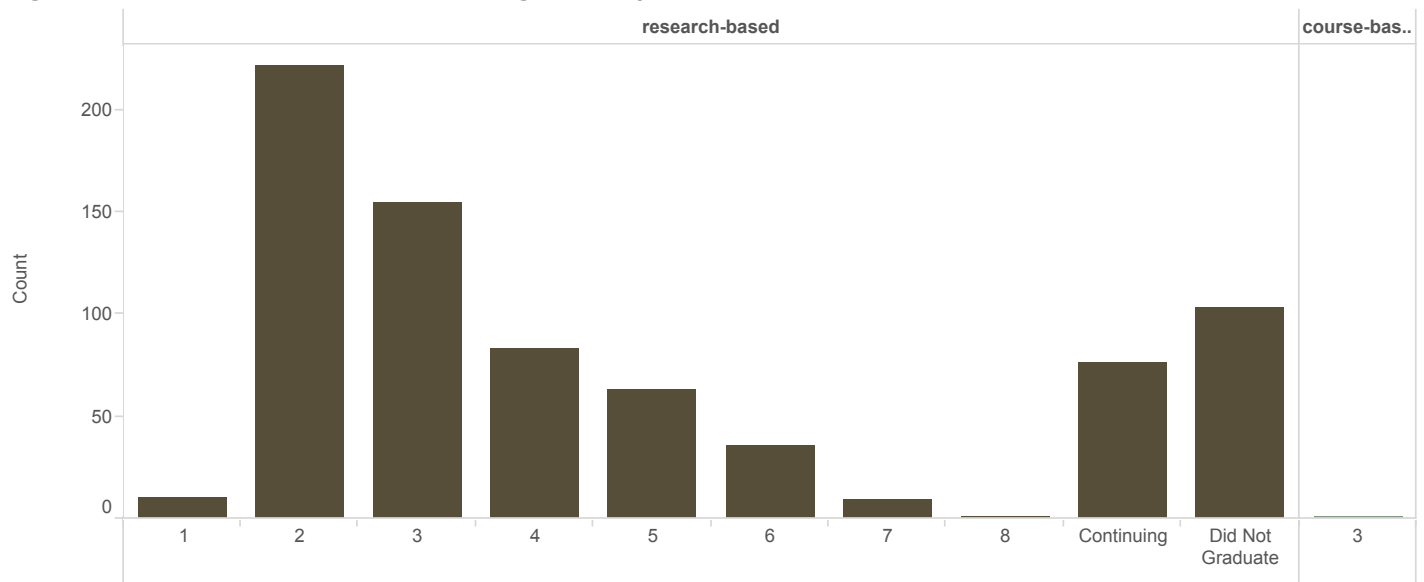
How Long Do UBC Okanagan's Graduate Students Take to Complete Their Programs?

For graduate students we examined the entire cohort when determining completion rates, rather than limiting the analysis to full-time students.

Figure 20 shows the cohort of Masters students who began between 2005 and 2010, and how many years they took to graduate. Most Masters students graduate within 1-3 years, regardless of whether they are in a research or course-based program (at UBC, graduate programs are classified as requiring a thesis, thesis-optional, or course-based; we consider thesis-required and thesis-optional programs to be research-based).

The substantial numbers of research Masters students who did not complete have not necessarily abandoned their studies -- many Masters students are "fast-tracked" to a PhD program without completing the Masters degree.

Figure 20: Masters Students' Years to Degree Completion 2005-2010 cohorts



How Many Credentials Did UBC Okanagan Award?

Table 11 shows steadily increasing numbers of credentials awarded, consistent with UBC's enrolment growth over the same period of time. Since 2005, over 10,600 undergraduate and graduate degrees have been awarded to UBC Okanagan students.

Table 11: Credentials Awarded by Session Year

Student Level	Status	Program Type	2008	2009	2010	2011	2012	2013	2014
Undergraduate	Domestic	Baccalaureate Degree	538	725	904	994	1,079	1,245	1,265
		Post-Baccalaureate Degree	63	108	124	121	102	109	115
	International	Baccalaureate Degree	19	38	48	33	72	76	91
Graduate	Domestic	Doctoral Degree	1	1	1	6	16	11	21
		Masters Degree	25	66	83	135	150	134	126
	International	Doctoral Degree				5	4	10	12
		Masters Degree	1	3	9	11	25	28	24

Aboriginal students received about 4% of all the undergraduate and graduate credentials awarded in 2014, which is generally consistent with the proportion of the total student population that self-identified as Aboriginal.

Table 12: Proportion of Credentials Awarded to Aboriginal Students by Session Year

Student Level	Aboriginal	2008	2009	2010	2011	2012	2013	2014
Undergraduate	Yes	4.7%	4.4%	4.6%	4.4%	4.0%	3.9%	4.2%
Graduate	Yes		5.7%	2.2%	5.1%	2.1%	6.0%	3.8%

What Are UBC Okanagan's Strategic Initiatives?

Aboriginal Enrolment Initiatives

The Okanagan campus has a number of initiatives to encourage aboriginal student enrolment. The fundamental opportunity is the aboriginal admission policy that allows any aboriginal student to enter a degree program if they satisfy the minimum acceptance criteria as set by each faculty. These students are not required to satisfy any other competitive criteria. In addition, the Okanagan campus offers Aboriginal Access programming and Supported Admission to several degrees. Aboriginal Access allows students who are not admissible to a degree program, or do not feel ready to be admitted, to take up to 18 credits at a reduced course load in a context that includes course content, tutoring, and social support that is mindful of culture. Supported admission is available for the BSN and BHK degree programs and permits aboriginal applicants who are just below competitive admission levels to enter the program under specific additional conditions, such as a reduced course load and mandatory additional tutorials.

Other initiatives to support aboriginal enrolment include application fee waivers, early offers of admission, specific financial awards, and cultural spaces and programming.

Centennial Scholars

To commemorate the 100th anniversary of UBC and the 10th anniversary of the Okanagan campus, the entrance bursary program has been rebranded as the Centennial Scholars bursary. Transfer students are now eligible for the bursary and there will be an effort to build the program to 100 bursaries across both campuses annually over the next few years. These are major awards, up to \$10,000 and perhaps even larger in the future, are offered to select UBC applicants whose financial situation would otherwise not allow them to attend.

Destination: UBC

This initiative presents applicants with an offer of admission with an opportunity to visit the campus they would attend for a weekend in May. UBC will cover 50% of travel costs if the applicant chooses to come to Destination: UBC and if the student subsequently enrolls, the other 50% of the travel cost will be covered. During the weekend there is a range of academic and social programming and the applicants stay in residence. Destination: UBC has been presented for three years and attendance has grown to 517 applicants (120 local applicants who do not receive a travel incentive). The goals of the program are to improve the acceptance rate on offers of admission and to improve retention rates. Survey results indicate that the experience lowers applicant anxiety about coming to UBC and builds a sense of belonging. This program is a contributing factor to an increasing number of out of province applications and a high enrolment rate for direct-entry applicants.

Academic Program Web Pages

Over the past six months there has been a concerted effort to create new Okanagan program level web pages focused on prospective students. These web pages have a consistent visual identity to reinforce that they are all part of UBC Okanagan. So far, just over 20 of these pages have been published to the web with another 25 to 30 to follow. Early indications are that more traffic is being directed to these pages and once there, people are staying longer. Building a consistent and applicant focused presence on the web for our program offerings is a pivotal tool for recruiting.

Applicant Note Writing Campaign

As an additional encouragement for applicants to choose UBC, personal notes from faculty members were included with offers of admission. The Okanagan saw higher yield rates, particularly in the BA and BSc, so it is likely that this initiative had a positive effect on recruiting. The campaign targeted applicants from the lower mainland of BC with high admission averages whose first choice of program was at the Okanagan campus.

Academic Programming Initiatives

Developing new academic programs and options is essential to sustain the vitality of the campus and to create a specific identity for UBC Okanagan. Capturing the attention of potential new students is much more likely if UBC can present new and distinctive educational options. Such programming will also distinguish UBC Okanagan within the large community of Canadian post-secondary institutions. A significant number of initiatives are in various stages of consideration and approval. These include:

- Computer Science stream within the Bachelor of Applied Science
- Management minor within the Bachelor of Applied Science
- Resource Engineering specialization in the Bachelor of Applied Science
- Entry to practice Master of Science in Nursing
- Dual BA degree partnership with Sciences Po
- Dual BMGT degree partnership with Sciences Po
- Major in sustainability, BA and BSc.
- Data Science major within the BSc
- Bachelor of Media Studies
- Co-op for the BA, BSc, and other programs currently without this option
- Medical Physics
- Masters of Science in Computer Science
- Interdisciplinary Minor (Cohort enrolment)

To further catalyze the transformative impact of academic programming, the Provost has launched the inaugural competition of the Aspire Teaching and Learning (ALT) Fund. The ALT Fund will support curriculum change, innovative teaching methods, and learning environment enhancements as envisioned by Aspire.

Appendix: Okanagan Headcount Enrolment by Faculty, Program, and Citizenship

Faculty	Program	2012 Winter			2013 Winter			2014 Winter			2015 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	689	49	738	746	59	805	762	57	819	882	109	991
	Master of Applied Science	23	40	63	24	43	67	27	53	80	33	56	89
	Master of Engineering	5	1	6	3	10	13	1	16	17	-	17	17
	Master of Science	-	-	-	-	-	-	-	1	1	-	1	1
	Doctor of Philosophy	25	53	78	24	54	78	33	65	98	31	68	99
Total		742	143	885	797	166	963	823	192	1,015	946	251	1,197
Arts and Sciences	Bachelor of Arts	2,089	180	2,269	1,937	202	2,139	1,755	227	1,982	1,624	255	1,879
	Bachelor of Science	1,770	126	1,896	1,869	158	2,027	1,899	175	2,074	1,967	214	2,181
	Pre-Pharmacy Studies	53	-	53	43	-	43	1	-	1	-	-	-
	Master of Arts	40	2	42	35	2	37	42	2	44	41	4	45
	Master of Science	59	15	74	52	10	62	48	14	62	40	20	60
	Doctor of Philosophy	63	23	86	66	24	90	67	31	98	67	28	95
Total		4,074	346	4,420	4,002	396	4,398	3,812	449	4,261	3,739	521	4,260
Education	Bachelor of Education, Elementary	108	-	108	116	-	116	115	1	116	113	-	113
	Bachelor of Education, Secondary	75	-	75	67	-	67	68	-	68	51	-	51
	Certificate Programs	1	-	1	-	-	-	17	-	17	9	-	9
	Diploma Programs	4	-	4	2	-	2	25	-	25	26	-	26
	Master of Arts	22	2	24	20	3	23	20	-	20	23	1	24
	Master of Education	58	-	58	42	1	43	44	1	45	47	-	47
	Doctor of Philosophy	10	-	10	12	1	13	10	-	10	13	-	13
	Total		278	2	280	259	5	264	299	2	301	282	1
Creative and Critical Studies	Bachelor of Arts	204	9	213	197	8	205	188	6	194	176	3	179
	Bachelor of Fine Arts	150	12	162	142	10	152	114	9	123	94	14	108
	Master of Arts	27	2	29	17	2	19	12	2	14	13	3	16
	Master of Fine Arts	15	2	17	16	1	17	13	-	13	15	-	15
	Doctor of Philosophy	14	1	15	14	1	15	11	2	13	12	3	15
Total		410	26	436	386	22	408	338	19	357	310	23	333
Health and Social Development	Bachelor of Arts in Health Studies	2	-	2	-	-	-	-	-	-	-	-	-
	Bachelor of Human Kinetics	585	6	591	627	3	630	612	4	616	649	8	657
	Bachelor of Science in Nursing	450	1	451	478	-	478	498	-	498	504	-	504
	Bachelor of Social Work	65	-	65	26	-	26	1	-	1	-	-	-
	Master of Arts	1	-	1	2	-	2	3	-	3	3	-	3
	Master of Science	15	-	15	24	1	25	24	1	25	31	1	32
	Master of Science in Nursing	33	-	33	24	1	25	20	1	21	35	1	36
	Master of Social Work	52	2	54	77	2	79	81	1	82	72	5	77
	Doctor of Philosophy	24	1	25	24	1	25	24	2	26	24	3	27
Total		1,227	10	1,237	1,282	8	1,290	1,263	9	1,272	1,318	18	1,336
Management	Bachelor of Management	656	168	824	626	209	835	577	219	796	546	217	763
	Master of Arts	1	1	2	2	-	2	3	-	3	3	1	4
	Master of Management	8	2	10	-	-	-	-	-	-	-	-	-
	Master of Science	-	1	1	-	-	-	-	-	-	-	-	-
	Doctor of Philosophy	2	-	2	3	2	5	3	4	7	6	3	9
Total		667	172	839	631	211	842	583	223	806	555	221	776
Non-Degree	Access Studies	77	-	77	87	-	87	56	-	56	75	1	76
	Exchange*	-	8	8	-	9	9	-	29	29	-	16	16
	Unclassified	117	-	117	117	1	118	76	1	77	88	2	90
	Visiting	12	1	13	9	-	9	6	34	40	7	18	25
Total		206	9	215	213	10	223	138	64	202	170	37	207
Grand Total		7,604	708	8,312	7,570	818	8,388	7,256	958	8,214	7,320	1,072	8,392

*Exchange students are reported here as international students, though they do not pay ISI international tuition fees.
Data are valid as at 1 November of each year.