



## Okanagan Senate

THE SIXTH REGULAR MEETING OF  
THE OKANAGAN SENATE  
FOR THE 2023/2024 ACADEMIC YEAR**THURSDAY, 29 FEBRUARY 2024****3:30 P.M. | RHS 257 AND VIA ZOOM****1. Call to Order – Dr Benoit-Antoine Bacon****2. Senate Membership – Dr Rella Ng**

New Member:

Noah Chenoweth, Graduate Student Senator, until 31 March 2024 and thereafter until replaced (to fill a vacancy)

**3. Minutes of the Meeting of 25 January 2024 – Dr Benoit-Antoine Bacon**  
(approval) (docket pages 3-14)**4. Business Arising from the Minutes – Dr Benoit-Antoine Bacon****5. Remarks from the President – Dr Benoit-Antoine Bacon****6. Remarks from the Deputy Vice-Chancellor – Dr Lesley Cormack****7. Remarks from the Provost – Dr Rehan Sadiq** (information)**8. Candidates for Degrees – Dr Benoit-Antoine Bacon**

A list of graduands are available from the Secretary before the meeting.

The Chair calls for the following motion:

*That the candidates for degrees as recommended by the College of Graduate Studies, be granted the degrees for which they were recommended, effective February 2024, and that a committee composed of the registrar, the relevant dean(s), and the Chair of the Senate be empowered to make any necessary adjustments. (2/3 majority required)*



- 9. Report from the Registrar – Dr Rella Ng**  
Annual Enrolment Report 2023/24 (information) (docket pages 15-80)
- 10. Academic Policy- Dr Jannik Eiknaar**
  - a. Academic Regulations for the Faculty of Science (approval) (docket pages 81-87)
  - b. New Policy O-130: Content and Distribution of Course Syllabi (approval)  
(docket pages 88-96)
- 11. Admissions and Awards Committee – Mr Rob Johnson**
  - a. New and Revised Awards (approval) (docket pages 95-97)
  - b. 2024/25 Enrolment Targets (approval) (docket pages 95, 98-108)
  - c. Extension to Application Deadline (ratification) (docket pages 95-109-110)
- 12. Curriculum Committee – Dr Yves Lucet**  
Curriculum Proposals from Faculties of Arts & Social Sciences, Creative & Critical Studies, Management and Science (approval) (docket pages 111-166)
- 13. Report from the Deputy Vice-Chancellor – Dr Lesley Cormack**  
2024 Preliminary Budget Presentation – with Mr Rob Einarson (information)
- 14. Other Business**



# OKANAGAN SENATE

## MINUTES OF 25 JANUARY 2024

**DRAFT**

### Attendance

**Present:** L. Cormack (Vice-Chair), R. Ng (Secretary), C. Schreyer, S. O’Leary, M. Reekie, J. Eikenaar, R. Lalonde, J. Denison, J. Miliken, R. Sadiq, S. Tomaskova, L. Parrot, M. Tarrant, K. Hodges, A. Brar, A. Idowu, J. Cioe, Y. Lucet, P. Lasserre, J. Picault, B. Traister, J. Olson, M. Evans, N. Jalili, O. Sharma, P. Arthur, P. Simpson, R. Campbell, R. Janke, S. Stewart, S. Roy-Bois, J. Low, P. Barker, A. Ardestani-Jaafari, B. He, A. Alnaar, J. Cheng, T. Ebl, M. Rheault, S. Hafeez, R. Johnson, B. Marcolin.

**Regrets:** S. Point, B.-A. Bacon, H. Berringer, S. Hilton, J. Hare, R. Frost, M. Libben, N. Obeegadoo, P. Amuta, A. Shatzko, A. Shinde, R. Taitoun, P. Shah, M. Garg

**Clerk:** C. Eaton

### Call to Order

The Vice-Chair of Senate, Dr Lesley Cormack, called the fifth meeting of the Senate to order at 3:32 pm.

### Senate Membership

The Registrar, Dr Rella Ng, announced the following changes in the membership of Senate:

New Member: Dr Lael Parrot, Dean *pro tem.* of the Faculty of Science, to replace Dr Gino DiLabio (resigned).

A declaration of vacancy was made of for the seat of Dr Payman Yousefi (no longer eligible).

### Minutes of 14 December 2023

Jan Cioe  
Sandy Hilton

*That the Minutes of 14 December 2023 be  
approved as corrected:*

*Corrections: Attendance*

### Remarks from the Deputy Vice-Chancellor



Dr Cormack noted that recently the Federal government had announced plans to limit student visas for international students who come to Canada. Details of their plans have yet to be released to the sector so we do not know what this will look like for British Columbia or UBC. She said that UBC was cautiously optimistic that we will not see a major decrease in the number of international students it can welcome, and that there were many conversations going on between our senior administration and both the Federal and Provincial governments.

In terms of campus development, Dr Cormack noted that two new buildings on campus continued their construction and we were hopeful they would be completed by 2025, ideally for the start of classes in September 2025. With respect to the downtown Kelowna tower, Dr Cormack said that it was on track to be completed in late 2026 or early 2027. UBC was currently considering how these new spaces will be used, with housing, Nursing and Social Work planned for the downtown construction.

Finally, the Principal noted that budget planning was moving ahead, with a budget townhall planned for the next day. Discussions have recently occurred with the student union, with the Indigenous Advisory Council, and with the deans.

Senator Keyes noted the concerns with damage to buildings adjacent to UBC's new downtown tower.

Dr Cormack replied that the tower is owned by UBC Properties Trust rather than by the Okanagan campus. There are different things going on with different adjacent buildings: One was owned by UBC and leased to school board, another was owned by the Royal Canadian Legion, and the two others were owned by the city and by a private developer. UBC was in active communication with the city regarding construction impact.

Senator O'Leary asked about graduate student security-related research concerns.

Dr Cormack said that this was a complex geopolitical time that has little to do with the University and a lot to do with other factors. There were conversations ongoing between the U15 and Universities Canada, and the Federal government.

### **Remarks from the Provost**

The Vice-President Academic and Provost, Dr Rehan Sadiq spoke first on undergraduate applications for 2024 Winter to the Okanagan campus. He noted that domestic applications were down by around 3% and international applications were down more. In response to complex geopolitical factors, the application deadline was extended to 31 January for this year and we hoped to issue admission letters as soon as possible. With respect to new programs, the Master of Design and Doctor of Education programs were both now open for applications and these were being received.



Dr Sadiq noted that the search for a Deputy University Librarian was continuing and he hoped this could be announced next month. He also advised that the search for a Dean of Management was completed and would be going to the Board of Governors for approval in March. Finally, he advised that a new Human Rights Advisor for the Okanagan campus, Kara Ellison would be, starting this week.

### Academic Policy Committee

The Vice-Chair, Dr Patricia Lasserre, presented.

#### REVISIONS TO ACADEMIC REGULATIONS FOR THE FACULTY OF ARTS AND SOCIAL SCIENCES

Patricia Lasserre  
 Jannik Eikenaar

*That Senate approves changes to the academic regulations of the following programs in the Faculty of Arts and Social Sciences:*

- i. Bachelor of Arts*
- ii. Bachelor of Nle?kepmx Language Fluency*
- iii. Bachelor of Nsyilxcn Language Fluency*
- iv. Bachelor of St'át'imc Language Fluency – 55% Academic Probation Threshold*

Approved

#### MINIMUM FUNDING FOR GRADUATE STUDENTS IN THE COLLEGE OF GRADUATE STUDIES

Patricia Lasserre  
 Jan Cioe

*That Senate approves changes to the minimum funding for graduate students in the College of Graduate Studies*

Senator O'Leary asked if we had considered the implications of requiring faculty to raise more funds as the Tricouncils have indicated no willingness to increase stipends.

Senator Simpson replied that the campus average was much higher than the minimum but that inflation was eroding student support.

Senator Cioe expressed his appreciation to the dean and graduate studies for their action on this matter.

Senator Marcolin asked if a supervisor had to find all funds or were central funds available.

Senator Simpson said that a significant amount came from teaching/research assistanceships and scholarships. The amount left to the supervisor varied by program.



Approved

**REVISION TO ACADEMIC REGULATIONS - REQUIREMENTS TO RECEIVE A DEGREE, DIPLOMA OR ACADEMIC-CREDIT CERTIFICATE**Patricia Lasserre  
Sandy Hilton*That the requirements to receive a degree, diploma, or academic-credit certificate be amended as follows:**Except where the requirements of a particular degree, diploma or academic-credit certificate program specifically state otherwise, a student must:*

- 1. Satisfy all the program requirements by completing studies either at UBC or elsewhere;*
- 2. Satisfy at least 50% of the credits required for the program ~~while registered in the program at UBC~~<sup>1</sup>; and*
- 3. For undergraduate programs, complete upper-division UBC credits to satisfy at least 50% of the credits required by point (2) above.*

*<sup>1</sup>Courses taken while studying at another institution on a Senate-approved exchange program satisfy this requirement.*

Approved

**Admissions and Awards Committee**

The Chair, Mr Rob Johnson, presented.

**LICENCED PRACTICAL NURSING ACCESS PROGRAM – SUSPENSION OF ADMISSION**Rob Johnson  
Ray Taheri*That the Senate approve the suspension of admission to the Licenced Practical Nursing Access Program, effective for the 2024 Winter Session.*

Senator Johnson set out the rationale for the suspension, noting that a program review was being conducted and applications and admissions were down substantially for this expensive and lengthy program.

Approved



## NEW AWARDS

*See appendix A: Awards Report*

Rob Johnson  
Patricia Lasserre

*That the Senate approve the new awards as listed, that they be forwarded to the Board of Governors for approval, and that a letter of thanks be sent to the donors.*

Approved

## GRADUATE AWARD

*See appendix A: Awards Report*

Rob Johnson  
Silvia Tomaskova

*That Senate approve the new award for students in the College of Graduate Studies, as presented.*

Approved

## Curriculum Committee

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

*Appendix B: Curriculum Report*

Yves Lucet  
Rob Johnson

*That Senate approve and recommend to the Board of Governors for approval the new courses, new minor and revised calendar entries as presented by the Faculties of Health and Social Development, Applied Science, Arts and Social Sciences, and Management.*

Approved

## Learning & Research Committee

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

## REGALIA



Sally Stewart  
Christine Schreyer

*That Senate approve the adornment of mortarboard caps by graduands to reflect their Indigenous identity through the use of decorative traditions for graduation ceremonies*

Approved

## Nominating Committee

The Chair of the Senate Nominating Committee, Dr Jan Cioe, presented

### **PRESIDENT'S ADVISORY COMMITTEE FOR THE SELECTION OF A VICE-PRESIDENT EXTERNAL AFFAIRS**

Jan Cioe  
Daniel Keyes

*That Tamara Ebl be appointed to a President's Advisory Committee for the Selection of a Vice-President External Affairs*

Approved

## Report from the President

### **2022 ANNUAL REPORT OF THE OMBUDSPERSON FOR STUDENTS**

The University Ombudsperson for Students, Ms Shirley Nakata, and the Okanagan Ombudsofficer, Ms Cindy Leonard, presented their 2022 annual report to the Senate. They begin by introducing themselves and their roles in the Ombuds Office for students at the university's Okanagan campus. Ms Leonard reviews statistics from the annual report, discussing trends in caseload, types of visitors, and concerns brought forward. She highlights the increase in Okanagan visitors to their office and the proportionally higher number of graduate students seeking support. Ms Leonard also provided insights into the breakdown of concerns, emphasizing academic issues as the most common, followed by financial, human rights, misconduct, and interpersonal conflicts.

Ms Nakata discussed the key themes of fairness and well-being emphasized in the report. She references neuroscientist Matthew Lieberman's analogy of fairness being like chocolate for the brain, emphasizing its importance for well-being. The Ombudsofficer then introduces the fairness triangle, emphasizing procedural, substantive, and relational fairness.

She then presents the recommendations made in the report, focusing on the need for decision-makers to undergo training in procedural fairness and for policies to be reviewed for alignment





with fairness principles. Ms Nakata also addresses the issue of academic concessions for temporary health issues, advocating for more flexibility and accessibility in the process.

Senator Hilton said that many units were proactive about referring students to the Ombuds as they need support and helps ensure accountability. He noted that a single student may face challenging circumstances affecting several faculties and this can lead to inconsistencies. He highlighted the importance of training.

Senator Cioe noted that people had pattern recognition skills and how to deal with repeat offenders

The Ombudsperson replied that the concepts of fairness required an individual assessment of facts.

Senator Milliken said that in his experience as a student there were a limited number of professors who are continually the source of challenges.

Ms Nakata said they did report trends. Faculty and staff have the same rights to procedural fairness as students and there was a fine line between systemic issues and allegations towards a person.

Senator Milliken asked if their work extended beyond treatment to academic judgement.

Ms Nakata said their expertise was procedural fairness not academic judgement.

Senator Taheri said that this work needed to be shared with faculties and departments as well. He noted that multiple students came over 15 times; he asked if this was for different issues or existing issues.

Ms Leonard said half were graduate students with complex cases over a long period of time.

Senator Hafeez noted the issue of retaliation and students abandoning processes due to the level of difficulty or time required. He asked how this could be improved.

Ms Nakata said some students find getting a concession so difficult they drop the process. We have to make our policies and procedures more accessible and many students are concerned about power dynamics with a significant number of students afraid of engaging in formal processes.

## **Report from the Deputy Vice-Chancellor**



Dr Cormack, as lead executive sponsor for the Integrated Renewal Program (IRP), introduced the item, noting that Launch 2 was in February. She noted that a similar proposal went to the Academic Buildings and Resources Committee.

#### **INSTITUTIONAL REDINESS FOR IRP STUDENT**

Joanne Fox and Patricia Lasserre presented.

Dr Lassere set out their presentation, including program updates, key messages, the Launch 2 phased approach, IRP/SIS coexistence, hypercare, training, and planned engagements.

Dr Lassere noted that on 26 February, Launch 2 would begin; on 11 March, Workday Student would be ready for faculty and staff, and on 6 May it would be ready for students.

With respect to challenges, Learning Financial Support was identified as a challenge in October and a contingency plan was put into place. While the platform was changed the functionality should be the same. Financial support should be released April through August 2024.

Dr Lassere set out the coexistence period between the legacy SIS and Workday Student where data would need to be dual entered into both systems for a period of time.

Dr Fox explained the hypercare structure, where experts could provide dedicated support following workday launches. She set out the escalation and resolution processes for issues with Workday Student.

Dr Fox set out how Launch 2 would look and what training was planned for users.

#### **MOTION TO EXTEND THE TIME TO ADJOURN**

Patricia Lasserre  
Rob Johnson

*That the time to adjourn be extended by 30 minutes.*

Approved

Dr Fox noted that they had learned from Launch 1 and incorporated that feedback into training plans for Launch 2; training would be practical and hands-on with modules and tools guided by community needs. Training should be delivered prior to functionality being available and needing to be used.

Senate recognized Ms Erin Shannon and Asima Zahid from the IRP to speak to training.

In response to a question from Senator Johnson, Dr Fox said that training invitations would be sent from transition leads.



Senator Ebl asked if newly-admitted students for 2024 Winter would only have to learn Workday Student and what the impact would be for faculty members.

Dr Fox replied yes, they would be entirely interacting with Workday and other IRP applications. Ms Shannon added that program advisors would need earlier training but that Faculty would also be entirely using the system for 2024 Winter.

Senator Hafeez asked how students would be trained to use the new system.

Dr Fox said that all the normal ways we acclimatize students will be updated to reflect Workday Student. Ms Zahid added that a training video would also be available.

Dr Cormack closed the discussion by noting the lessons learned in Launch 1 and how they had improved for Launch 2.

## **Report from the Registrar**

### **2024-2025 ACADEMIC YEAR**

The Registrar presented next year's academic year, noting a typographical error in the distributed report: April 8 is a Tuesday and not Thursday.

Senators Hafeez and O'Leary commented on the dichotomy of reading week being set to relieve stress, but it actually causing more stress for students in programs such as Engineering as it led to a more compressed examination schedule.

## **Adjournment**

Seeing no other business, the meeting was adjourned at 5:42 pm.



## Appendix A: Awards Reports

### New Awards:

#### **Esther Jonina Pentland Memorial Bursary in Nursing**

A \$1,000 bursary has been made available annually through a gift from Lynne Pentland and Kristine Unrau in memory of their mother, Esther Jonina Pentland (1920 – 2010) for a first year undergraduate domestic student in the Bachelor of Science in Nursing at the University of British Columbia, Okanagan campus. Preference is given to a student from the South Okanagan region. The bursary is established in recognition of Esther's 42-year career in nursing and her passionate dedication to helping others as a community leader in the city of Penticton. The bursary is adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

#### **Garry Douglas McCorrie Scholarship in Health and Exercise Sciences**

A \$5,000 scholarship has been made available annually through an estate gift from Garry Douglas McCorrie (1943-2022) for an outstanding third- or fourth-year domestic undergraduate student in the Bachelor of Health and Exercise Sciences at the University of British Columbia, Okanagan campus. The award is made on the recommendation of the School of Health and Exercise Sciences. (First award available for the 2024/2025 winter session).

#### **Garry Douglas McCorrie Scholarship in Nursing**

A \$5,000 scholarship has been made available annually through an estate gift from Garry Douglas McCorrie (1943-2022) for an outstanding third- or fourth-year domestic undergraduate student in the Bachelor of Science in Nursing at the University of British Columbia, Okanagan campus. The award is made on the recommendation of the School of Nursing. (First award available for the 2024/2025 winter session).

#### **Garry Douglas McCorrie Award in Social Work**

A \$5,000 award has been made available annually through an estate gift from Garry Douglas McCorrie (1943-2022) for an outstanding graduate student entering second year in the Master of Social Work at the University of British Columbia, Okanagan campus. This award is based on academic performance in Foundational Year 1, with a particular focus on impactful work done during their Practicum. The award is made on the recommendation of the School of Social Work in consultation with the Field Education Office. (First award available for the 2024/2025 winter session).

#### **Harmandeep Kaur Memorial Award for International Students**

A \$2,500 award has been made available annually through gifts from friends and family in memory of Harmandeep Kaur, along with matching funds from the University of British Columbia for an international undergraduate student at the University of British Columbia, Okanagan campus. The award honours the life and legacy of Harmandeep Kaur, who came to Canada to advance her dreams and ambitions through education. The award is made on the recommendation of Enrolment Services, in consultation with the Global Engagement Office. (First award available for the 2024/25 winter session).

**Denise Janet King Memorial Award in Nursing** Two \$4,000 awards have been made available annually through gifts from friends, family and colleagues in memory of Denise Janet King (née Stewart), for undergraduate students entering third-year in the Bachelor of Science in Nursing at the



University of British Columbia, Okanagan campus. Preference will be given to students who demonstrate a commitment to volunteerism and leadership within their community, along with academic excellence and financial need. Denise volunteered at Kelowna General Hospital during high school and then trained in nursing at the Vancouver General Hospital. After starting her career in surgical nursing, she worked as a cardiac surgery intensive care nurse, and then transitioned to labour and delivery nursing before focusing on vaccine preventive disease nursing until her retirement. Denise was a strong advocate for bedside nursing and collaborative patient care and was an active volunteer in her community. The awards are made on the recommendation of the School of Nursing. (First award available for the 2024/2025 winter session).

**UBC Okanagan Clifford Alexander Robson and Else Loella Robson Memorial Scholarship**

The UBC Okanagan Clifford Alexander Robson and Else Loella Robson Memorial Scholarship Award is awarded to graduate students who are registered with the Disability Resource Centre with specific accommodation for time to completion at UBC Okanagan. Awards totaling \$25,000 will be administered and adjudicated each year by the DRC in collaboration with the College of Graduate Studies.



## **Appendix B: Curriculum Report**

### **FACULTY OF HEALTH AND SOCIAL DEVELOPMENT**

New Course: HINT 429/529

Revised Calendar Entry: Bachelor of Science in Nursing – Degree Requirements

### **FACULTY OF APPLIED SCIENCE**

Revised Calendar Entries: Minors and Concentrations

### **FACULTY OF ARTS AND SOCIAL SCIENCES**

New Course: PSYO 280

### **FACULTY OF MANAGEMENT**

New Minor: Geography





# The University of British Columbia

## Annual Enrolment Report

### 2023/24



Dr. Rehan Sadiq  
Provost and Vice-President Academic, UBC Okanagan

Dr. Gage Averill  
Provost and Vice-President Academic, UBC Vancouver

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## PREFACE

### THE 2023/24 ACADEMIC YEAR

UBC welcomed nearly 73 thousand new and returning students this year. Although we are no longer in a global health emergency, the ongoing impacts of the COVID-19 pandemic have affected the recruitment and enrolment of students, particularly international students. Pre-pandemic, international students joining UBC from both high schools and colleges within Canada, specifically from within BC, constituted the largest group of incoming international undergraduate students. International enrolment at BC high schools and colleges dropped dramatically during the pandemic and is now only slowly rebounding.

Institutions worldwide are seeking to restore enrolment shortfalls experienced as a result of the pandemic. Many of the top post-secondary institutions in Canada and around the world are engaging more heavily and increasing their efforts to recruit and retain international students, even those that previously didn't, resulting in significant competition for excellent students.

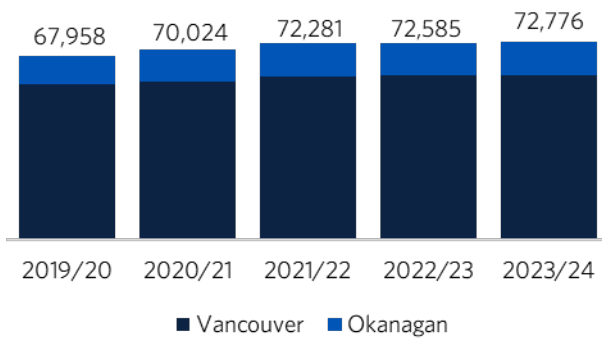
Geo-political instability in many parts of the world, as well as student affordability, are key factors this year in affecting student mobility. The negative economic impact of the pandemic on many family household incomes combined with the increased cost of living and housing crisis in Canada has made post-secondary education less affordable for far more students than in the past.

While domestic enrolment remained stable, the aforementioned challenges have contributed to an overall decline in international student enrolment this year. While many external factors impacting enrolment are not within the university's control, UBC remains steadfast and agile in its ability to navigate unforeseen circumstances. UBC continues to focus on developing and executing highly effective recruitment and admissions strategies, as well as initiatives that will support enrolment and retention of a diverse student body. With the launch of the Student Diversity Census this year, this initiative will help UBC better understand the diversity of our student community and their experiences. Demographically representative student data will guide the university's continued efforts in effectively supporting student inclusion and success.

UBC's commitment to world class education and research, truth and reconciliation, and advancement of equity, diversity and inclusion will continue to serve the university in attracting and enrolling a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world.

# EXECUTIVE SUMMARY

## Total UBC Enrolment (Headcount)



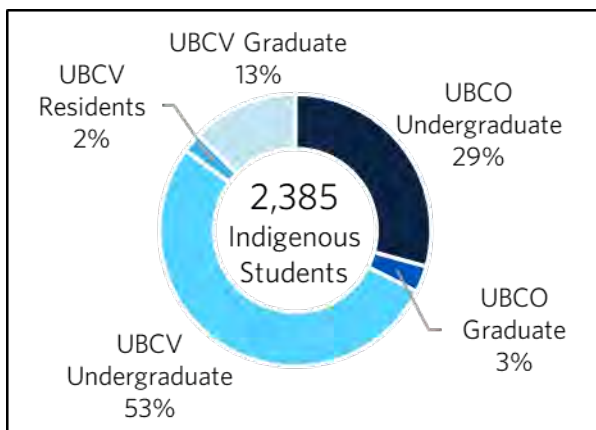
## First Year Undergraduate Retention

### First Year Undergraduate Retention Rates

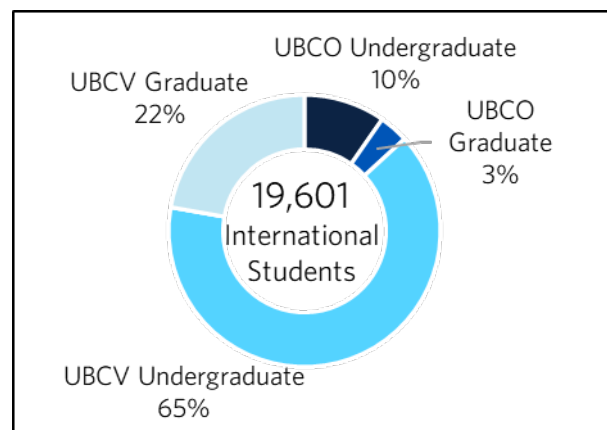


Retention rate for first-year, first-time, full-time students in baccalaureate programs progressing into their second year of studies.

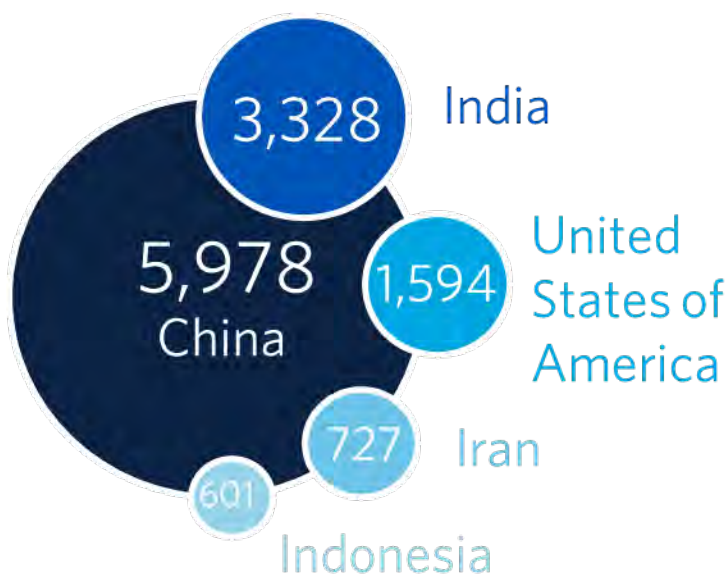
## Indigenous Students



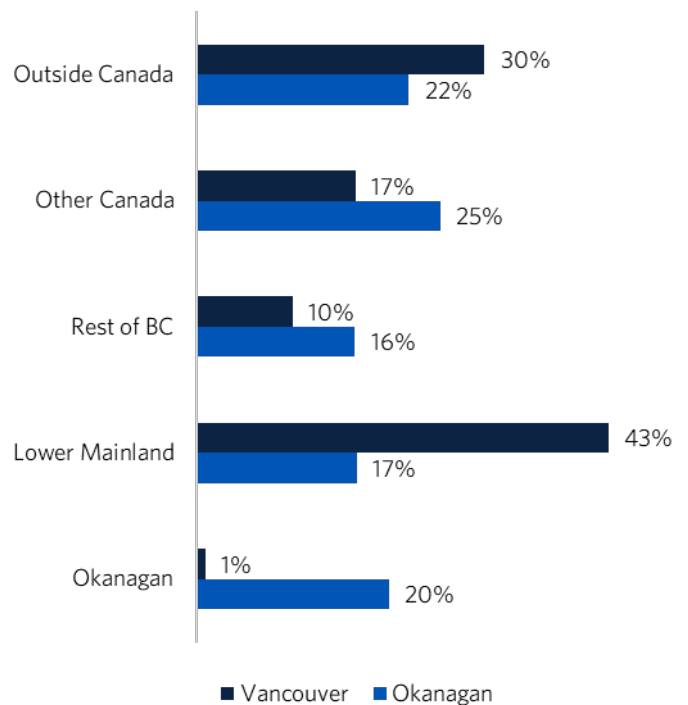
## International Students



## Direct-Entry Baccalaureate Student Origins



## Direct-Entry Baccalaureate Student Origins



## INTRODUCTION

The UBC Annual Enrolment Report (2023/24) provides detailed information about incoming and enrolled students system-wide and at the Okanagan and Vancouver campuses. UBC's enrolment objectives are to:

- enrol a diverse community of outstanding students from British Columbia, the rest of Canada, and around the world,
- increase the enrolment of Indigenous students,<sup>1</sup>
- provide access for other historically underrepresented populations, and
- meet the Government's targets for domestic undergraduate and graduate FTEs.

New undergraduate student enrolment is managed according to targets approved annually by the Senates and the Board of Governors. Targets are set based on a group of known factors and a group of variables that must be estimated. Known factors include the degree programs offered and physical space occupancy limits. Variables that must be estimated include the number of students who will accept an offer of admission, the number of students who will actually register and pay their tuition, whether the students will take normal course loads, the students' progression and retention rates, and the number that will graduate in a given year.

Managing the admissions process to meet the established targets requires estimating and modelling based on additional factors such as the number of applications received, the academic qualifications of those applicants, the decision-making behaviour of the potential students, changes to Canada's political relationships with other countries, changes in the economy including currency fluctuation, and other unforeseen global events, such as pandemics.

Most of the variable factors can be modelled with good accuracy based on data collected over prior years, but a few factors are highly unpredictable, or cannot be controlled by UBC. As a result, it is a rare event to enrol exactly to target for a program, or even more so at the campus level. Given the strengths of UBC, the demand for our programs is very high, leaving us in the enviable position of managing down to targets in most cases.

It is important to note that there is a difference between total new student enrolment targets and the Ministry's "funded" seats. The UBC targets include several categories of enrolment that are not directly funded by the provincial government, but are important components of the campus communities. The categories typically excluded from Ministry funding include international undergraduate students, access studies, visitors, diploma and certificate students, most graduate students in research degree programs, and others.

Student enrolment is generally reported in one of two ways: as a headcount, which is a measure of the number of students enrolled, and as a full-time equivalent (FTE), a measure of the course activity of the students enrolled. FTEs for undergraduate students are calculated by taking the number of annual course credits taken by a student and dividing by the normal or expected number of credits required by the student's program and year level. For example, a student who takes 27 credits in a particular year, and whose program expects that 30 credits will be taken, is counted as 0.9 FTE. For graduate students, the FTE is determined by awarding 1.0 FTE for full-time status and 0.33 FTE for part-time status, for each term, summing the three terms in an academic year, and then dividing by 3 to create an annual average FTE.

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<sup>1</sup> We use the term "Indigenous" to refer inclusively to members of First Nations, status and non-status, treaty and non-treaty Indians, Métis, and Inuit peoples in Canada, recognizing in doing so that many people prefer the terms that are specific and traditional to their communities.

The B.C. Ministry of Post-Secondary Education and Future Skills sets targets for, and funds, student FTEs rather than headcounts. These FTE targets are set for domestic students (e.g., Canadian citizens, permanent residents, and refugees), and do not apply to international undergraduate students. The Ministry provides base funding and strategic funding. Base funding is allocated based on a specified number of FTE student spaces for domestic undergraduate and selected graduate students. The strategic funding is designed to create domestic student spaces for high priority areas with significant labour market demands, such as for the health professions. For the 2023/24 fiscal year (April 1, 2023 to March 31, 2024), UBC was government-funded for a total of 43,655 FTEs, 291 more than the previous year; 7,255 FTEs were allocated to the Okanagan campus and 36,400 FTEs were allocated to the Vancouver campus. Overall, 37,508 FTEs were funded undergraduate domestic student spaces and 6,147 were funded graduate student spaces. There were an additional 203 FTEs for the 2023/24 year directed to the Bachelor of Science in Nursing, Speech Pathology program, Genetic Counselling program, Occupational Therapy program – North and Surrey programs, Physiotherapy Therapy — Fraser program, Midwifery program, Medical School, Microbiology and Immunology Degree, and the Early Childhood Education program on the Vancouver Campus. On the Okanagan campus, the additional 88 FTE were directed to the Bachelor of Science in Nursing, Master of Social Work, and Bachelor of Science in Data Science.

## UNDERGRADUATE AND GRADUATE STUDENT ADMISSIONS

### HOW MANY UNDERGRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

UBC uses a competitive admission process because it receives applications from more qualified students than can be accommodated. UBC's admission requirements are designed to select students who are the most likely to succeed in their learning and to thrive on campus. Whereas UBC recruits for diversity in the incoming class, admission decisions are based solely upon a fair and equitable process that evaluates applicants on their individual merits. Ultimately, the goal is for the university to achieve its enrolment objectives in terms of the composition, qualities, and size of the incoming class.

Students apply, complete their applications with all necessary documents, gain admission, and ultimately register in courses. Each stage of the process contains fewer students than the previous stage and requires ongoing analysis and strategic decision making to ensure the best possible enrolment outcomes. UBC attracts applications from many international students and the numbers have been increasing over time. It is important to note that international students do not compete with domestic students for the government-funded seats and thus do not displace domestic students. The two groups of students are measured by a common standard in two independent applicant pools and processes.

In September 2021, UBC started using a new application system for undergraduate admissions, EducationPlannerBC. The new system, which is a province-wide service, integrates planning, application and data movement services. By using centralized planning resources, students can search for information about various programs, institutions and communities across B.C. When students decide to apply to one or more programs, they can complete their application through the system without having to re-enter the same information for each application. In addition, the service further expands electronic transcript exchange including more K-12 and post-secondary institutions and provincial hubs.

Figures 1 through 4 illustrate the campus-specific undergraduate applicant pools by domestic and international status. Each pyramid shows the numbers of submitted and completed applications, and the numbers of admitted students and subsequent registrations for 2019/20 through 2023/24. Undergraduate students may apply to two programs, ranked



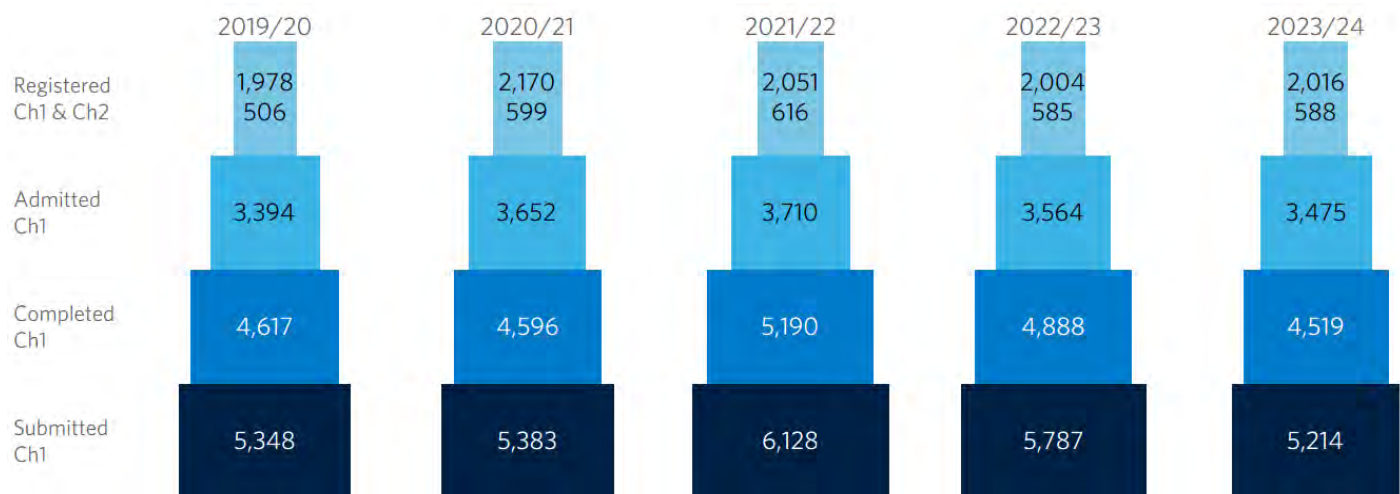
in order of choice, offered by one or both campuses. The application pyramids report the students’ first choice programs for the number of submitted and completed applications and the number of students admitted. The numbers of registered students have two counts: the upper number represents the number of students who registered in their preferred or first choice of program or campus (Ch1) and the lower number represents the number of students registered in their second choice, an alternative program on either campus (Ch2). The two counts combined provide the total number of new students registered.

Each pyramid shows the number of submitted and completed applications, the number of admitted students and subsequent number of registrations for 2019/20 through 2023/24. A submitted application identifies a complete formal request to enter a UBC program of study accompanied by payment of an application fee. A complete application identifies that all documentation and information required to initiate the evaluation of the application was received. The term “admitted” identifies that an application was reviewed and UBC extended an admission offer to enrol to the applicant. Lastly, “registered” identifies that the student accepted the offer of admission, selected courses and started attending classes. The pyramid shapes in Figures 1 through 8 indicate that at each stage of the enrolment process some applicants do not progress to the next stage.

In 2023/24, the total Choice 1 applicant pool (with completed applications) for the Okanagan campus decreased over the number received in 2022/23. The size of the domestic undergraduate applicant pool decreased by 8% compared to 2022/23 (see Figure 1), and the international undergraduate applicant pool remained consistent (see Figure 2).

For the Vancouver campus, the total Choice 1 applicant pool (with completed applications) decreased by 7% over 2022/23. The domestic applicant pool decreased by 6%, over 2022/23 (see Figure 3), and the international applicant pool decreased by 8% (see Figure 4).

FIGURE 1: UNDERGRADUATE STUDENTS’ ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), OKANAGAN CAMPUS, BY YEAR



Note: “Ch1” denotes first choice program, and “Ch2” denotes a second choice or alternative program choice.

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

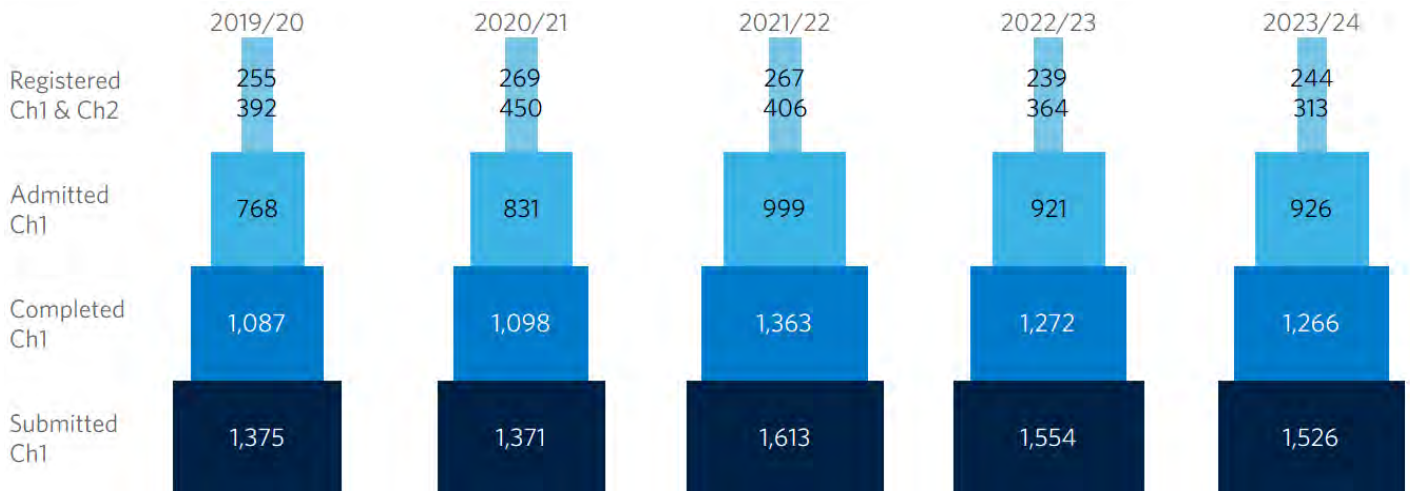


FIGURE 3: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC, ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR

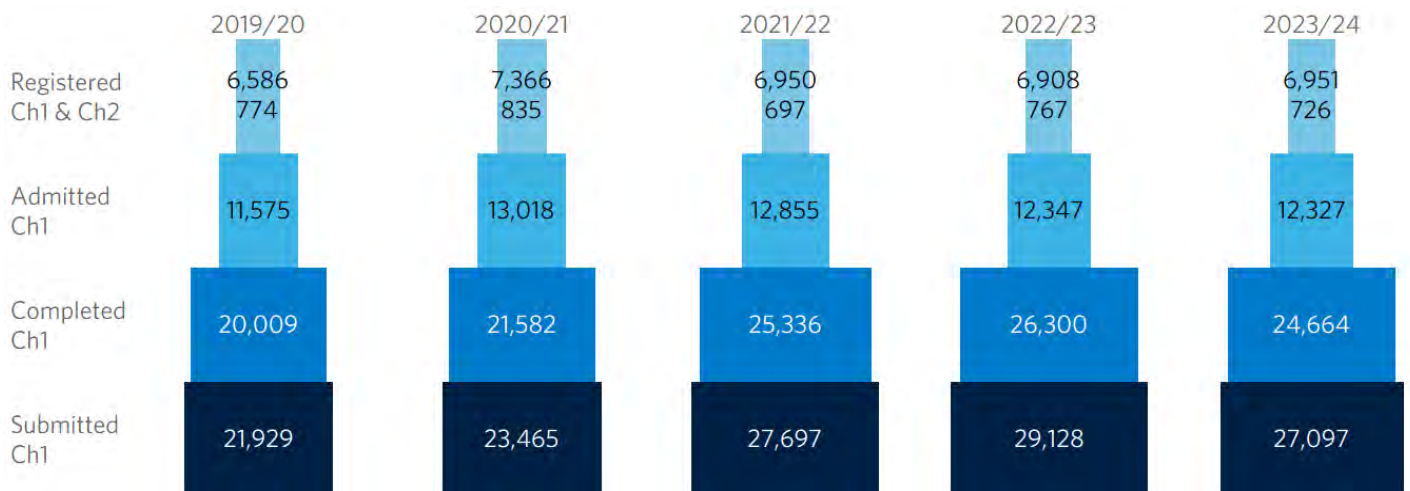
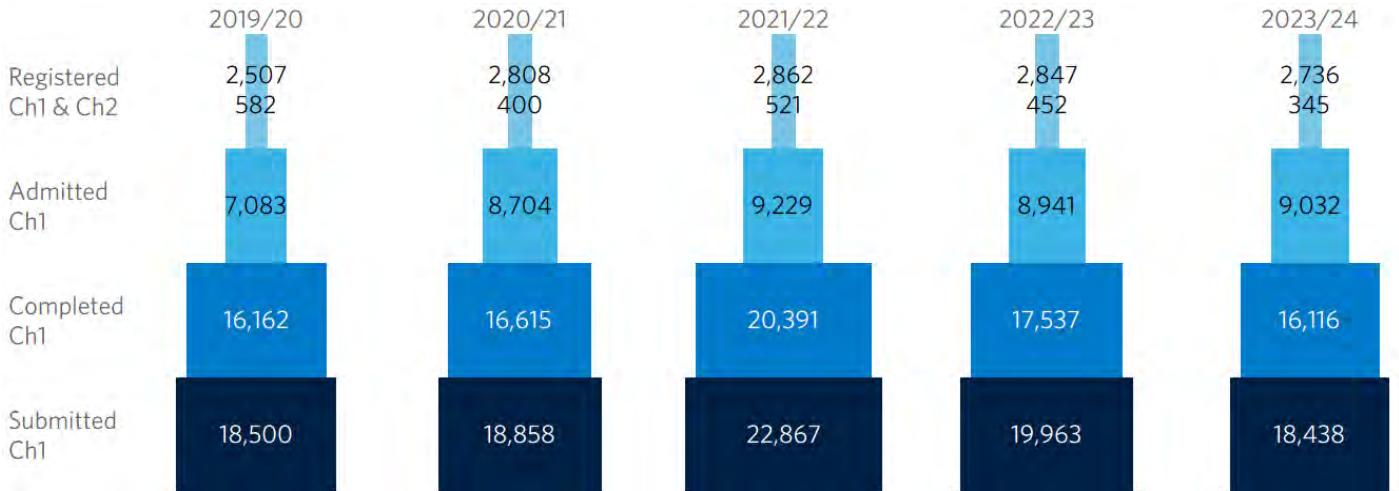


FIGURE 4: UNDERGRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL ALL YEAR LEVELS), VANCOUVER CAMPUS, BY YEAR



UBC receives applications from very highly qualified students. These high achieving students typically have several offers of admission from universities across Canada and around the world; consequently, they do not always accept UBC’s offer of admission. Based on past experience, we anticipate the proportion of applicants that would typically accept an offer of admission and register; consequently, a specified number of offers of admission are made to ensure that the targeted number of students actually register. The admit and yield rates are shown in Table 1. The admit rate is the ratio of students offered admission to their preferred choice of program to the number of completed applications received; this includes applicants refused admission for failure to achieve minimum requirements (e.g., missing a pre-requisite course) and those refused due to lack of space (e.g., their academic and personal profile assessments were not sufficiently competitive). The yield rate is the ratio of registered students to the number offered admission to their preferred choice of program. The admit rate is influenced by the number of applicants, the number of seats available for each applicant pool (domestic and international) and the likelihood that the student, once offered admission, will register (these likelihoods vary for domestic and international students).

TABLE 1: UNDERGRADUATE STUDENTS' ADMIT AND YIELD RATES, ALL YEAR LEVELS, BY YEAR

Campus	Citizenship		2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Domestic	Admit Rate	74%	79%	71%	73%	77%
		Yield Rate	58%	59%	55%	56%	58%
	International	Admit Rate	71%	76%	73%	72%	73%
		Yield Rate	33%	32%	27%	26%	26%
	<b>Okanagan Total</b>	<b>Admit Rate</b>	<b>73%</b>	<b>79%</b>	<b>72%</b>	<b>73%</b>	<b>76%</b>
		<b>Yield Rate</b>	<b>54%</b>	<b>54%</b>	<b>49%</b>	<b>50%</b>	<b>51%</b>
Vancouver	Domestic	Admit Rate	58%	60%	51%	47%	50%
		Yield Rate	57%	57%	54%	56%	56%
	International	Admit Rate	44%	52%	45%	51%	56%
		Yield Rate	35%	32%	31%	32%	30%
	<b>Vancouver Total</b>	<b>Admit Rate</b>	<b>52%</b>	<b>57%</b>	<b>48%</b>	<b>49%</b>	<b>52%</b>
		<b>Yield Rate</b>	<b>49%</b>	<b>47%</b>	<b>44%</b>	<b>46%</b>	<b>45%</b>

Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.

Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

UBC's ability to achieve its enrolment objectives is the result of strategic recruitment activities, supportive advising, and robust orientation programming for newly admitted students. For 2023/24, 44% of the direct-entry students admitted to their preferred program ultimately accepted their offer of admission. Of those who accepted an offer of admission to a program, 12% did not register and attend classes in September. Last year, 46% of these students accepted their offer of admission and 13% of those did not ultimately register and attend classes.

After letters with offers of admission are provided to successful applicants, a targeted and timed communication campaign keeps these applicants engaged with the university through to the deadline by which they must accept their offer.

## HOW MANY GRADUATE STUDENTS APPLIED, WERE ADMITTED, AND REGISTERED AT UBC?

Figures 5 through 8 illustrate the campus-specific graduate student applicant pools by domestic and international status. Each pyramid shows the numbers of submitted applications, the numbers of admitted students and subsequent registrations for 2019/20 through 2023/24. The years 2019/20 through 2022/23 contain intake data as of March 1st, whereas the 2023/24 intake was in progress, at the time of writing, and contains preliminary data as of November 1, 2023. As such, registration counts for 2023/24 will still change. It is important to note that many prospective students are counselled not to complete an application if a graduate program does not have a faculty member available to supervise the student, given the student's area of academic interest within the discipline. Consequently, the numbers of applications shown here underestimate the total interest in graduate studies at UBC.

In 2023/24, the number of graduate student applications for the Okanagan campus decreased by 1% over 2022/23. The domestic application pool decreased by 15% over 2022/23 (see Figure 5), and the international application pool increased by 4% (see Figure 6). 2022/23 saw a large increase in applications over 2021/22, and while 2023/24 is a decrease over the previous year, it's an increase of 47% compared to 2021/22.

For the Vancouver campus, the number of graduate student applications decreased by 5% over 2022/23. The domestic application pool decreased by 10%, over 2022/23 (see Figure 7), and the international application pool decreased by 3% (see Figure 8). The admit and yield rates, for both campuses, are shown in Table 2.

FIGURE 5: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), OKANAGAN CAMPUS, BY YEAR

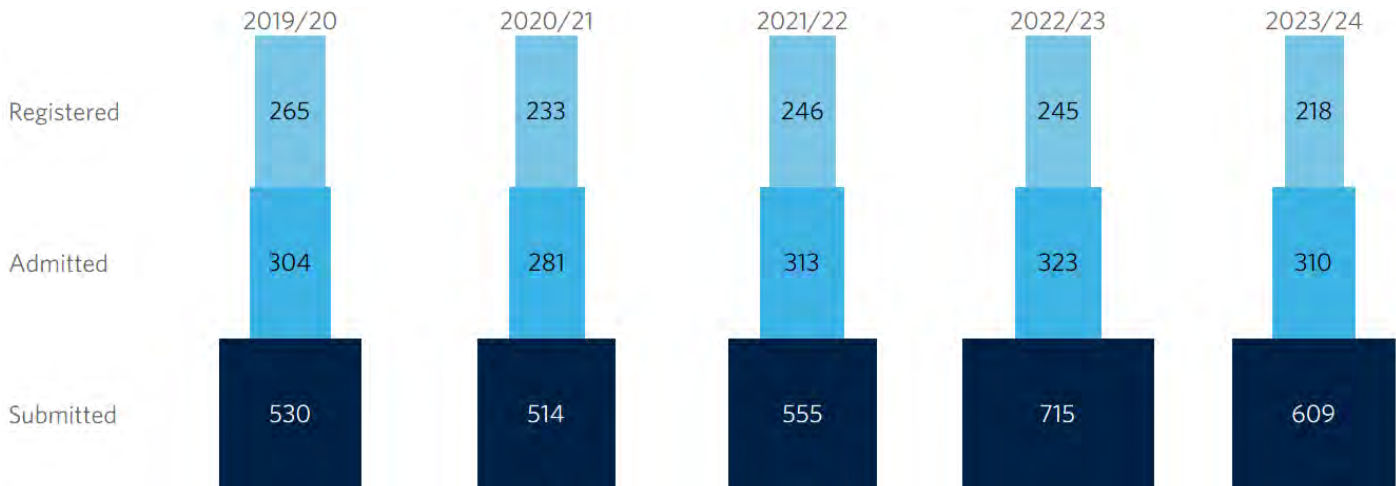


FIGURE 6: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), OKANAGAN CAMPUS, BY YEAR

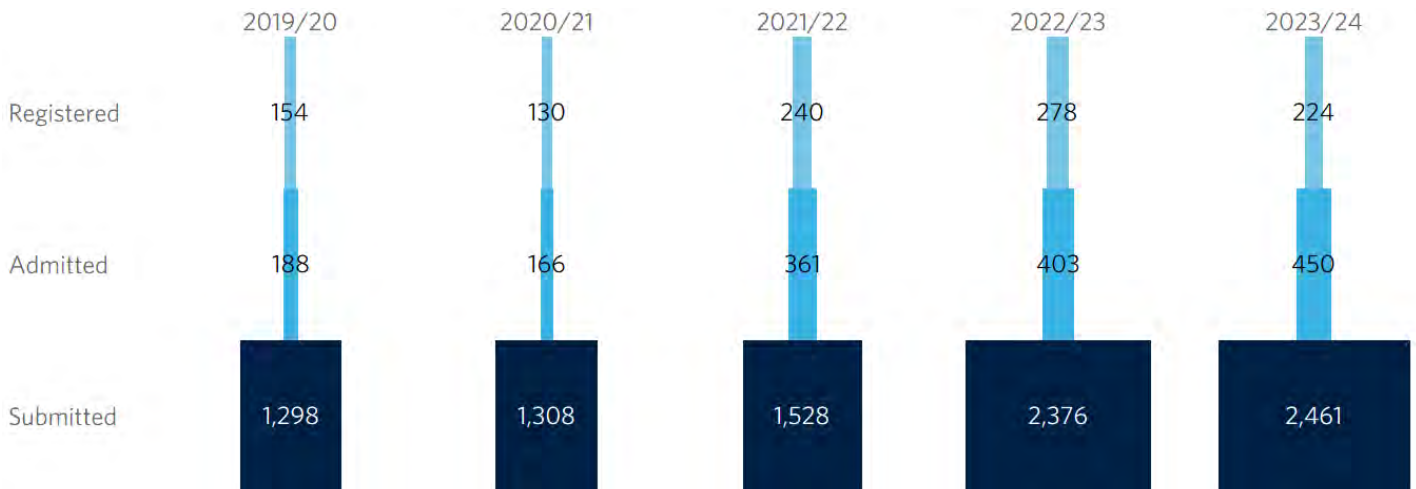


FIGURE 7: GRADUATE STUDENTS' ADMISSIONS PYRAMID (DOMESTIC), VANCOUVER CAMPUS, BY YEAR

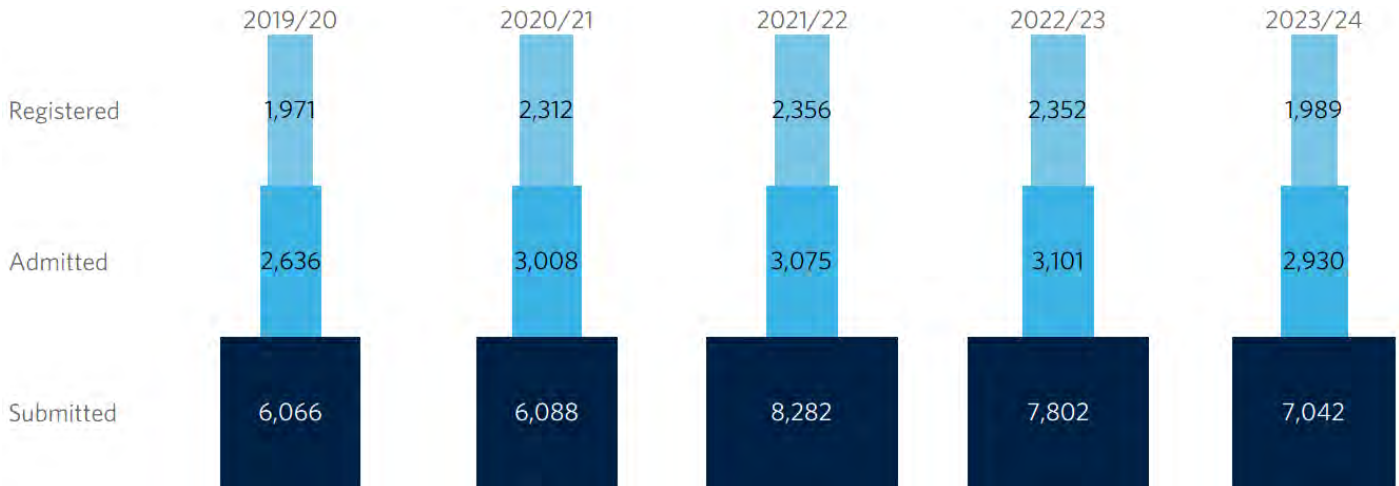


FIGURE 8: GRADUATE STUDENTS' ADMISSIONS PYRAMID (INTERNATIONAL), VANCOUVER CAMPUS, BY YEAR

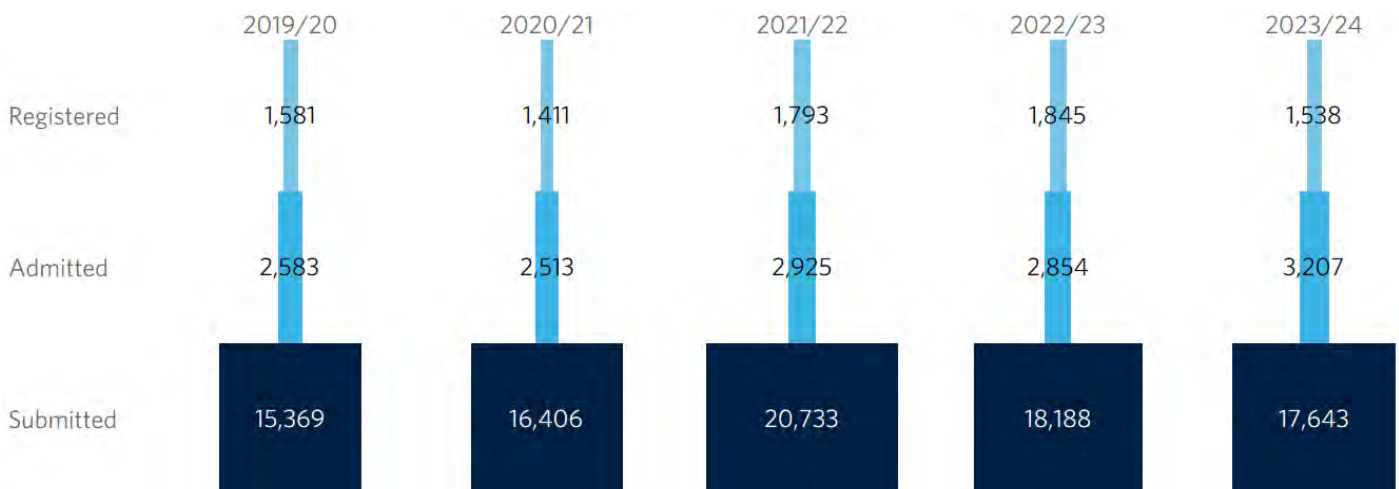




TABLE 2: GRADUATE STUDENTS' ADMIT AND YIELD RATES, BY YEAR

Campus	Citizenship		2019/20	2020/21	2021/22	2022/23	2023/24	
Okanagan	Domestic	Admit Rate	57%	54%	56%	45%	51%	
		Yield Rate	87%	81%	79%	75%	70%	
	International	Admit Rate	14%	13%	24%	18%	18%	
		Yield Rate	82%	64%	66%	69%	50%	
	<b>Okanagan Total</b>		<b>Admit Rate</b>	<b>27%</b>	<b>24%</b>	<b>32%</b>	<b>24%</b>	<b>25%</b>
			<b>Yield Rate</b>	<b>85%</b>	<b>75%</b>	<b>72%</b>	<b>71%</b>	<b>58%</b>
Vancouver	Domestic	Admit Rate	43%	42%	37%	40%	42%	
		Yield Rate	75%	69%	77%	76%	68%	
	International	Admit Rate	17%	16%	14%	17%	18%	
		Yield Rate	61%	46%	61%	66%	48%	
	<b>Vancouver Total</b>		<b>Admit Rate</b>	<b>24%</b>	<b>24%</b>	<b>21%</b>	<b>23%</b>	<b>25%</b>
			<b>Yield Rate</b>	<b>68%</b>	<b>58%</b>	<b>69%</b>	<b>71%</b>	<b>57%</b>

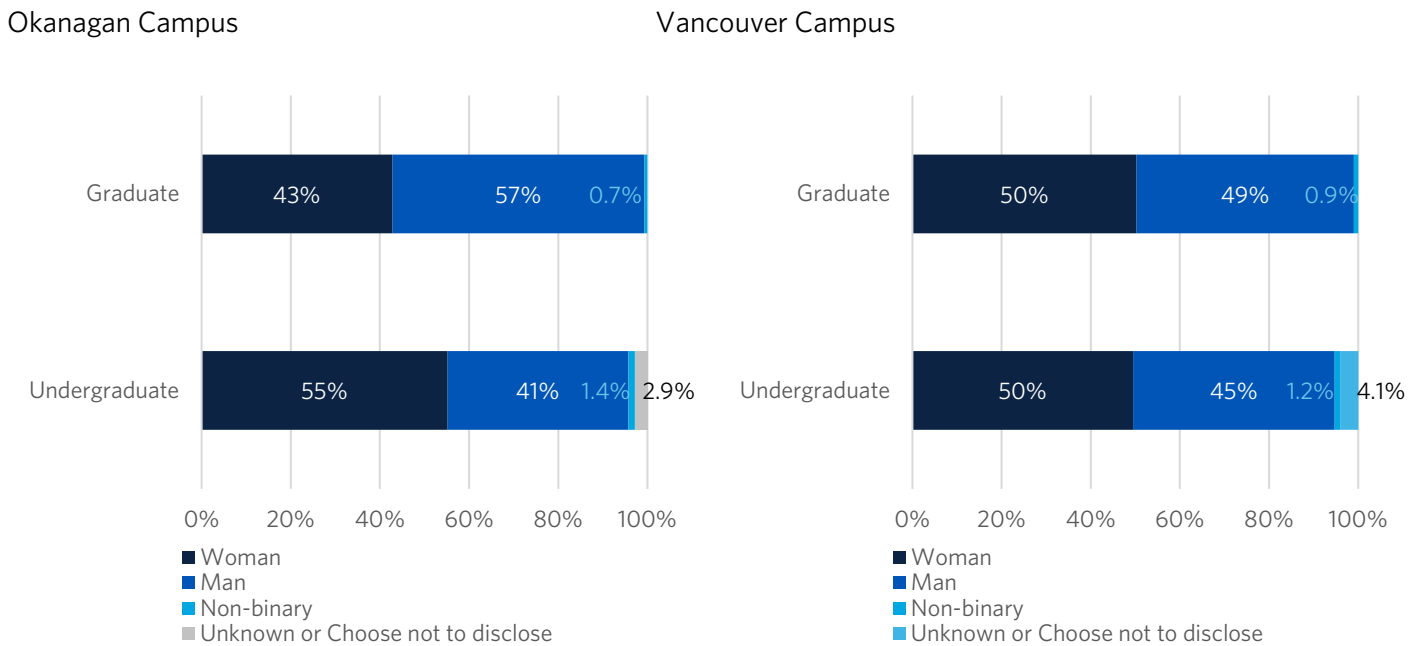
Admit Rate: Within an admissions cycle, the ratio of admitted students to completed applicants.

Yield Rate: Within an admissions cycle, the ratio of registered students to admitted students.

## WHAT IS THE GENDER DEMOGRAPHIC OF UBC'S APPLICANTS?

UBC undergraduate and graduate applicants are provided gender marker options to which they can self-identify, including women, man, non-binary gender, as well as the option to prefer not to answer/unknown. The gender distribution of Choice 1 undergraduate applicants on the Okanagan campus saw women applicants representing a small majority while graduate applicants in the Okanagan saw a majority of men applicants. Both undergraduate Choice 1 and graduate applicants on the Vancouver campus were comprised 50% of women applicants. There were a total of 915 applicants who identified as being non-binary on their applications to UBC (117 Okanagan applicants, and 798 Vancouver applicants). There were 192 applicants on the Okanagan campus and 1,870 Vancouver applicants with 'no declared gender' for the 2023/24 year. Full distributions can be seen for the Okanagan and Vancouver campuses in Figure 9.

FIGURE 9: APPLICANT GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24



## GRADUATE STUDENT RECRUITMENT

For UBC Vancouver, graduate student recruitment efforts occur at all levels of the university community, from individual faculty members, to graduate programs, deans’ offices, and the Faculty of Graduate and Postdoctoral Studies (G+PS).

General outreach initiatives continue to be very popular with prospective students such as an Applicant Guide eBook that assists applicants through the application process. It has been downloaded over 53,000 times over the last 12 months. Virtual outreach events are very well attended (over 22,000 registrations from 140 different countries for 40 events) and G+PS has been collaborating with programs, faculties, and partner universities in hosting a variety of information and admissions advice sessions. A monthly newsletter for prospective students exceeds 60,000 subscribers and web traffic continues to show high demand with the G+PS main website serving 2.48 million users and 14 million pageviews between November 20 in 2022 and 2023.

Supportive onboarding of newly admitted graduate students remains a key priority for UBC and includes an extensive email campaign, interactive checklist, pre-arrival webinars, and social and academic support events as part of a year-long orientation. Materials have been updated and new ones are under development to guide new students with regard to budget planning and settling in Vancouver, given the affordability and housing challenges.

Additional activities included hosting the second Indigenous Graduate Student Summer Institute, co-hosting Pathways to Graduate School sessions for Indigenous applicants, and collaborating with faculty members on initiatives such as application advice videos, featuring advice for applicants from equity-seeking groups.

Given the decentralized nature of graduate-level recruitment, G+PS offers extensive support to both faculty members and programs to enhance the graduate recruitment ecosystem at UBC. This includes conducting training sessions on formulating program recruitment plans, offering online resources and guidance through a recruitment services catalog, assisting in organizing recruitment events, and creating recruitment content. Additionally, G+PS provides consulting services and collaborates with programs upon request.



Despite a challenging international environment, international applications only moderately decreased overall and stayed 7.5% above the 2020/21 levels. While domestic applications exceed 2020/21 levels by 16%, these have seen continuous declines since the unusual peak in 2021/22. Enrolment continues to be relatively stable though, drawing from a strong overall applicant pool.

On the Okanagan campus, each faculty manages the marketing and recruitment for their specific graduate programs. This includes prospective student webpages for each graduate program, the creation of student and supervisor profiles, and marketing activities for graduate student recruitment, including attendance at selected recruitment fairs, and digital marketing campaigns. Working with University Relations, faculties undertake digital marketing campaigns (including Google advertising and social media advertising) to promote priority programs.

University Relations and the College of Graduate Studies have collaborated to deliver a digital marketing campaign designed to introduce prospective graduate students to the Okanagan campus. This campaign centres on Google Search advertising and is complemented by Google Display and social media placements.

UBCO's Indigenous Graduate Advisor position reports jointly to Indigenous Programs and Services and the College of Graduate Studies and is dedicated to advising prospective and enrolled Indigenous graduate students, and identifying opportunities to improve admissions, enrolment, and retention of Indigenous graduate students. The Indigenous Graduate Student Advisor leads Indigenous Graduate Student Orientation, workshops, and an Indigenous Pathways program that supports the transition of Indigenous undergraduate students to graduate studies.

To reduce barriers and support the recruitment of Indigenous graduate students, the College of Graduate Studies offers application fee waivers for Indigenous applicants. Graduate student applicants who self-identify as Indigenous (i.e. First Nation, Métis, or Inuit), and whose traditional territory resides primarily within Canada, are eligible for an application fee waiver.

## WHAT IS THE ACADEMIC POTENTIAL OF NEW UNDERGRADUATE STUDENTS?

UBC students are academically successful and well-rounded. A holistic evaluation method has ensured that current and future graduating classes will consist of focused, bright leaders who work collaboratively and who engage meaningfully with their communities.

For direct-entry undergraduate applicants, all Grade 11 and Grade 12 academic courses are considered in the admission decision along with a review of courses and grades that are particularly relevant to the program to which a student has applied. This review of academic course grades also considers the extent to which a student may have challenged themselves as evidenced by the volume of academic courses completed or the rigour of the courses completed. The mean entering grade range, for all academic courses a student completed in the senior years of secondary school, was 84-86% for students attending the Okanagan campus; on the Vancouver campus, it was 89-91%.

The comprehensive and holistic review of academic coursework and grades is taken in conjunction with a review of the accomplishments (both academic and non-academic) and experiences outside of the classroom of each applicant. This process involves assessing personal profiles, which provide applicants with the opportunity to describe the things that are important to them, their significant achievements, what they have learned from their experiences, and the challenges that they have overcome. UBC looks at each prospective student as a whole person: a combination of talents, interests, and passions.

In 2023/24, over 82,000 personal profile reviews were scored for applicants to UBC. Personal profiles are read and scored by trained readers, consisting of over 400 UBC staff members, faculty members, and alumni. Each profile is read and assessed independently by two readers; in cases where the assessors are not in agreement, the file is reviewed by a third (and possibly fourth) reader until a consistent assessment is achieved. Overall, it is estimated that about 12% of admitted applicants would not have been admitted with a grades-only admission model (this rate varies by program and campus).

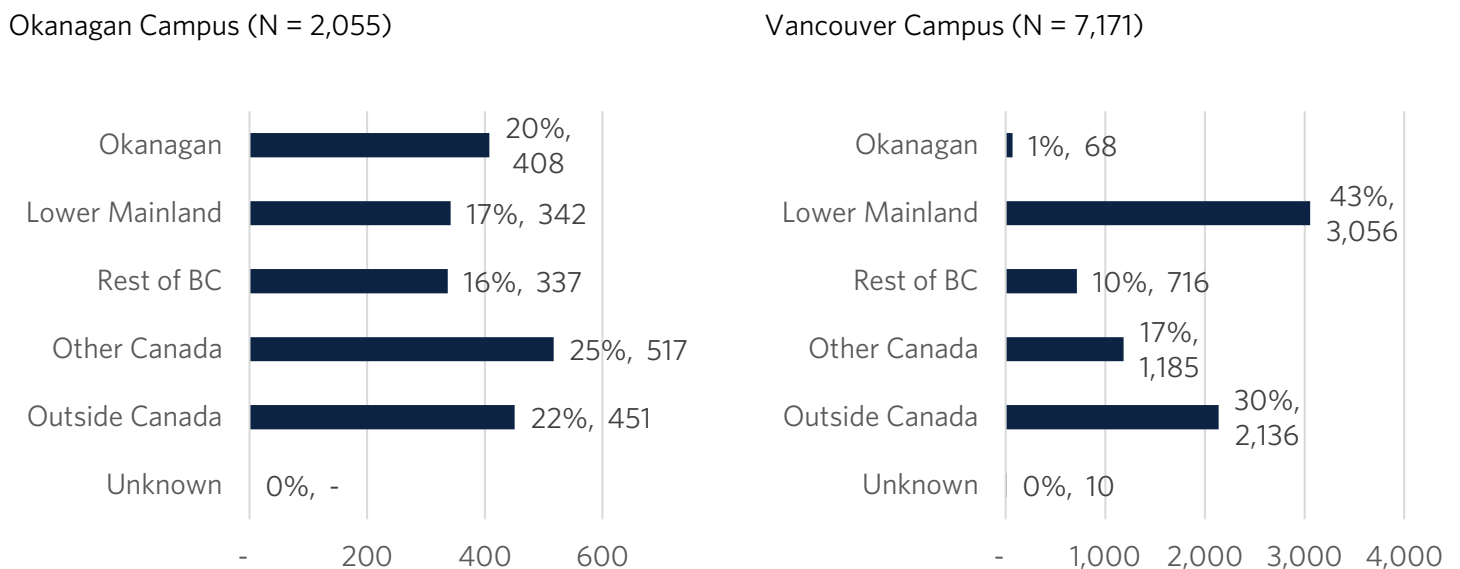
### WHERE DID UBC’S NEW DIRECT-ENTRY STUDENTS PREVIOUSLY STUDY?

Figure 10 displays, for each campus, where 2023/24’s new direct-entry students previously studied. Note that citizenship is different from the location of the institution previously (last) attended; many Canadians matriculate from schools outside of Canada (and are counted against the domestic enrolment targets) and many international students, matriculate from schools within Canada (and are counted against the international enrolment targets).

In 2023/24, 76% of the new-to-UBC undergraduate students (N = 2,055) on the Okanagan campus entered directly from secondary school. Of those students originating from a B.C. secondary school, the Central Okanagan school district provided the largest proportion of students, followed by the Surrey and Vancouver school districts.

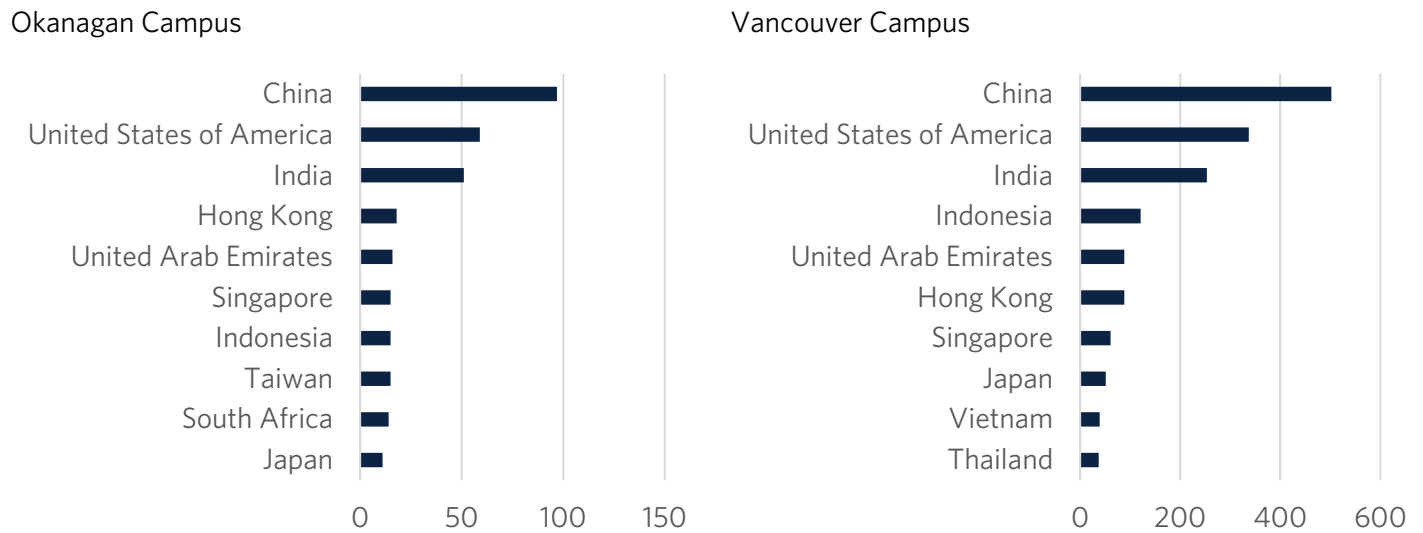
In 2023/24, 7,279 new direct-entry students, who comprised 77% of the new-to-UBC undergraduate students, registered at the Vancouver campus. Of the registered students, 43% (N = 3,056) had previously studied at an institution in the Lower Mainland, 11% had studied elsewhere in B.C. (N = 784) including the Okanagan, and 30% had studied outside of Canada (N = 2,136).

FIGURE 10: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2023/24, BY CAMPUS



UBC actively recruits students from all over the world and has relationships with several thousand secondary schools globally. New direct-entry students who previously studied at an institution outside of Canada originated from 102 countries and territories. The most common countries and territories, outside of Canada, for each campus, are shown in Figure 11.

FIGURE 11: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE DIRECT-ENTRY STUDENTS, 2023/24, BY CAMPUS



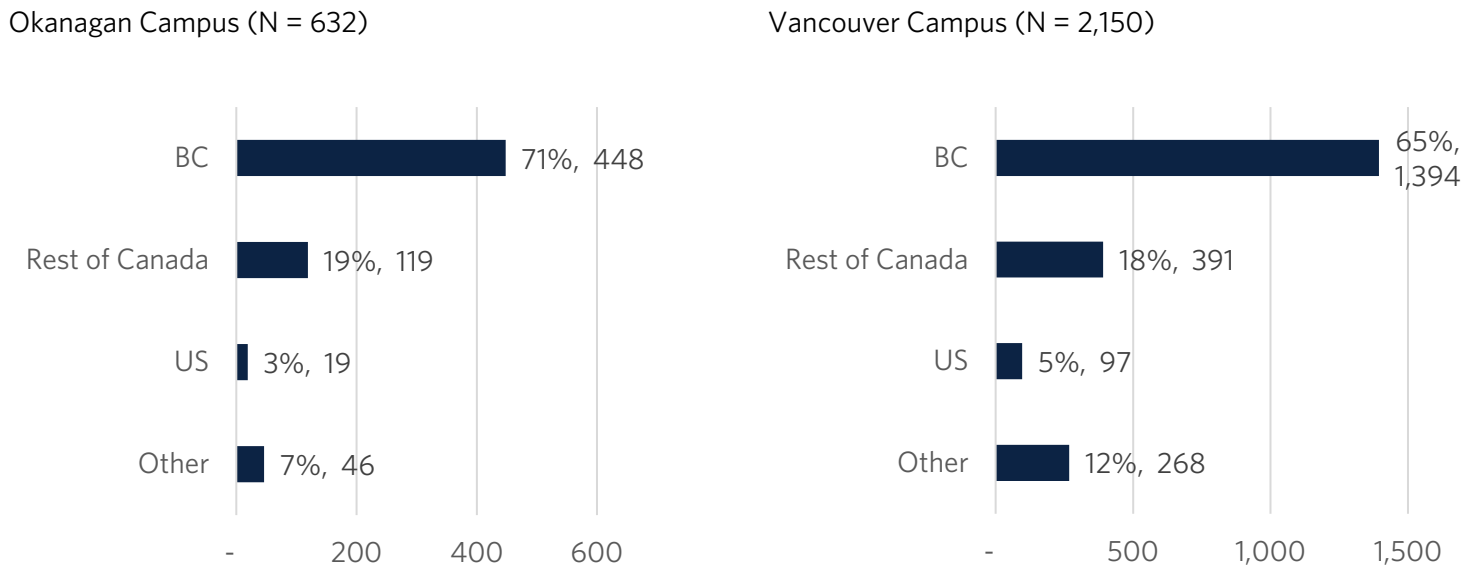
### WHERE DID UBC’S NEW TRANSFER STUDENTS PREVIOUSLY STUDY?

Students with previous experience at another post-secondary institution entered UBC via many pathways. Some had graduated from high school, studied at a college, and then transferred to UBC. Others had completed secondary school several years ago, then earned an undergraduate degree and returned to post-secondary education for further education at UBC. Figure 12 illustrates the location of the previous institution attended by new transfer students to each of UBC’s campuses in 2023/24.

In 2023/24, 632 new-to-UBC undergraduate students transferred from another post-secondary institution to the Okanagan campus, representing 24% of all the new-to-UBC Okanagan undergraduate students. Figure 12 shows that 448 students (or 71% of all the post-secondary transfer students) previously attended a post-secondary institution in B.C.

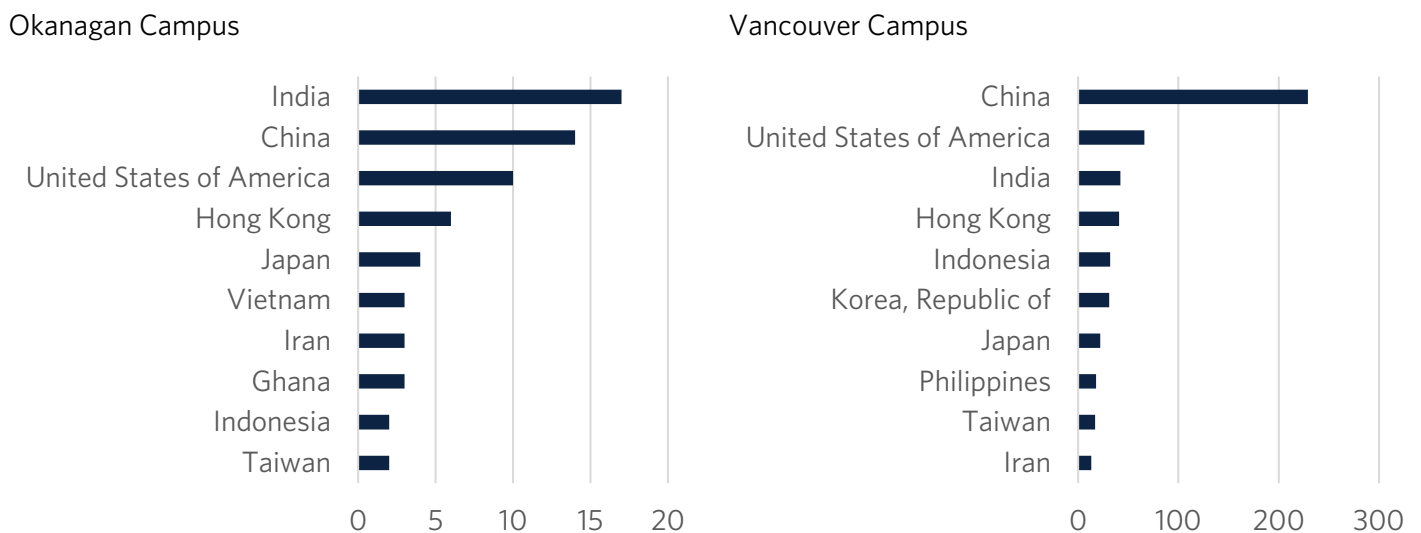
In 2023/24, UBC Vancouver registered 2,150 post-secondary transfer students, who comprised 23% of all the new-to-UBC students on the Vancouver campus. Most of these students (65%) transferred from a post-secondary institution in B.C.

FIGURE 12: LOCATION OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2023/24, BY CAMPUS



The 2023/24 new transfer students attended post-secondary institutions in over 60 countries and territories before enrolling at UBC. The most common countries or territories, other than Canada, are shown in Figure 13.

FIGURE 13: TOP 10 COUNTRIES OR TERRITORIES (OTHER THAN CANADA) OF PREVIOUS INSTITUTION ATTENDED, NEW UNDERGRADUATE TRANSFER STUDENTS, 2023/24



### WHERE DID INDIGENOUS STUDENTS AT UBC PREVIOUSLY STUDY?

Indigenous students at UBC are mostly direct-entry students from secondary schools, although the proportion who first register at UBC as transfer students is much higher than the overall proportion of domestic transfers. Table 3 shows the Indigenous student headcount, by campus, by student level, and by the type of institution previously attended. Most Indigenous students at UBC studied in B.C. before enrolling at either the Vancouver or Okanagan campus. A small

proportion of enrolled Indigenous students studied at institutions from Central or Eastern Canada. Figure 14 identifies the previous institution provinces for Okanagan students (N = 728) and Figure 15 for Vancouver students (N = 1,405).

TABLE 3: ALL ENROLLED INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY YEAR, BY CAMPUS

Campus	Student Level	Institution Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Secondary School	370	426	448	413	419
		Technical Institute	11	9	15	19	10
		College	116	144	152	172	183
		University	50	54	58	42	46
		Unknown	56	28	24	23	41
		<b>Undergraduate Total</b>	<b>603</b>	<b>661</b>	<b>697</b>	<b>669</b>	<b>699</b>
	Graduate	Secondary School	7	8	9	18	15
		Technical Institute		1	1		1
		College	17	18	18	27	30
		University	17	20	27	23	23
		Unknown	5	4	6	8	6
		<b>Graduate Total</b>	<b>46</b>	<b>51</b>	<b>61</b>	<b>76</b>	<b>75</b>
		<b>Okanagan Total</b>	<b>649</b>	<b>712</b>	<b>758</b>	<b>745</b>	<b>774</b>
Vancouver	Undergraduate	Secondary School	518	585	701	764	785
		Technical Institute	9	11	14	16	15
		College	189	185	167	200	188
		University	129	129	158	147	137
		Unknown	107	111	99	97	129
		<b>Undergraduate Total</b>	<b>952</b>	<b>1,021</b>	<b>1,139</b>	<b>1,224</b>	<b>1,254</b>
	Graduate	Secondary School	24	26	36	42	46
		Technical Institute	9	11	7	6	10
		College	58	77	48	74	75
		University	119	143	160	146	148
		Unknown	11	19	17	23	24
		<b>Graduate Total</b>	<b>221</b>	<b>276</b>	<b>268</b>	<b>291</b>	<b>303</b>
		<b>Vancouver Total</b>	<b>1,173</b>	<b>1,297</b>	<b>1,407</b>	<b>1,515</b>	<b>1,557</b>
<b>Grand Total</b>			<b>1,822</b>	<b>2,009</b>	<b>2,165</b>	<b>2,260</b>	<b>2,331</b>

Note: Indigenous students take a number of pathways to UBC, including Aboriginal Access Studies and attending classes as “undeclared” students, where admissions is not dependent on submitting an application including a full academic record

FIGURE 14: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2023/24, OKANAGAN CAMPUS  
(IF IN CANADA)

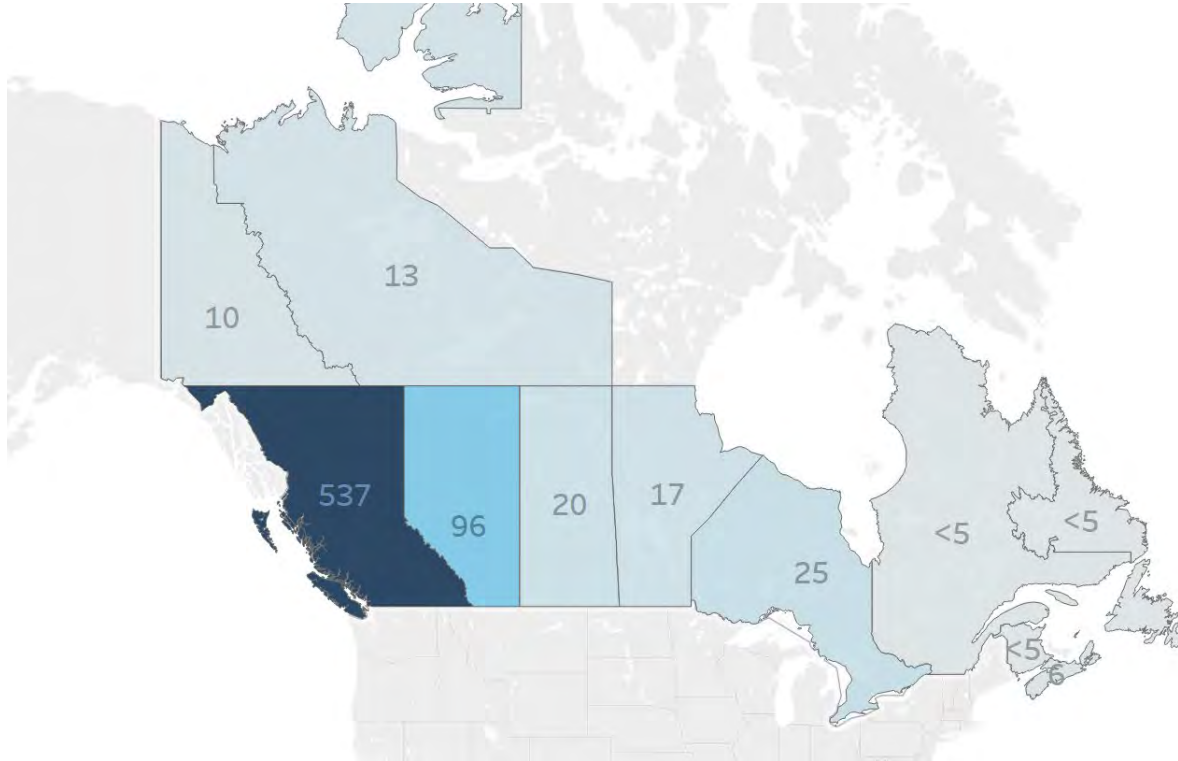
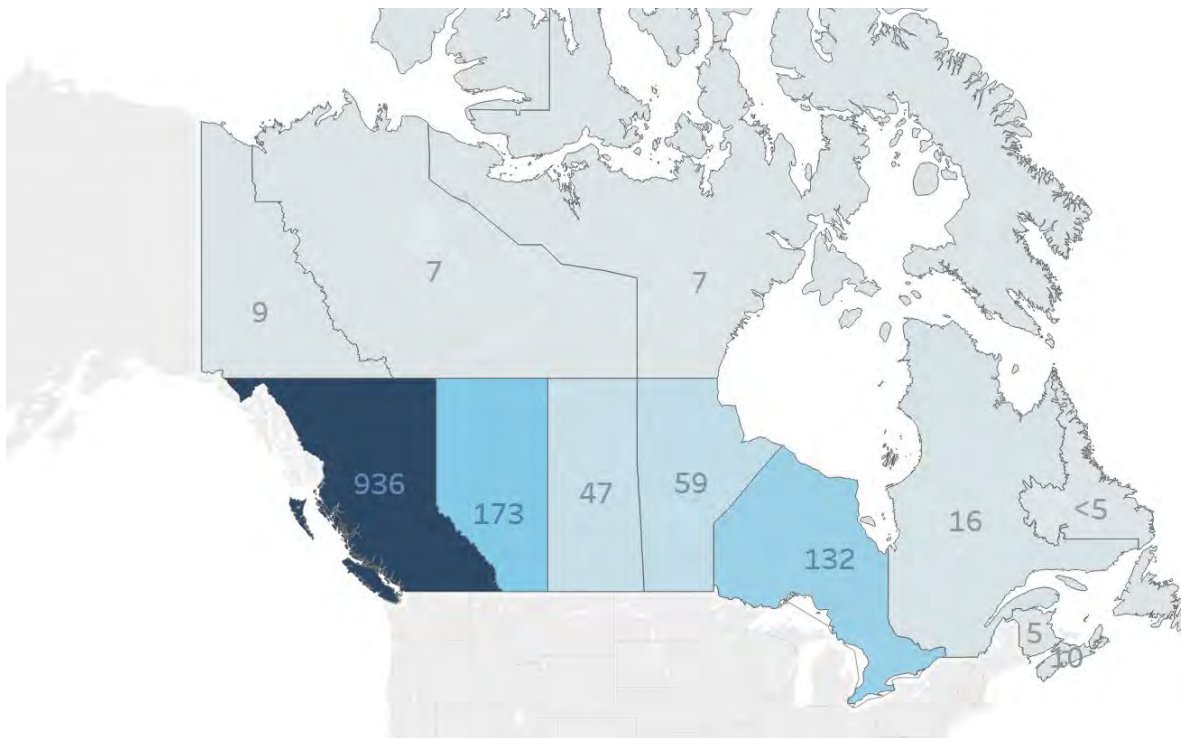


FIGURE 15: INDIGENOUS STUDENTS' PREVIOUS INSTITUTION, BY PROVINCE, 2023/24, VANCOUVER CAMPUS  
(IF IN CANADA)



## IN WHICH CANADIAN PROVINCES DID UBC'S NEW UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 16 (N = 2,155) and 17 (N = 7,121) are maps of where UBC's 2023/24 new undergraduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit, issued by the Government of Canada, before registering at UBC. For the Okanagan campus, the majority of new students had studied in B.C. or Alberta, with a smaller proportion coming from institutions in Central and Eastern Canada. For Vancouver, the majority of new students had studied in B.C., Ontario, and Alberta.

FIGURE 16: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS (IF IN CANADA)

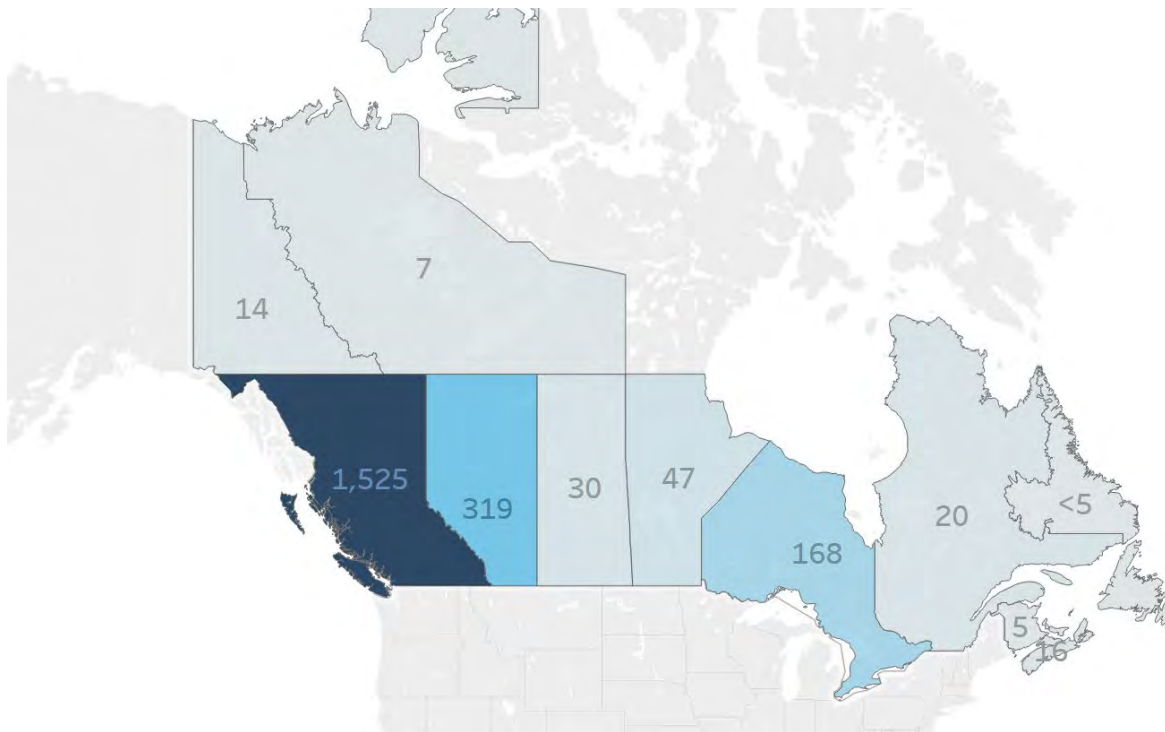
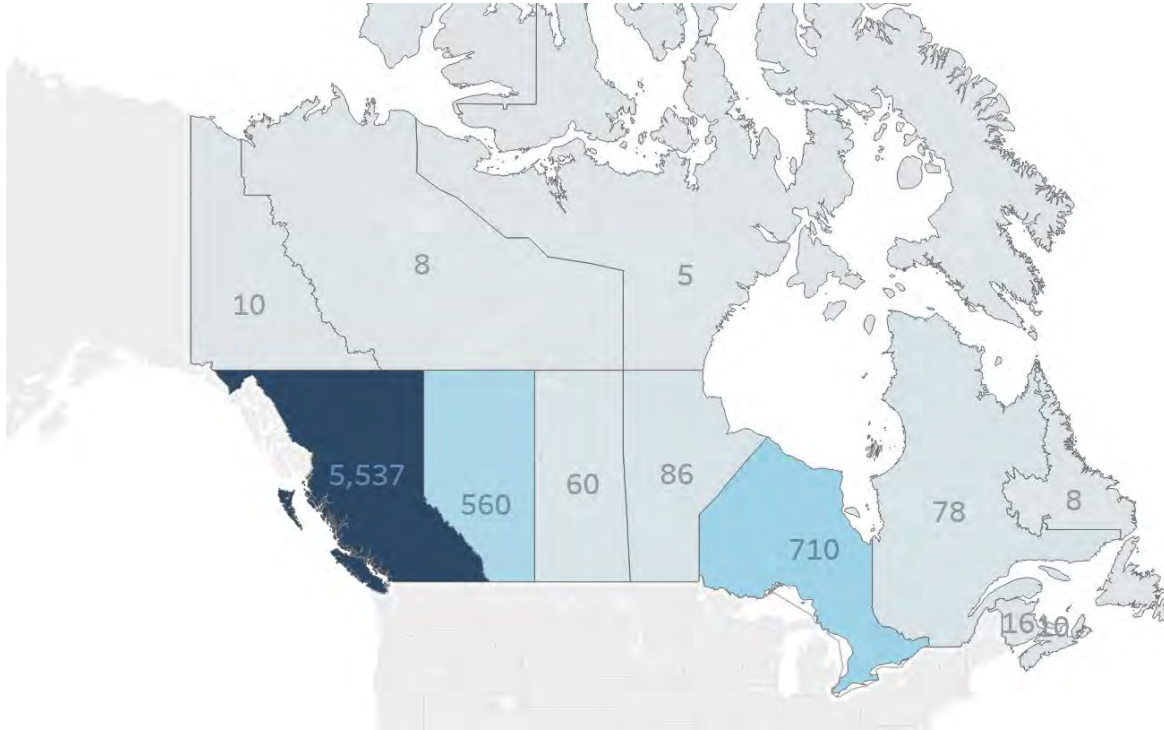




FIGURE 17: CANADIAN PROVINCE OF PREVIOUS INSTITUTION ATTENDED BY NEW UNDERGRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS (IF IN CANADA)



IN WHICH COUNTRIES OR TERRITORIES DID UBC'S NEW INTERNATIONAL UNDERGRADUATE STUDENTS PREVIOUSLY STUDY?

In 2023/24, new-to-UBC international undergraduate students came from many countries or territories (see Figure 18, N = 491 and Figure 19, N = 2,590). For both the Okanagan and Vancouver students, Canada, followed by China, India and the U.S.A. were the top 3 places of previous study, with several other European and Asian countries contributing to large numbers of students.



FIGURE 18: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

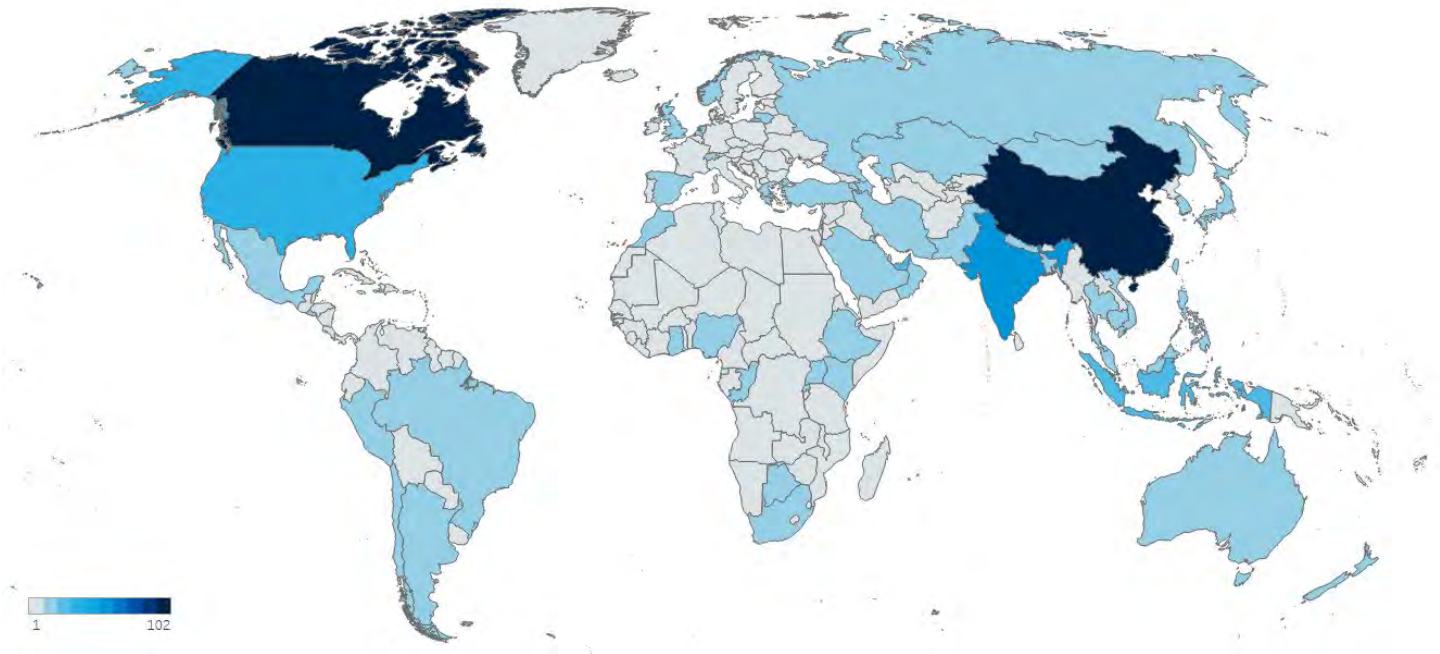
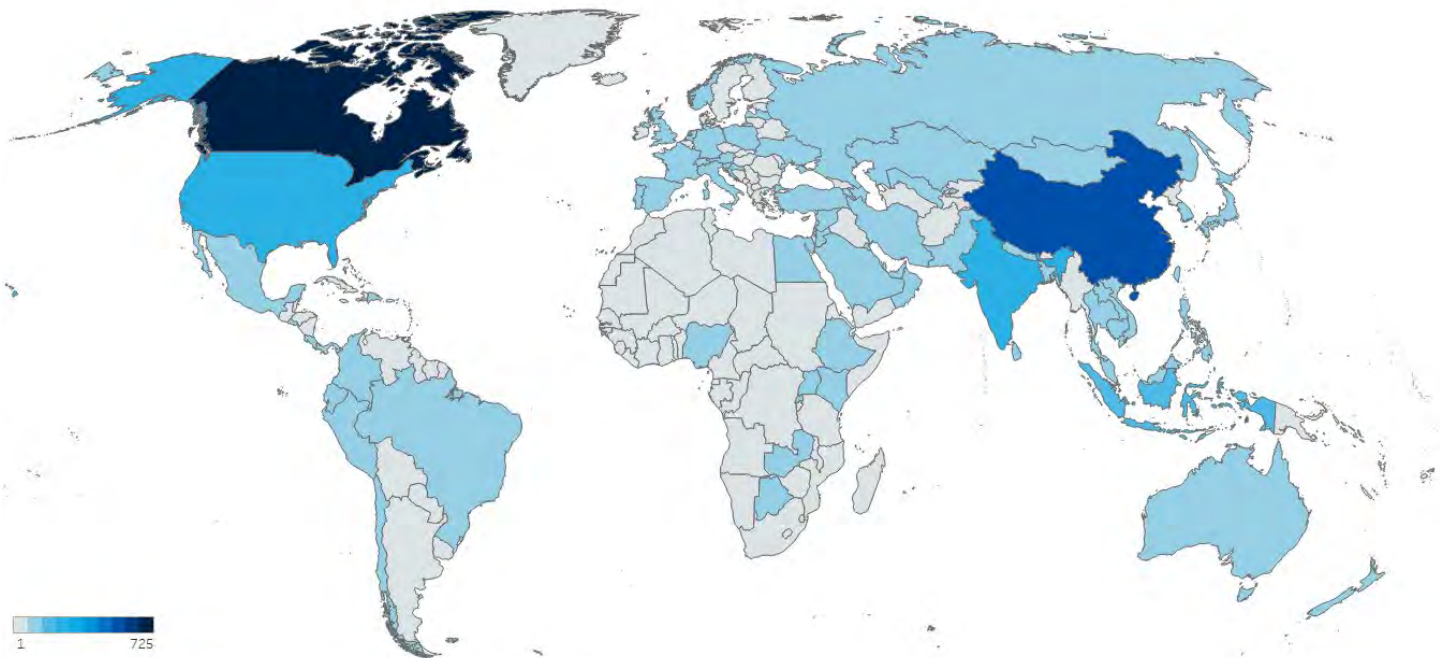


FIGURE 19: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED, NEW INTERNATIONAL UNDERGRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS



## WHERE DID UBC'S NEW GRADUATE STUDENTS PREVIOUSLY STUDY?

Figures 20 (N = 221) and 21 (N = 1,525) are maps of where UBC's 2023/24 new graduate students previously studied (if in Canada); these data include both domestic students and international students already studying in Canada on a study permit before entering UBC. For both the Okanagan and Vancouver campuses, the majority of new students had studied in B.C. or Ontario.

Note: These figures exclude students attending professional programs at the Sauder School of Business at the Vancouver campus as these programs use a different system for applications.

FIGURE 20: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

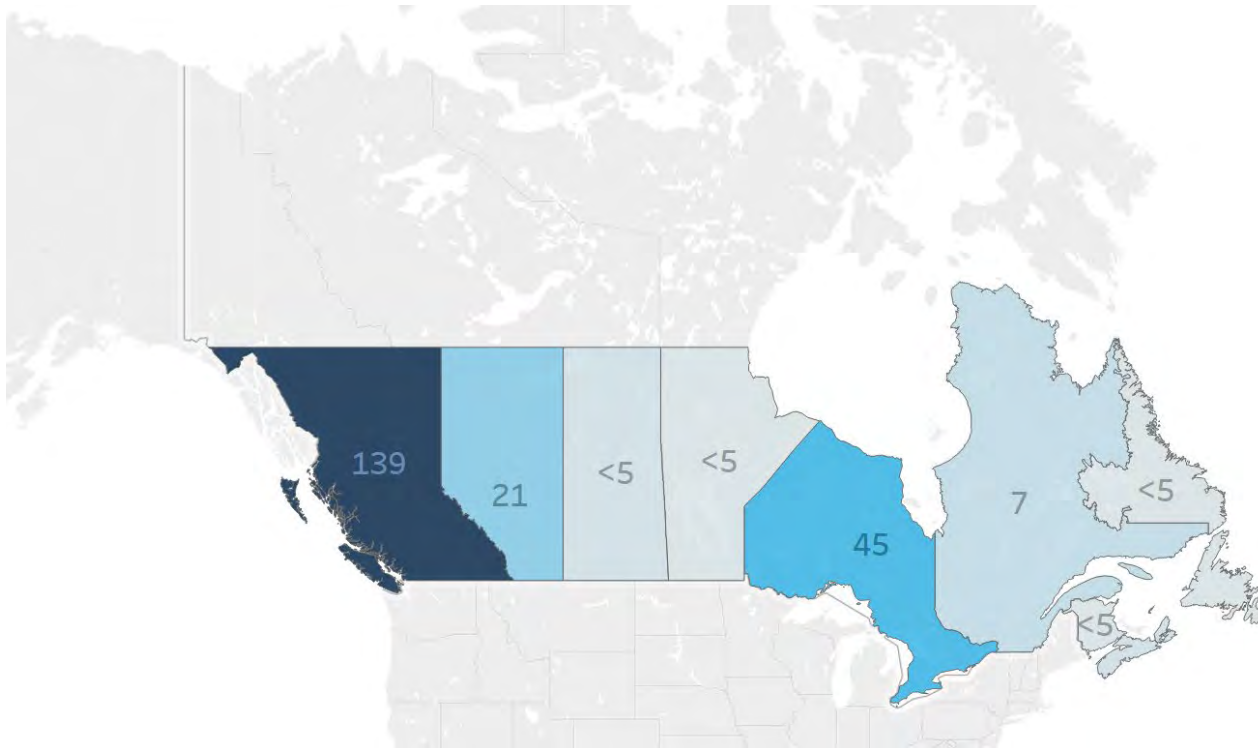
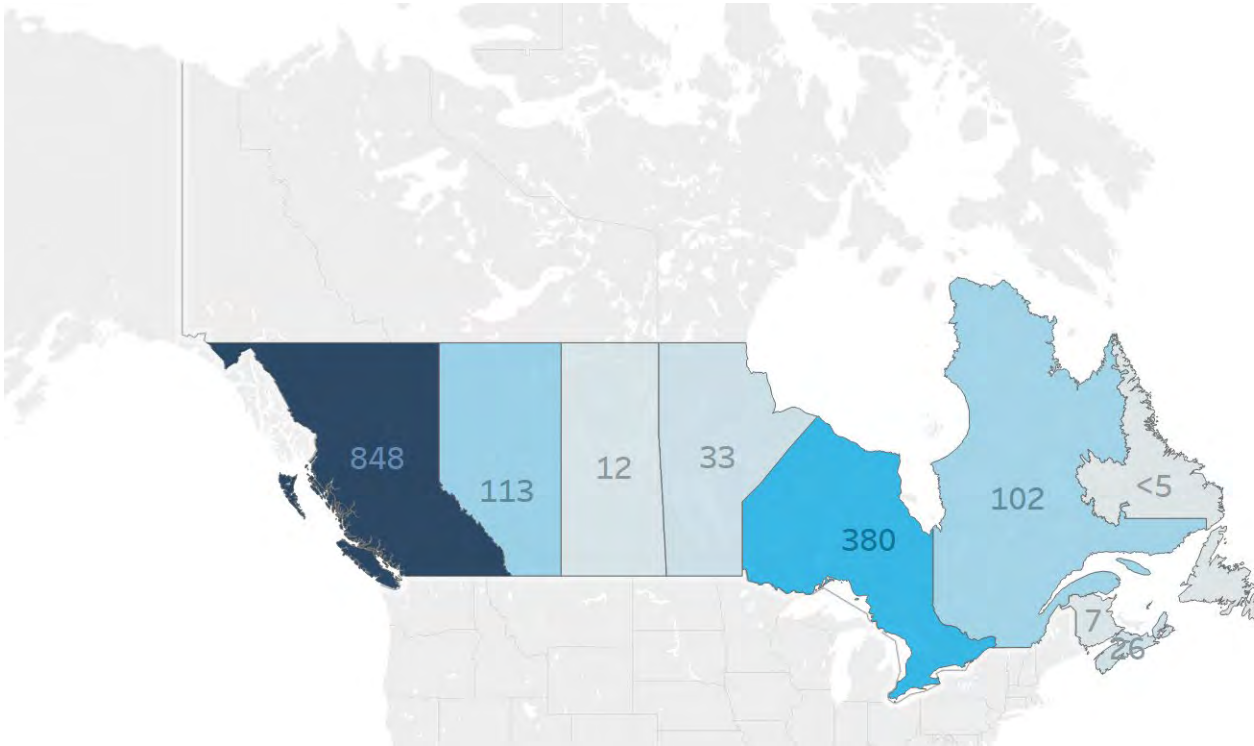


FIGURE 21: PROVINCE OF PREVIOUS INSTITUTION ATTENDED (IF IN CANADA), NEW GRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS



The 2023/24 new-to-UBC international graduate students came from many countries or territories (see Figure 22, N = 418 and Figure 23, N = 2,641). For the Okanagan student, the top 3 places of previous study were Canada, India, and Iran. For Vancouver students the top 3 locations were Canada, the United States, and India.

FIGURE 22: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2023/24, OKANAGAN CAMPUS

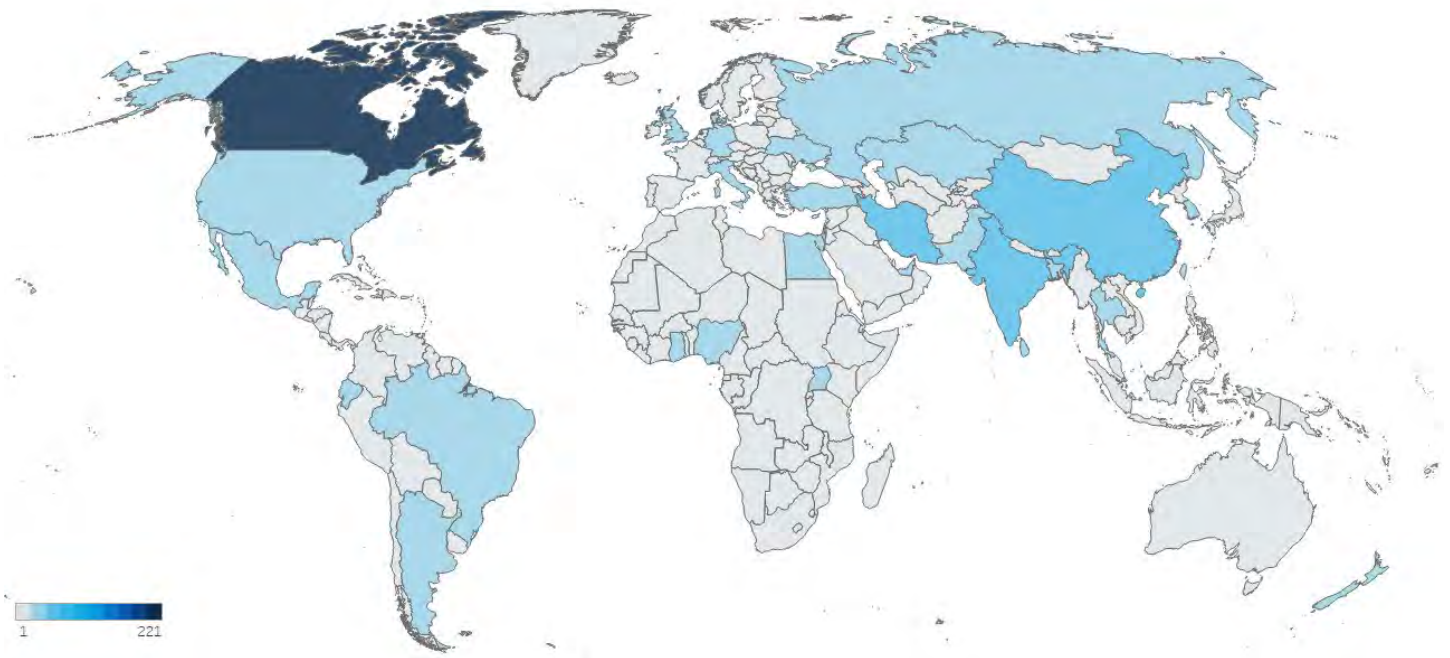
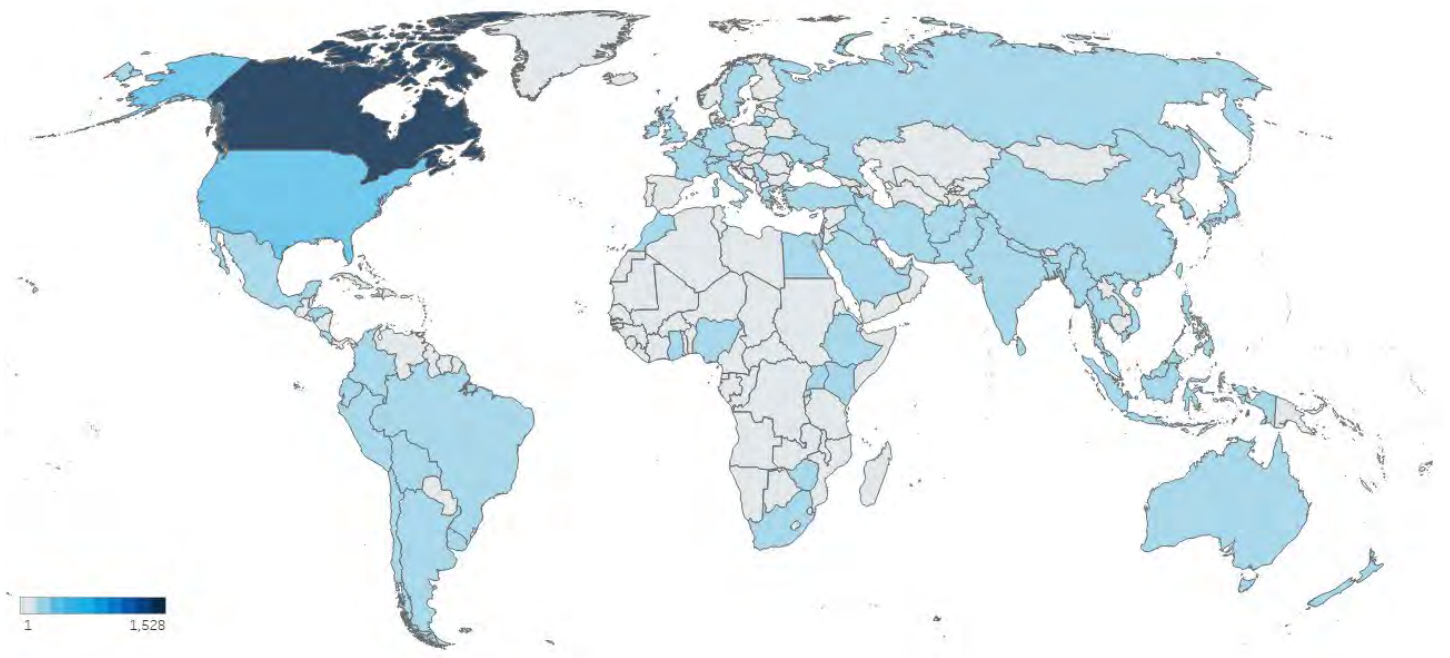


FIGURE 23: COUNTRY OR TERRITORY OF PREVIOUS INSTITUTION ATTENDED (OUTSIDE OF CANADA), NEW GRADUATE STUDENTS, 2023/24, VANCOUVER CAMPUS





# UNDERGRADUATE AND GRADUATE STUDENT ENROLMENT

## WHAT IS UBC’S GOVERNMENT-FUNDED DOMESTIC FTE COUNT BY CAMPUS?

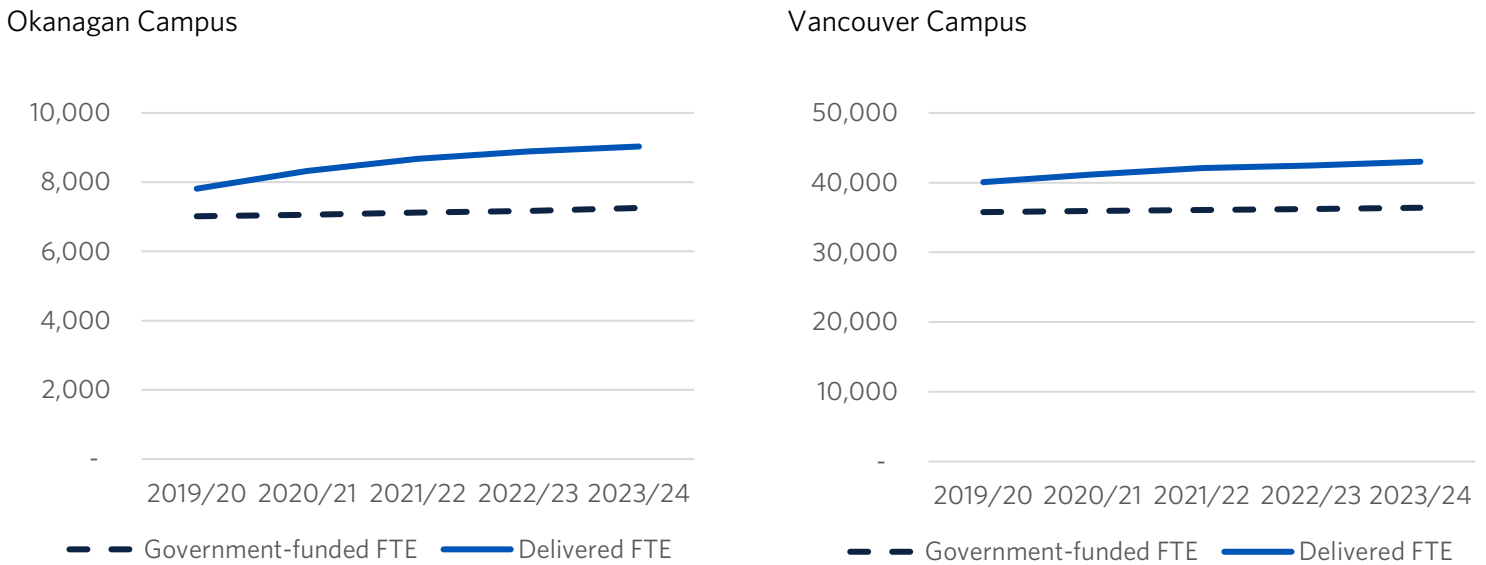
Figure 24 illustrates the historical and 2023/24 fiscal year estimated delivered (actual) domestic FTEs for both campuses, against the Ministry targets.

UBC Okanagan was funded for 7,255 domestic undergraduate and graduate student FTEs for 2023/24 and delivered over the FTE target. As of November 1, 2023, the actual FTE total enrolment was estimated to be 9,030, an increase of 145 FTEs over the previous year, representing a utilization rate of 124% (about 122% estimated for the official reporting date of March 1, 2024, accounting for attrition from the fall to winter terms). As of November, UBC Okanagan had an undergraduate utilization rate of 110% and graduate FTE utilization rate of 774%.

UBC Vancouver was funded for 36,400 domestic undergraduate and graduate student FTEs. The Vancouver campus surpassed its government targets achieving 43,005 FTEs as of November 1, representing a utilization rate of 118% (about 117.7% estimated for the official reporting date of March 1, 2024, accounting for attrition from the fall to winter terms). As of November, UBC Vancouver had an undergraduate utilization rate of 112% and graduate FTE utilization rate of 151%.

Combining both campuses, government-funded domestic FTEs for 2023/24 were 43,655 and actual enrolment was 52,035 FTEs, which results in a 119% utilization rate. There were 41,782 undergraduate domestic student FTEs enrolled representing a utilization rate of 111%, and 10,253 graduate student FTEs enrolled representing a utilization rate of 167%.

FIGURE 24: GOVERNMENT-FUNDED AND DELIVERED (ACTUAL) DOMESTIC FTEs, BY CAMPUS



## HOW MANY STUDENTS DID UBC ENROL IN 2023/24?

In 2023/24, 71,201 undergraduate and graduate students were enrolled at UBC (reported as a headcount), an increase of 0.2% over the previous year. The number of undergraduate students was 58,663 and graduate students was 12,538 (see Table 4). Eighty-three percent of UBC students were enrolled on the Vancouver campus in 2023/24, with the remaining 17% enrolled on the Okanagan campus. The Non-Degree category, shown in Table 4, includes students taking

courses outside of a degree program (e.g., as an unclassified, qualifying, visiting or auditing student), as well as students taking courses after completing a baccalaureate program. Tables 4, 5, 6, and 7 report total enrolment as headcounts; corresponding tables with FTEs are provided in [Appendix B](#).

On the Okanagan campus, there were 11,913 undergraduate and graduate students enrolled in 2023/24, a 1% decrease over the previous year. Since being established in 2005/06, headcount enrolment has increased by 239% (N = 3,511). Undergraduate student enrolment decreased by 1% over the previous year and graduate student enrolment increased by 2%. Further, 2023/24 was UBC Okanagan's largest graduate student enrolment, to date (N = 1,399). Approximately 26% of all Okanagan students enrolled in 2023/24 were new-to-UBC students (N = 3,102).<sup>2</sup>

The Vancouver campus 2023/24 total enrolment grew to 60,863, remaining constant when compared to 2022/23. 2023/24 was UBC Vancouver's largest undergraduate student enrolment to date (N = 48,149) with over 41,000 students enrolled in the Baccalaureate Degree program.

Table 4: Overall Student Headcount, by Year, by Campus

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	19	18	17	13	20
		Baccalaureate Degree	9,160	10,074	10,382	10,193	10,088
		Post-Baccalaureate Degree	237	235	220	238	232
		Non-Degree	227	132	187	166	174
		<b>Undergraduate Total</b>	<b>9,643</b>	<b>10,459</b>	<b>10,806</b>	<b>10,610</b>	<b>10,514</b>
	Graduate	Master's Degree	702	711	760	913	932
		Doctoral Degree	363	392	423	455	467
		<b>Graduate Total</b>	<b>1,065</b>	<b>1,103</b>	<b>1,183</b>	<b>1,368</b>	<b>1,399</b>
		<b>Okanagan Total</b>	<b>10,708</b>	<b>11,562</b>	<b>11,989</b>	<b>11,978</b>	<b>11,913</b>
	Vancouver	Undergraduate	Diploma & Certificate	2,362	2,439	2,603	2,301
Baccalaureate Degree			37,859	39,462	40,088	40,438	41,023
Post-Baccalaureate Degree			2,864	2,868	2,813	2,832	2,835
Non-Degree			2,431	1,553	1,896	2,041	1,918
		<b>Undergraduate Total</b>	<b>45,516</b>	<b>46,322</b>	<b>47,400</b>	<b>47,612</b>	<b>48,149</b>
Residents		<b>Residents Total</b>	<b>1,448</b>	<b>1,526</b>	<b>1,524</b>	<b>1,551</b>	<b>1,575</b>
Graduate		Master's Degree	6,687	6,977	7,586	7,594	7,253
		Doctoral Degree	3,599	3,637	3,782	3,850	3,886
		<b>Graduate Total</b>	<b>10,286</b>	<b>10,614</b>	<b>11,368</b>	<b>11,444</b>	<b>11,139</b>
		<b>Vancouver Total</b>	<b>57,250</b>	<b>58,462</b>	<b>60,292</b>	<b>60,607</b>	<b>60,863</b>
<b>Grand Total</b>			<b>67,958</b>	<b>70,024</b>	<b>72,281</b>	<b>72,585</b>	<b>72,776</b>

Note: The Residents category includes residents in the Faculties of Dentistry, Medicine, and Pharmaceutical Sciences. Not all residents have student status, but all are counted towards FTE targets

<sup>2</sup> New-to-UBC students are new students who have not studied previously at UBC.

## HOW MANY DOMESTIC STUDENTS DID UBC ENROL IN 2023/24?

Domestic students are defined as Canadian citizens, permanent residents, or refugees. Table 5 provides the domestic student headcount enrolments over the past five years, for both campuses, by student level and program type.

Domestic undergraduate student enrolment at UBC Okanagan remained constant in 2023/24 (N = 8,590 in 2022/23), while domestic graduate student enrolment decreased by 1% (N = 716 in 2022/23). Domestic new-to-UBC undergraduate student enrolment in 2023/24 (N = 2,261) remained constant when compared with the previous year (N = 2,266 in 2022/23) (not shown in the Table).

At UBC Vancouver, domestic undergraduate and graduate student enrolment in 2023/24 (N = 42,271) increased compared to 2022/23 (N = 41,815). Domestic new-to-UBC undergraduate student enrolment saw a negligible decrease between 2022/23 (N = 7,941) and 2023/24 (N = 7,900).

TABLE 5: DOMESTIC STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	19	18	17	13	20
		Baccalaureate Degree	7,440	8,066	8,299	8,233	8,231
		Post-Baccalaureate Degree	237	235	220	237	232
		Non-Degree	148	122	131	107	132
		<b>Undergraduate Total</b>	<b>7,844</b>	<b>8,441</b>	<b>8,667</b>	<b>8,590</b>	<b>8,615</b>
	Graduate	Master's Degree	498	503	486	493	486
		Doctoral Degree	181	204	227	229	230
		<b>Graduate Total</b>	<b>679</b>	<b>707</b>	<b>713</b>	<b>722</b>	<b>716</b>
		<b>Okanagan Total</b>	<b>8,523</b>	<b>9,148</b>	<b>9,380</b>	<b>9,312</b>	<b>9,331</b>
Vancouver	Undergraduate	Diploma & Certificate	2,169	2,166	2,299	1,960	1,950
		Baccalaureate Degree	27,091	28,333	28,748	29,075	29,764
		Post-Baccalaureate Degree	2,840	2,841	2,769	2,790	2,791
		Non-Degree	1,201	1,380	1,121	971	980
		<b>Undergraduate Total</b>	<b>33,301</b>	<b>34,720</b>	<b>34,937</b>	<b>34,796</b>	<b>35,485</b>
	Residents	Residents Total	1,448	1,526	1,520	1,549	1,573
	Graduate	Master's Degree	4,421	4,778	5,076	5,027	4,740
		Doctoral Degree	1,982	1,934	1,955	1,992	2,046
		<b>Graduate Total</b>	<b>6,403</b>	<b>6,712</b>	<b>7,031</b>	<b>7,019</b>	<b>6,786</b>
		<b>Vancouver Total</b>	<b>41,152</b>	<b>42,958</b>	<b>43,488</b>	<b>43,364</b>	<b>43,844</b>
<b>Grand Total</b>			<b>49,675</b>	<b>52,106</b>	<b>52,868</b>	<b>52,676</b>	<b>53,175</b>

## HOW MANY INDIGENOUS STUDENTS DID UBC ENROL IN 2023/24?

UBC is committed to expanding educational opportunities for Indigenous students. There is some imprecision associated with the reported number of Indigenous students enrolled at UBC because students are not required to identify as Indigenous at any time during their studies, but can do so voluntarily. Students' Indigenous affiliation is gleaned from several sources: Indigenous students are asked to identify themselves as part of the admissions process, or they may identify themselves within their Student Service Centre account at any time after initial admission. Additionally, it is important to note that for various reasons, some students may not feel comfortable providing their self-identification and others may have rescinded their self-identification which would affect the accuracy of the



enrolment data of Indigenous students at UBC. Thus, the numbers of Indigenous students shown in Tables 3 and 6 are an approximation of the actual number of students enrolled.

Reporting is based on the number of Indigenous students of Canada - in accordance with the *BC Declaration on the Rights of Indigenous Peoples Act (DRIPA)*, which defines "Indigenous peoples" as Aboriginal peoples under section 35 (2) of the *Constitution Act, 1982*. There are a small number of additional students who are not included in the following sections because they are international Indigenous students, that is, they require government-issued study permits to enrol at UBC.

In 2023/24, 6.6% of students enrolled on the Okanagan campus self-identified as Indigenous (N = 774), constituting 8.1% of all domestic students. About 2.6% of all students on the Vancouver campus identified as Indigenous, constituting 3.7% of all domestic students.

In 2023/24, 284 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program on the Vancouver campus. In addition, 45 new-to-UBC Indigenous students started a graduate program; 41 in master's programs and 4 in a doctoral program. On the Okanagan campus in 2023/24, 168 new-to-UBC Indigenous students enrolled in a baccalaureate or post-baccalaureate program. An additional 3 Indigenous new-to-UBC students started a graduate program: one student entered doctoral studies and 2 started a master's program.

UBC places great importance on partnering with Indigenous communities and promoting access to postsecondary education for Indigenous students. To better support retention and to support students' success, specialized personnel have been added to undergraduate and graduate admissions and recruitment teams. Under the guidance of the UBC Indigenous Strategic Plan, these roles actively advance initiatives and services in support of Indigenous students throughout their UBC experience. Examples of such initiatives and services include Indigenous student yield and orientation programming, a range of workshops and events (i.e., wellness events, tutoring sessions) offered in partnership with First Nations House of Learning and Supporting Aboriginal Graduate Enhancement (SAGE).

TABLE 6: DOMESTIC INDIGENOUS STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate		1			1
		Baccalaureate Degree	524	600	644	607	636
		Post-Baccalaureate Degree	16	19	21	27	26
		Non-Degree	63	41	32	35	36
		<b>Undergraduate Total</b>	<b>603</b>	<b>661</b>	<b>697</b>	<b>669</b>	<b>699</b>
	Graduate	Master's Degree	37	39	42	49	46
		Doctoral Degree	9	12	19	27	29
		<b>Graduate Total</b>	<b>46</b>	<b>51</b>	<b>61</b>	<b>76</b>	<b>75</b>
		<b>Okanagan Total</b>	<b>649</b>	<b>712</b>	<b>758</b>	<b>745</b>	<b>774</b>
	Vancouver	Undergraduate	Diploma & Certificate	29	33	31	31
Baccalaureate Degree			687	739	856	939	961
Post-Baccalaureate Degree			208	224	216	226	233
Non-Degree			28	25	36	28	31
		<b>Undergraduate Total</b>	<b>952</b>	<b>1,021</b>	<b>1,139</b>	<b>1,224</b>	<b>1,254</b>
Residents		<b>Residents Total</b>	<b>34</b>	<b>33</b>	<b>39</b>	<b>43</b>	<b>54</b>
Graduate		Master's Degree	142	202	186	199	207
		Doctoral Degree	79	74	82	92	96
		<b>Graduate Total</b>	<b>221</b>	<b>276</b>	<b>268</b>	<b>291</b>	<b>303</b>
		<b>Vancouver Total</b>	<b>1,207</b>	<b>1,330</b>	<b>1,446</b>	<b>1,558</b>	<b>1,611</b>
<b>Grand Total</b>			<b>1,856</b>	<b>2,042</b>	<b>2,204</b>	<b>2,303</b>	<b>2,385</b>

## HOW MANY INTERNATIONAL STUDENTS DID UBC ENROL IN 2023/24?

International students are those who require a study permit issued by the Government of Canada, to attend UBC.<sup>3</sup> Table 7 shows the number of international undergraduate and graduate students enrolled in the years 2019/20 through 2023/24, by campus, and by program type. Excluded from the totals are visiting international research students who, although attending UBC and assigned student numbers, are not enrolled in “for-credit” courses (49 on the Okanagan campus and 357 on the Vancouver campus).

In 2023/24, 2,582 international students were enrolled on the Okanagan campus, representing an 3% decrease over the previous year (N = 2,666). International students represented 22% of the total student population. In 2023/24, 727 international undergraduate and graduate students were new to the Okanagan campus; new-to-UBC international undergraduate enrolment decreased by 8% (N = 537) over the previous year (N = 586) (not shown in the Table). International students made up 18% of all undergraduate students and 49% of all graduate students. Since 2013/14, the compound annual growth rate (CAGR) of new-to-UBC undergraduate international students on the Okanagan campus has been 7%.

<sup>3</sup> Permits are issued by Immigration, Refugees and Citizenship Canada.

In 2023/24, 17,019 international students were enrolled on the Vancouver campus, which represents a 1% decrease over the previous year. The proportion of international students was greater at the graduate level, where they comprised 39% of all graduate students. International students comprised 26% of all undergraduate students.

TABLE 7: INTERNATIONAL STUDENT HEADCOUNT, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,720	2,008	2,083	1,960	1,857
		Post-Baccalaureate Degree				1	
		Non-Degree	79	10	56	59	42
		<b>Undergraduate Total</b>	<b>1,799</b>	<b>2,018</b>	<b>2,139</b>	<b>2,020</b>	<b>1,899</b>
	Graduate	Master's Degree	204	208	274	420	446
		Doctoral Degree	182	188	196	226	237
		<b>Graduate Total</b>	<b>386</b>	<b>396</b>	<b>470</b>	<b>646</b>	<b>683</b>
	<b>Okanagan Total</b>	<b>2,185</b>	<b>2,414</b>	<b>2,609</b>	<b>2,666</b>	<b>2,582</b>	
Vancouver	Undergraduate	Diploma & Certificate	193	273	304	341	423
		Baccalaureate Degree	10,768	11,129	11,340	11,363	11,259
		Post-Baccalaureate Degree	24	27	44	42	44
		Non-Degree	1,230	173	775	1,070	938
		<b>Undergraduate Total</b>	<b>12,215</b>	<b>11,602</b>	<b>12,463</b>	<b>12,816</b>	<b>12,664</b>
	Residents	<b>Residents Total</b>			<b>4</b>	<b>2</b>	<b>2</b>
	Graduate	Master's Degree	2,266	2,199	2,510	2,567	2,513
		Doctoral Degree	1,617	1,703	1,827	1,858	1,840
		<b>Graduate Total</b>	<b>3,883</b>	<b>3,902</b>	<b>4,337</b>	<b>4,425</b>	<b>4,353</b>
		<b>Vancouver Total</b>	<b>16,098</b>	<b>15,504</b>	<b>16,804</b>	<b>17,243</b>	<b>17,019</b>
<b>Grand Total</b>			<b>18,283</b>	<b>17,918</b>	<b>19,413</b>	<b>19,909</b>	<b>19,601</b>

## HOW MANY TRANSFER STUDENTS DID UBC ENROL IN 2023/24?

Transfer students enter a UBC degree program either after completing courses in a different UBC program, or after obtaining relevant post-secondary course credits from another recognized university or college. Figure 25 identifies that 2,253 new-to-UBC transfer students enrolled in Vancouver and 661 enrolled in an Okanagan program. In addition, 1,356 students transferred internally between UBC programs in Vancouver and 475 in the Okanagan. The Vancouver campus enrolled 543 international new-to-UBC transfer students and 64 enrolled in the Okanagan.

FIGURE 25: HEADCOUNT OF TRANSFER STUDENT ADMITS AND REGISTRATIONS, BY CAMPUS, 2023/24

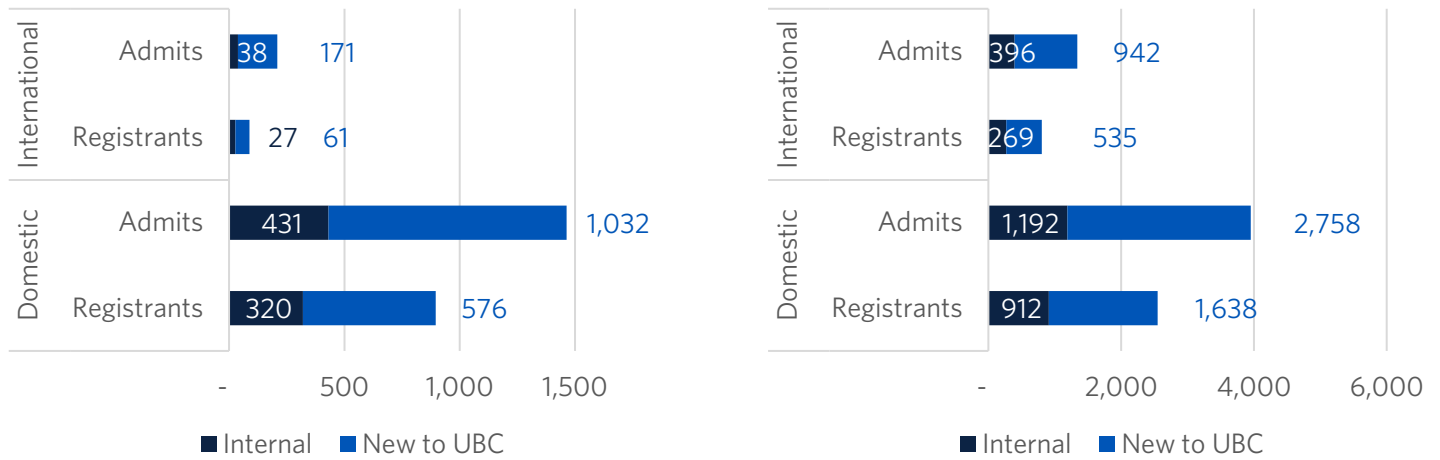
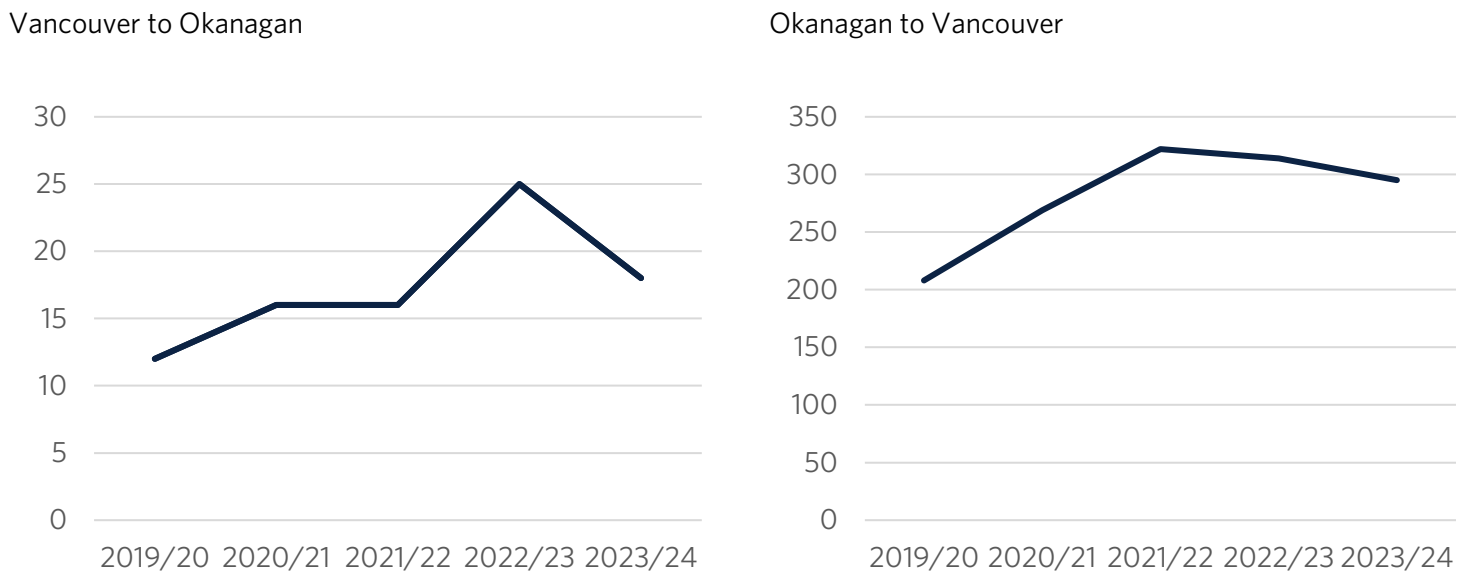


Figure 26 focuses on UBC students who transferred between programs on different campuses. In 2023/24 this included a total of 313 undergraduate students. Eighteen students transferred to the Okanagan campus from a Vancouver program, and 295 students transferred to Vancouver from the Okanagan campus.

FIGURE 26: HEADCOUNT OF TRANSFERS BETWEEN UBC CAMPUSES, BY YEAR



### HOW MANY STUDENTS WERE ENROLLED IN VANTAGE COLLEGE?

UBC’s Vantage College was established in 2013 to offer a transformational first-year education experience for outstanding secondary school graduates from countries with domestic school systems that are significantly different from those in North America and Europe. The college’s program, Vantage One, offers an enriched first-year undergraduate experience for international students who, after successfully completing one year of coursework combined with intensive academic English preparation, transition into the second year of their chosen degree program. In 2023/24, students transitioned into: Engineering (the Vancouver and Okanagan campuses), and Science (Vancouver

campus). The headcounts for 2023/24 Vantage College students are: 42 students in the Applied Science stream, and 94 in the Science stream.

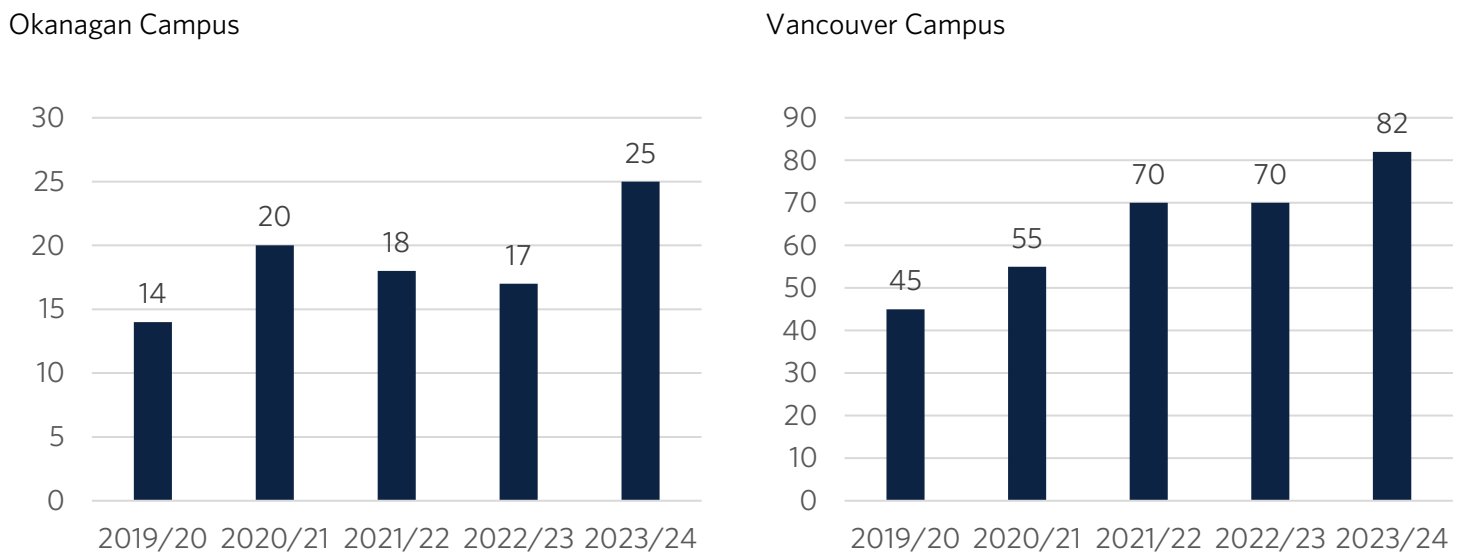
### HOW MANY STUDENTS WERE YOUTH FORMERLY IN GOVERNMENT CARE?

In 2013/14, UBC was one of a handful of B.C. post-secondary institutions that started to prioritize access for students with lived experience in government care. UBC has committed to reach out and build relationships with these prospective and current students by providing “wrap-around” support to: help students navigate the application and admission process; navigate the services and resources available to them at UBC and in the broader community; and provide social and developmental programming for students with lived experience in care.

Undergraduate, unclassified, and second-degree students with lived experience in care are eligible for a tuition waiver at UBC. The age limit for UBC tuition waiver eligibility was lifted effective 2021/22, recognizing and expanding access to students whose journey to post-secondary was delayed after “aging out” of care.

Since the inception of the Provincial Tuition Waiver in 2017/18, the number of registered students at UBC who were “post-care” has more than doubled. Following the elimination of the age limit effective August 1, 2023, we expect further growth in this demographic. There are currently 107 former youth in care studying at UBC on either a Provincial or UBC tuition waiver, a 23% increase from 87 students in 2022/23. Since the inception of the program in 2013, 68 former youth in care students have graduated from UBC with undergraduate degrees. Figure 27 shows that in 2023/24 tuition waiver initiatives are providing support to 107 students who were formerly in government care.

FIGURE 27: FUNDED STUDENTS WITH LIVED EXPERIENCE IN CARE, BY CAMPUS



### HOW MANY WORLD UNIVERSITY SERVICE OF CANADA STUDENTS WERE ENROLLED?

World University Service of Canada (WUSC) is a non-profit organization established to provide educational opportunities for youth around the world. The Student Refugee Program combines resettlement with opportunities for higher education; the program supports over 130 refugee students each year through partnerships with about 80 Canadian universities. A key to WUSC’s success is its unique youth-to-youth sponsorship model that is designed to empower Canadian students to play a role in the sponsorship of refugee students. UBC’s local committees raise funds and awareness for the program and play a vital role in providing social and academic support for the 10 WUSC new-to-

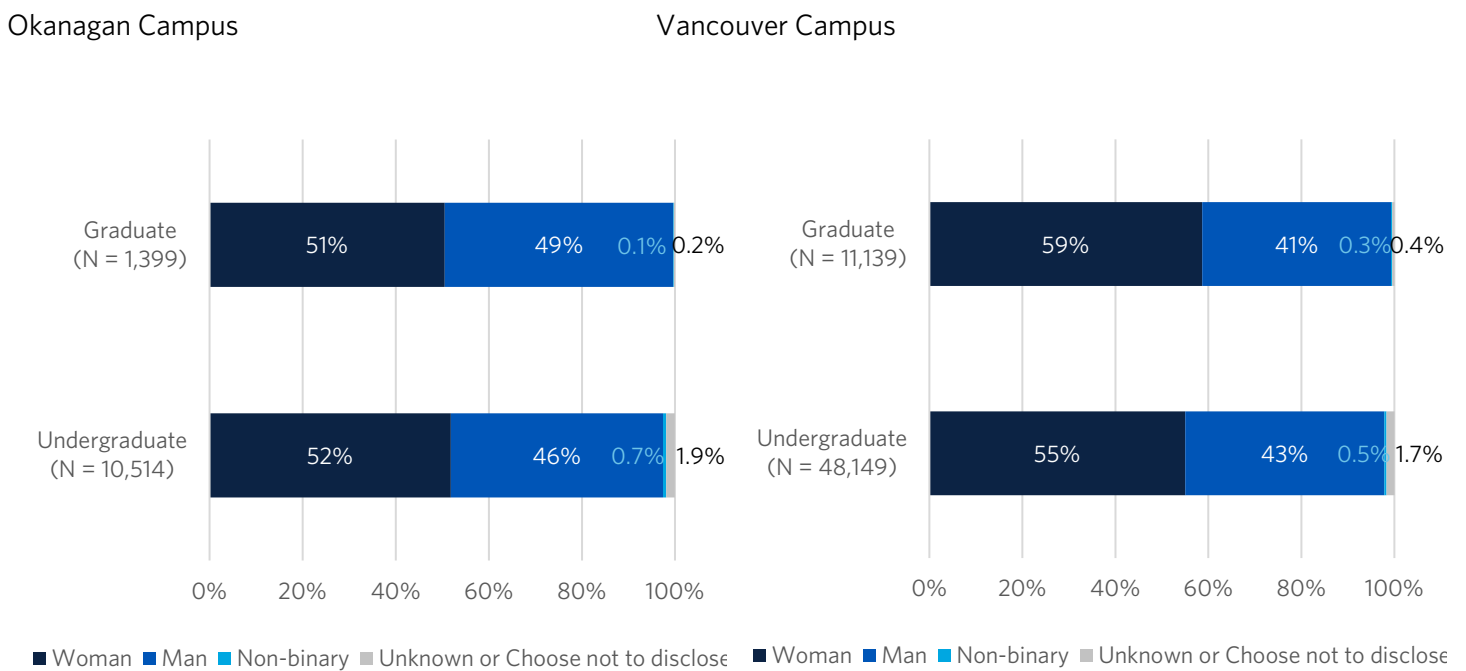
UBC students enrolled in 2023/24. In all, there are 40 WUSC students enrolled at UBC. Together, UBC’s student society, the Alma Mater Society (AMS), the UBC Student Union Okanagan, donors, and the central administration cover the students’ tuition, book fees, and partial housing and living expenses.

### WHAT ARE THE DEMOGRAPHIC CHARACTERISTICS OF UBC’S STUDENTS?

In addition to the gender values denoting woman and man, undergraduate students applying to UBC via EducationPlannerBC (EPBC) are provided with the additional marker choices of non-binary and choose not to disclose. These additional values result in two gender data sets as continuing students do not have access to these additional gender marker choices in the current student system. This issue will be resolved and all students will have access to the updated gender marker choices with the upgrade and modernization of UBC’s student information system to Workday Student this spring.

The gender distribution of students enrolled at UBC in 2023/24 was generally consistent across both campuses, with women students representing a small majority on both campuses (see Figure 28). There are 201 students on the Okanagan campus and 870 students on the Vancouver campus with ‘no declared gender’ for 2023/24.

FIGURE 28: STUDENTS’ GENDER DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24

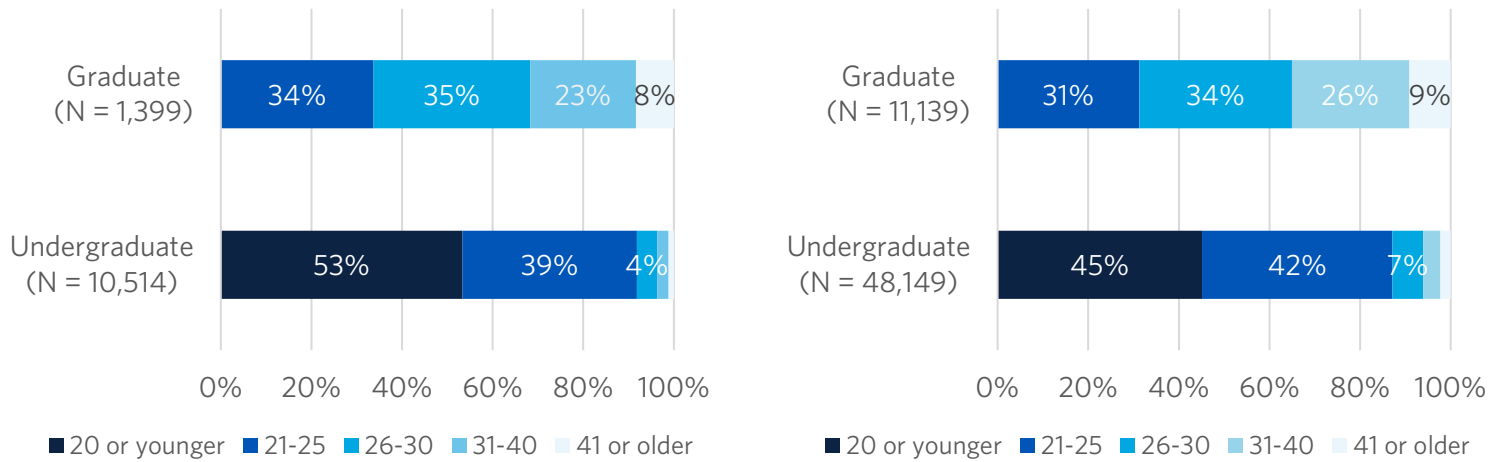


The majority of undergraduate students, in 2023/24, were 25 years of age or younger (92% of Okanagan students and 87% of Vancouver students) (see Figure 29). On the Okanagan campus, the undergraduate students’ average age, in 2023/24, was 21 years. Of graduate students on the Okanagan campus, the largest proportion was the 26-30-year age group (35%), followed by the 21-25-year age group (34%); the average age was 30 years. On the Vancouver campus, the undergraduate students’ average age was 22 years. The largest proportion of graduate students (34%) was the 26-30-year age groups followed by the 21-25-year age group (31%); the graduate students’ average age was 30 years.

FIGURE 29: STUDENTS' AGE DISTRIBUTION, BY PROGRAM, BY CAMPUS, 2023/24

Okanagan Campus

Vancouver Campus



### WHAT CITIZENSHIPS ARE HELD BY UBC'S INTERNATIONAL STUDENTS?

In 2023/24, UBC's international students, at both campuses combined, were citizens of over 160 countries/territories. Tables 8 and 9 show the top countries or territories of citizenship for the Okanagan and Vancouver campuses, respectively, and Figures 30 (N = 2,582) and 31 (N = 17,010) provide maps of the countries or territories of citizenship for undergraduate and graduate students at each campus. About one third (31%) of UBC's international students held Chinese citizenship in 2023/24 (N = 6,126). Following China, the most common countries of citizenship were India, the U.S.A., and Iran.

The diversity of international students on the Okanagan campus has increased markedly since 2005/06 (the Okanagan campus's first year of operation), when 20 countries were represented by 86 students. In 2023/24, 110 countries and territories were represented by 2,582 students.

A total of 157 countries were represented by 17,010 international students on the Vancouver campus in 2023/24 as seen in Figure 31 (N = 17,017 with 7 Unknown). Thirty-two percent of these international students held Chinese citizenship (N = 5,433). Since 2013/14, the number of international students with Indian citizenship has increased by 567%.



TABLE 8: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, OKANAGAN CAMPUS

Student Level	Citizenship	2019/20	2020/21	2021/22	2022/23	2023/24	Change from 2019/20
Undergraduate	India	255	358	453	468	429	68%
	China	536	574	486	446	424	-21%
	United States of America	83	101	107	90	94	13%
	Indonesia	37	47	48	69	76	105%
	Hong Kong	46	48	63	53	59	28%
	Japan	41	42	50	49	45	10%
	Mexico	30	42	40	44	39	30%
	Korea, South	43	48	44	44	38	-12%
	Brazil	33	43	40	36	33	0%
	Malaysia	29	26	34	35	32	10%
	Other	666 (94)	689 (96)	774 (105)	686 (101)	630 (96)	-5%
		<b>Undergraduate Total</b>	<b>1,799</b>	<b>2,018</b>	<b>2,139</b>	<b>2,020</b>	<b>1,899</b>
Graduate	Iran	81	98	113	137	149	84%
	India	78	65	97	134	126	62%
	China	62	58	73	100	121	95%
	Bangladesh	30	28	30	42	44	47%
	United States of America	23	24	24	30	26	13%
	Sri Lanka	7	9	8	18	19	171%
	Pakistan	11	12	17	20	18	64%
	Nigeria	5	*	6	12	16	275%
	Egypt	8	9	9	15	14	75%
	Mexico	5	6	5	10	12	450%
	Other	76 (44)	84 (41)	88 (43)	128 (46)	138 (48)	36%
		<b>Graduate Total</b>	<b>386</b>	<b>396</b>	<b>470</b>	<b>646</b>	<b>683</b>
<b>Grand Total</b>		<b>2,185</b>	<b>2,414</b>	<b>2,609</b>	<b>2,666</b>	<b>2,582</b>	<b>18%</b>

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

TABLE 9: INTERNATIONAL STUDENTS' CITIZENSHIP, BY YEAR, VANCOUVER CAMPUS

Student Level	Citizenship	2019/20	2020/21	2021/22	2022/23	2023/24	Change from 2019/20
Undergraduate	China	4,997	4,936	4,729	4,453	4,223	-15%
	India	1,211	1,575	1,977	2,297	2,230	84%
	United States of America	981	902	891	871	902	-8%
	Indonesia	265	290	349	436	500	89%
	Korea, South	446	439	446	453	447	0%
	Hong Kong	271	266	309	371	396	46%
	Japan	294	192	250	323	359	22%
	Vietnam	119	148	175	211	231	94%
	Taiwan	167	180	185	181	205	23%
	Bangladesh	129	137	163	162	168	30%
	Other	3,335 (134)	2,537 (130)	2,989 (134)	3,058 (134)	3,003 (137)	-10%
	<b>Undergraduate Total</b>	<b>12,215</b>	<b>11,602</b>	<b>12,463</b>	<b>12,816</b>	<b>12,664</b>	<b>4%</b>
Graduate	China	959	1,060	1,097	1,134	1,210	26%
	United States of America	637	608	634	605	572	-10%
	India	494	459	535	596	543	10%
	Iran	261	298	371	402	426	63%
	Hong Kong	29	45	110	129	125	331%
	Mexico	92	89	124	104	96	4%
	Nigeria	71	72	82	78	79	11%
	Brazil	87	89	91	86	76	-13%
	United Kingdom - British citizen	90	86	95	90	72	-20%
	Bangladesh	40	45	52	54	69	73%
	Other	1,123 (110)	1,051 (108)	1,146 (108)	1,147 (112)	1,085 (109)	-3%
	<b>Graduate Total</b>	<b>3,883</b>	<b>3,902</b>	<b>4,337</b>	<b>4,425</b>	<b>4,353</b>	<b>12%</b>
<b>Grand Total</b>		<b>16,098</b>	<b>15,504</b>	<b>16,800</b>	<b>17,241</b>	<b>17,017</b>	<b>6%</b>

Note: The number of countries/territories represented in the "other" category is listed after the headcount in brackets.

FIGURE 30: INTERNATIONAL STUDENTS' CITIZENSHIP, 2023/24, OKANAGAN CAMPUS

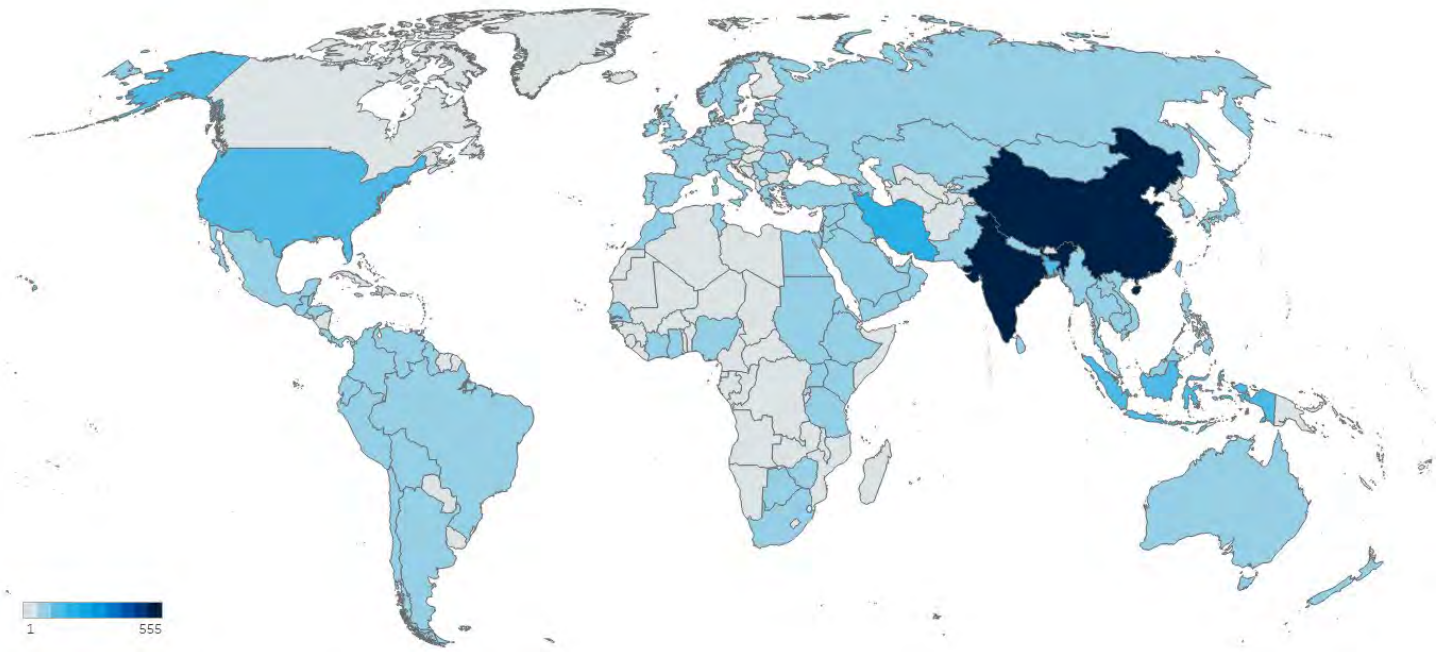
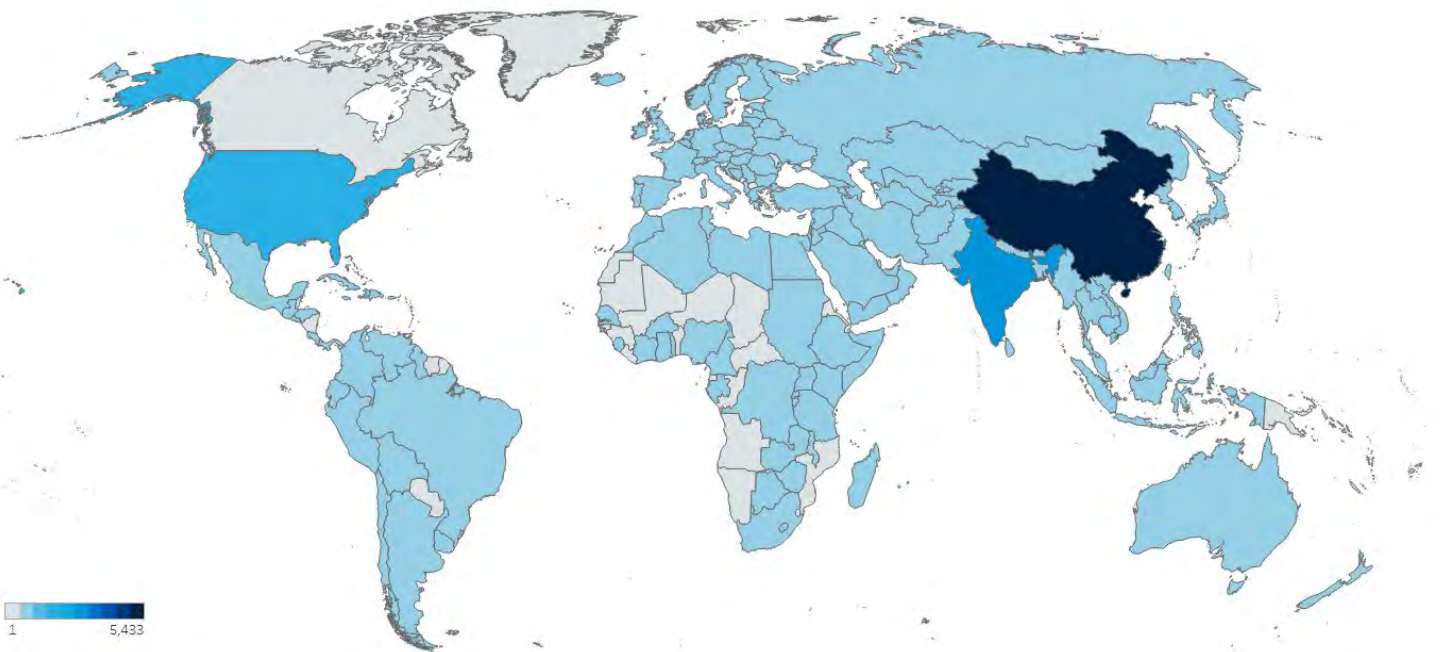


FIGURE 31: INTERNATIONAL STUDENTS' CITIZENSHIP, 2023/24, VANCOUVER CAMPUS



## RETENTION AND COMPLETION RATES

### HOW MANY CREDENTIALS DID UBC AWARD?

Vancouver undergraduate students may graduate in either the spring (May/June) or fall (November). On the Okanagan campus, ceremonies are held in the spring (June). Credentials are reported by calendar year. Table 10 shows the credentials awarded over the past five calendar years. A total of 2,325 credentials were awarded to Okanagan campus graduates in 2023. Since 2005, over 26,600 credentials have been awarded to Okanagan graduates. The Vancouver campus has had 6% growth in the number of credentials awarded annually between 2019 and 2023. Nearly 13,500 credentials were awarded to students on the Vancouver campus in 2023.

TABLE 10: NUMBER OF CREDENTIALS AWARDED, BY CALENDAR YEAR, BY CAMPUS

Campus	Program Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	<i>Domestic</i>					
		Baccalaureate Degree	1,233	1,326	1,501	1,511	1,476
		Post-Baccalaureate Degree	86	105	119	110	103
		<i>International</i>					
		Baccalaureate Degree	161	207	287	374	359
		<b>Undergraduate Total</b>	<b>1,480</b>	<b>1,638</b>	<b>1,907</b>	<b>1,995</b>	<b>1,938</b>
	Graduate	<i>Domestic</i>					
		Master's Degree	185	206	201	196	185
		Doctoral Degree	30	26	37	42	29
		<i>International</i>					
		Master's Degree	78	81	101	81	140
		Doctoral Degree	15	22	24	23	33
		<b>Graduate Total</b>	<b>308</b>	<b>335</b>	<b>363</b>	<b>342</b>	<b>387</b>
<b>Okanagan Total</b>	<b>1,788</b>	<b>1,973</b>	<b>2,270</b>	<b>2,337</b>	<b>2,325</b>		
Vancouver	Undergraduate	<i>Domestic</i>					
		Diploma & Certificate	556	502	537	542	514
		Baccalaureate Degree	5,580	5,655	5,722	5,399	5,495
		Post-Baccalaureate Degree	1,200	1,242	1,239	1,204	1,194
		<i>International</i>					
		Diploma & Certificate	52	65	101	99	123
	Baccalaureate Degree	2,052	2,292	2,398	2,310	2,321	
	Post-Baccalaureate Degree	15	8	6	15	15	
	<b>Undergraduate Total</b>	<b>9,455</b>	<b>9,764</b>	<b>10,003</b>	<b>9,569</b>	<b>9,662</b>	
	Graduate	<i>Domestic</i>					
		Master's Degree	1,797	1,673	1,903	1,966	2,028
		Doctoral Degree	305	348	297	316	310
		<i>International</i>					
Master's Degree		907	1,011	1,071	1,043	1,247	
Doctoral Degree		189	175	176	178	207	
<b>Graduate Total</b>		<b>3,198</b>	<b>3,207</b>	<b>3,447</b>	<b>3,503</b>	<b>3,792</b>	
<b>Vancouver Total</b>	<b>12,653</b>	<b>12,971</b>	<b>13,450</b>	<b>13,072</b>	<b>13,454</b>		
<b>Grand Total</b>		<b>14,441</b>	<b>14,944</b>	<b>15,720</b>	<b>15,409</b>	<b>15,779</b>	

Note: In the Vancouver campus count of credentials awarded, the Master's Degree includes graduate students receiving a parchment for the Master of Digital Media program offered at the Centre for Digital Media, which is conferred jointly by UBC, Simon Fraser University, British Columbia Institute of Technology, and Emily Carr University of Art + Design.

The number of Indigenous students conferred a UBC degree has increased by 30% between 2019 and 2023 (see Table 11). Indigenous students at the Okanagan campus received about 6% of all the undergraduate and graduate credentials awarded in 2023. At the Vancouver campus, Indigenous students received about 2% of all the credentials awarded in 2023.

TABLE 11: NUMBER AND PROPORTION OF CREDENTIALS AWARDED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Program Level	2019		2020		2021		2022		2023	
		Number	%	Number	%	Number	%	Number	%	Number	%
Okanagan	Undergraduate	88	6%	81	5%	119	6%	138	7%	122	6%
	Graduate	10	3%	15	4%	12	3%	18	5%	14	4%
	<b>Okanagan Total</b>	<b>98</b>	<b>5%</b>	<b>96</b>	<b>5%</b>	<b>131</b>	<b>6%</b>	<b>156</b>	<b>7%</b>	<b>136</b>	<b>6%</b>
Vancouver	Undergraduate	189	2%	188	2%	225	2%	215	2%	237	2%
	Graduate	68	2%	62	2%	104	3%	75	2%	89	2%
	<b>Vancouver Total</b>	<b>257</b>	<b>2%</b>	<b>250</b>	<b>2%</b>	<b>329</b>	<b>2%</b>	<b>290</b>	<b>2%</b>	<b>326</b>	<b>2%</b>
<b>Grand Total</b>		<b>355</b>	<b>2%</b>	<b>346</b>	<b>2%</b>	<b>460</b>	<b>3%</b>	<b>446</b>	<b>3%</b>	<b>462</b>	<b>3%</b>

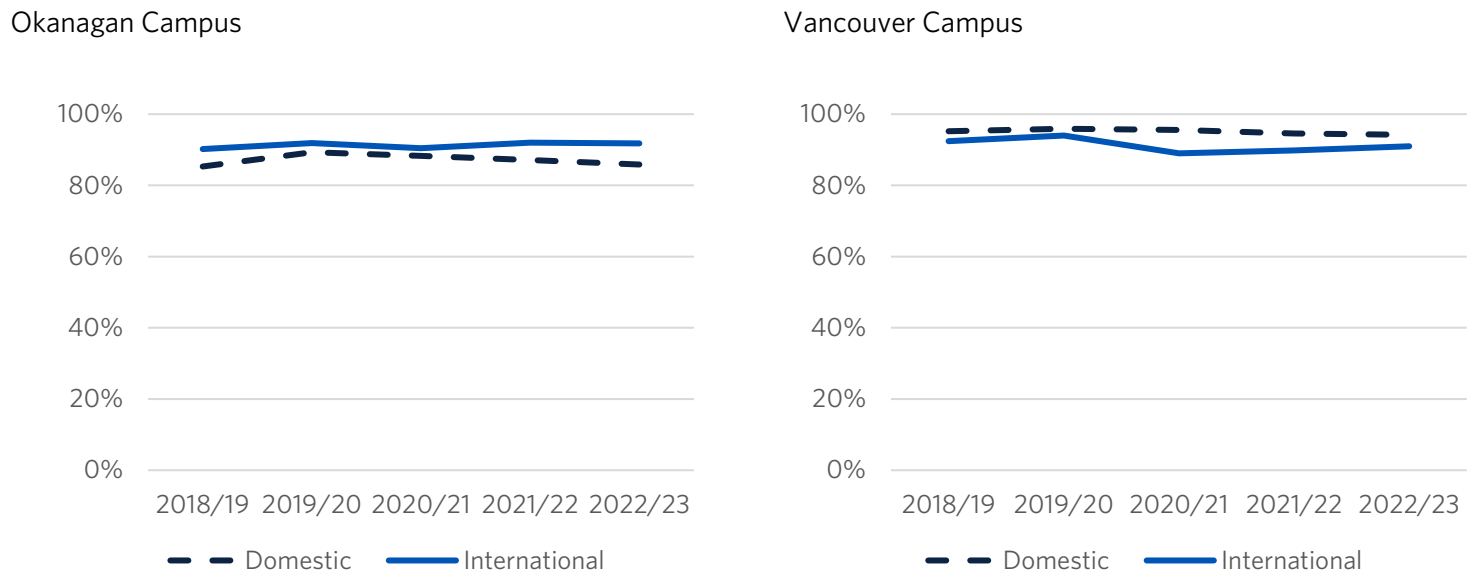
## WHAT ARE UBC'S UNDERGRADUATE STUDENTS' RETENTION AND COMPLETION RATES?

Reported here are the retention and completion rates of the cohort of students who met the Consortium for Student Retention Data Exchange standard definition; that is, they began as first-time (new-to-UBC), full-time, first-year students. The retention rate measures persistence from first year to second year, irrespective of whether there was a change in program or campus, or change from full- to part-time study. If the students were registered at one of UBC's campuses, in the subsequent winter session, they were counted as having been retained at UBC (at the system-level). For undergraduate students, it is typical to report completion rates within six years of the students' program start date.

Overall, 87% of the 2022/23 cohort of UBC Okanagan first-year undergraduate students were retained into 2023/24; 86% of the domestic cohort and 92% of the international cohort were retained.

For UBC Vancouver, 93% of the 2022/23 cohort of first-year undergraduate students were retained into 2023/24. Vancouver international students had somewhat lower rates of retention than those of domestic students (see Figure 32). With the most recent cohort, 94% of domestic students and 91% of international first-year students were retained from 2022/23 into 2023/24.

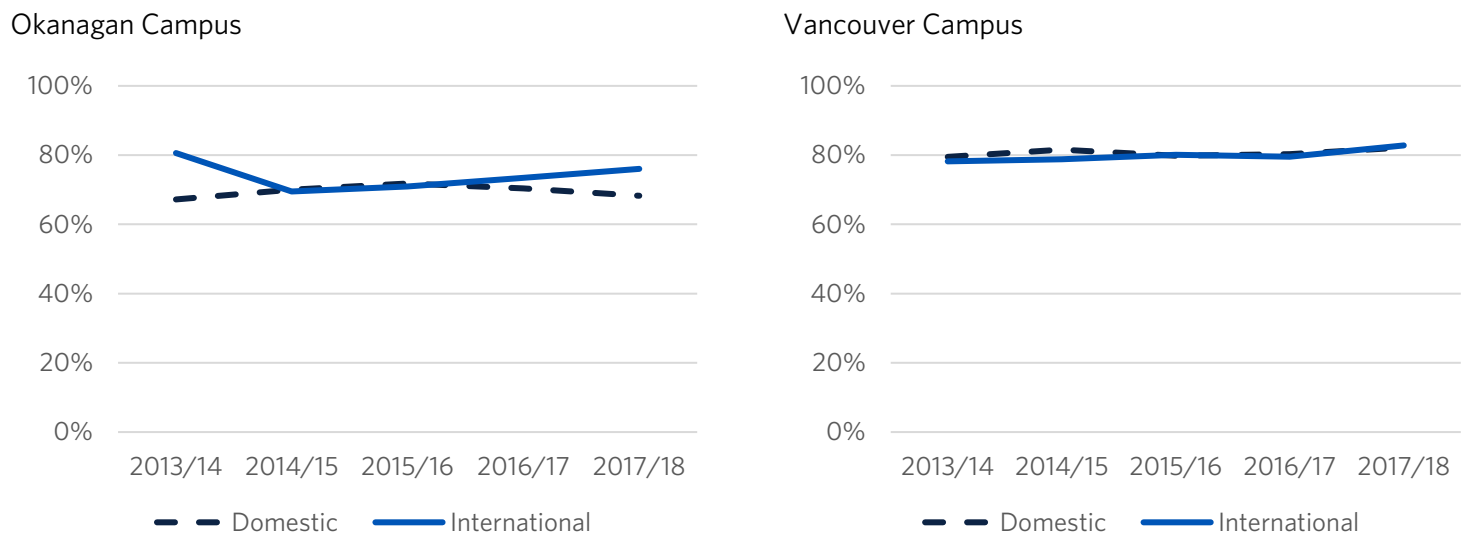
FIGURE 32: RETENTION RATES OF DOMESTIC AND INTERNATIONAL FIRST-YEAR STUDENTS, BY ENTRY YEAR, BY CAMPUS



With respect to the cohort of undergraduate students who began their degree programs in 2017/18, 68% of UBC Okanagan students and 82% of UBC Vancouver students completed their programs within six years.

Overall, six-year completion rates have remained consistent over time. Figure 33 shows the completion rates, by campus, for the cohorts that have had sufficient time (i.e., six years) to complete their programs.

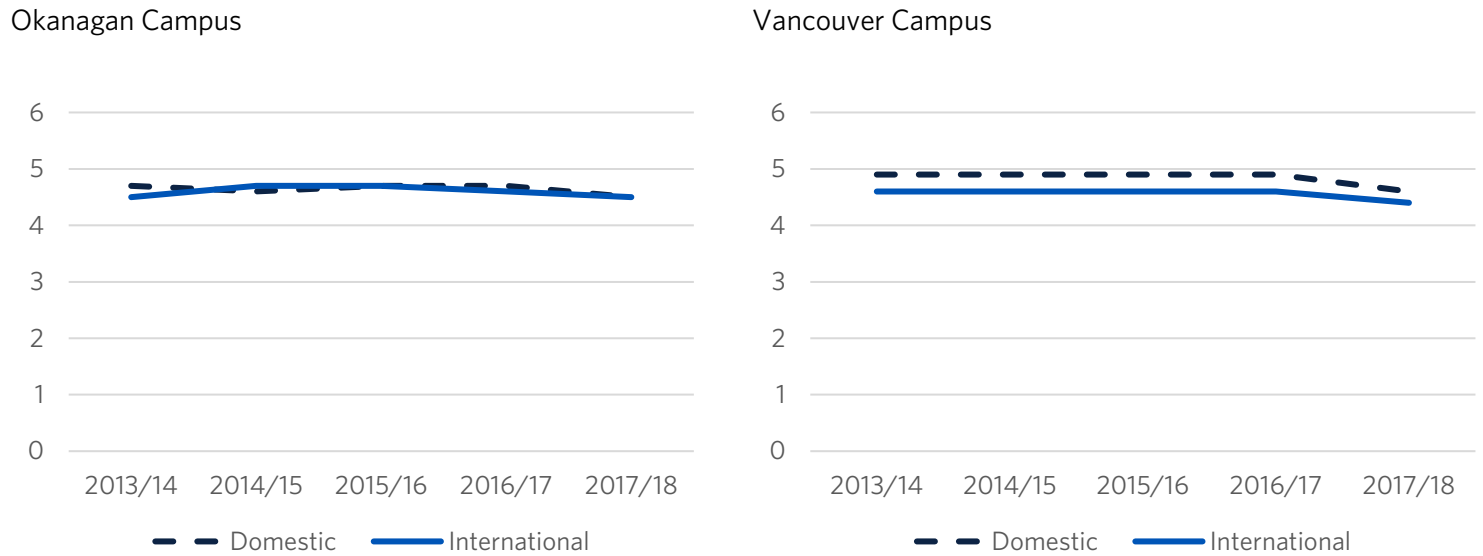
FIGURE 33: SIX-YEAR COMPLETION RATES OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



With respect to the cohort of undergraduate students who began their degree programs in 2017/18, UBC Okanagan students graduated in an average of 4.5 years with both domestic and international students both graduating in an average of 4.5 years. UBC Vancouver students also graduated in an average of 4.5 years with domestic students

graduating in an average of 4.6 years and international students completing their degree in an average of 4.4 years. Average time to completion for each campus are shown in Figure 34 for the past five years.

FIGURE 34: AVERAGE TIME TO COMPLETION OF DOMESTIC AND INTERNATIONAL UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



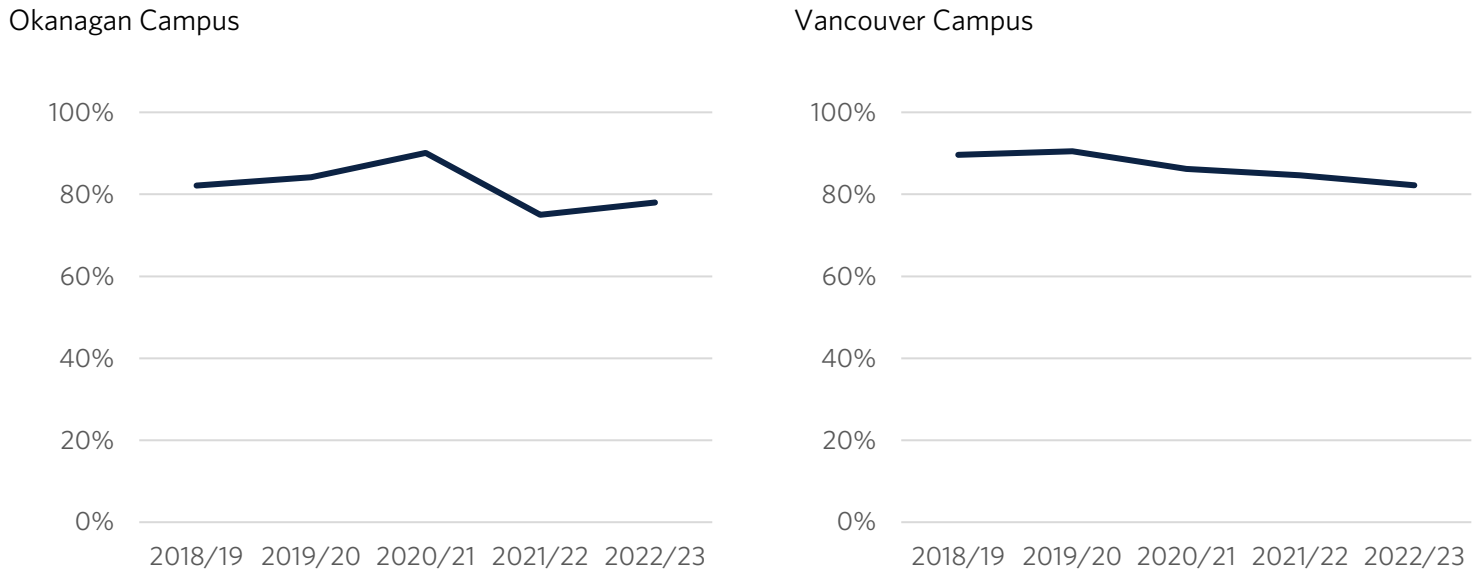
### WHAT ARE UBC’S INDIGENOUS UNDERGRADUATE STUDENTS’ RETENTION AND COMPLETION RATES?

UBC’s Indigenous undergraduate students’ retention and completion rates are also reported according to the Consortium for Student Retention Data Exchange standard definition (i.e., they began as first-time, full-time, first-year students). These retention rates are indicators of persistence from a student’s first year into the subsequent year, irrespective of whether the student changed programs, campuses, or opted for part-time study. It is important to note that the change in even just a few students in this student population can greatly affect the retention rate.

Overall, 78% of the 2022/23 cohort of UBC Okanagan first-year undergraduate degree program Indigenous students were retained into 2023/24, and for UBC Vancouver, 82% were retained.

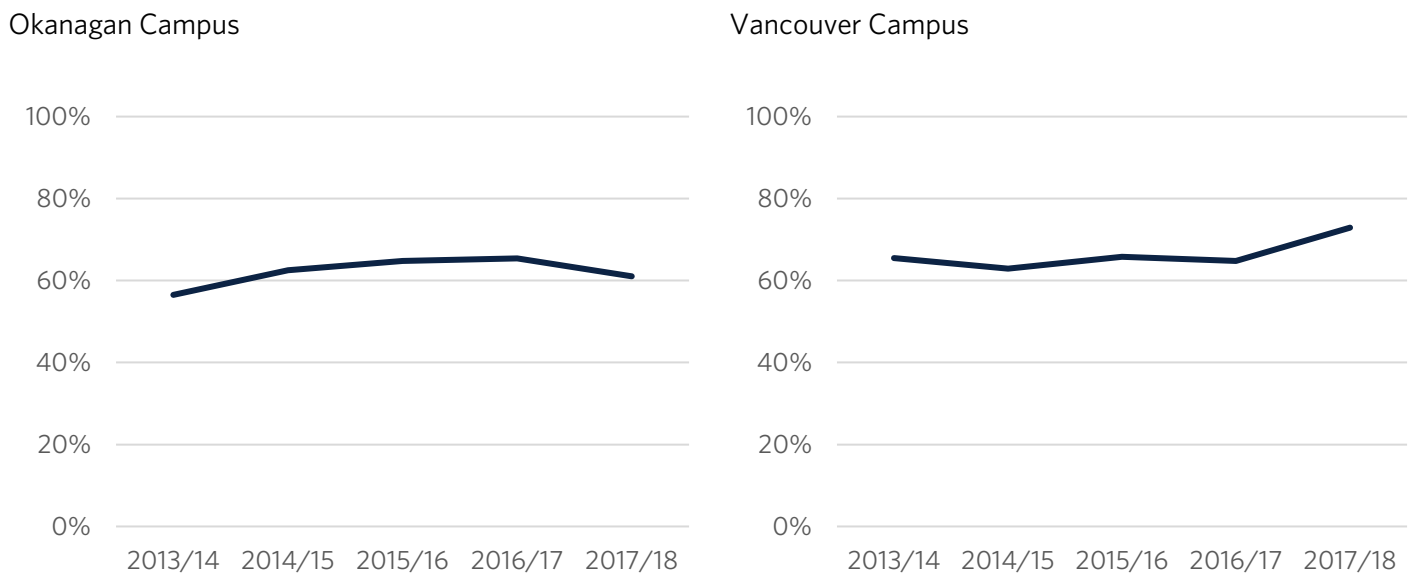


FIGURE 35: RETENTION RATES OF INDIGENOUS STUDENTS, BY ENTRY YEAR, BY CAMPUS



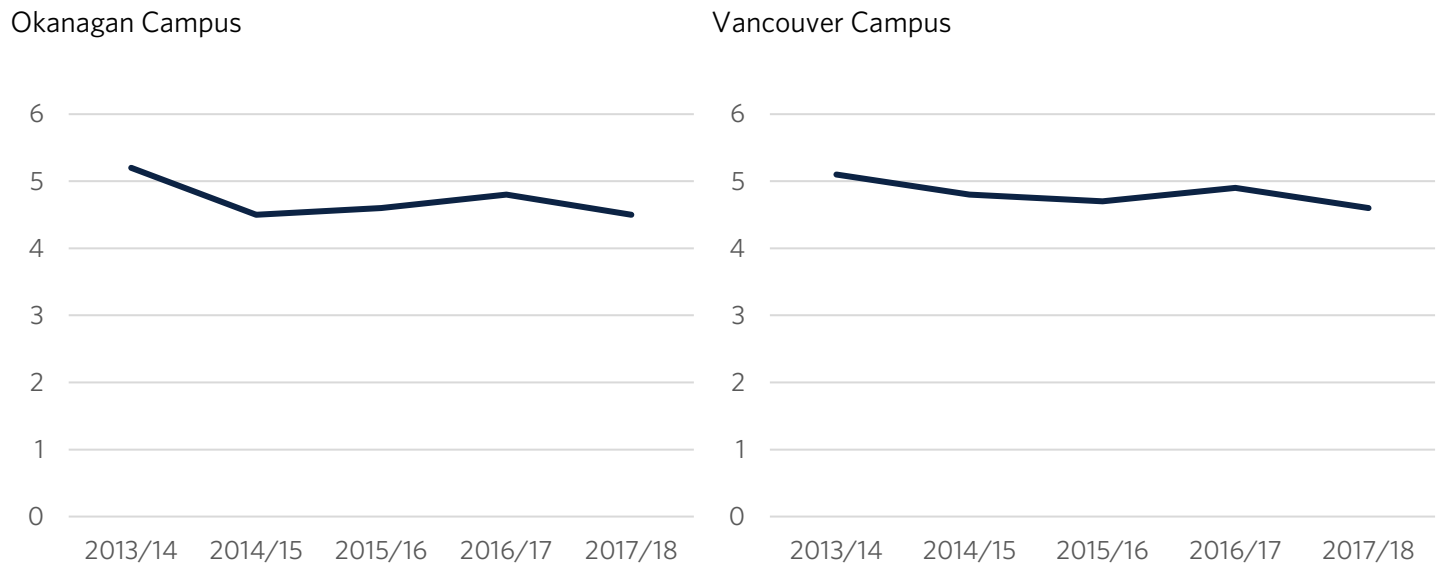
With respect to the cohort of full-time Indigenous undergraduate students who began the first year of their degree programs in 2017/18, 61% of UBC Okanagan students and 73% of UBC Vancouver students completed their programs within six years.

FIGURE 36: SIX-YEAR COMPLETION RATES OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



Indigenous undergraduate students who began the first-year of their degree programs in 2017/18, students completed their studies in an average of 4.6 years. UBC Okanagan students graduated in an average of 4.5 years and UBC Vancouver in an average of 4.6 years.

FIGURE 37: AVERAGE TIME TO COMPLETION OF INDIGENOUS UNDERGRADUATE STUDENTS, BY ENTRY YEAR, BY CAMPUS



### WHAT WAS THE TIME TAKEN BY UBC GRADUATE STUDENTS TO COMPLETE THEIR PROGRAMS?

The entire cohort of graduate students is considered when determining completion rates, rather than limiting the analysis to full-time students. Figures 38 and 39 show the cohorts of UBC Okanagan and Vancouver master’s students (Okanagan, N = 748; Vancouver, N = 9,493) who began their programs between 2014/15 and 2017/18, and the number of years between the start of their programs and degree completion.

Okanagan course-based master’s students had a graduation rate of 95% (N = 160) within six years and took an average of 1.9 years to complete their studies. Thesis optional students had a graduation rate of 97% (N = 251) and took an average of 2.0 years to complete their programs while 90% (N = 334) of students in programs requiring a thesis graduated in an average of 2.5 years.

On the Vancouver campus, 96% (N = 5,540) of course based master’s students graduated within six years and took an average of 1.9 years to complete their programs. Ninety-five percent (N = 1,670) of thesis optional students graduated within six years and took an average of 2.0 years to complete, and 94% (N = 2,255) of students in thesis required programs graduated in an average of 2.6 years.

For both campuses, most master's students graduated within one to three years, irrespective of whether they were in a thesis-based, thesis-optional, or course-based program.

FIGURE 38: MASTER’S STUDENTS’ YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, OKANAGAN CAMPUS

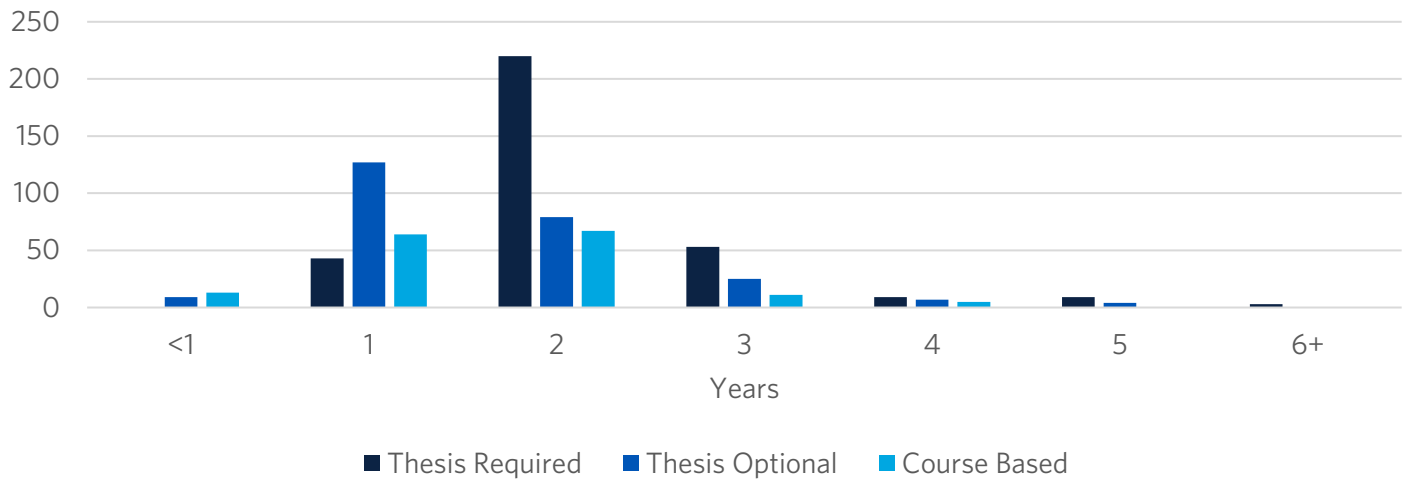
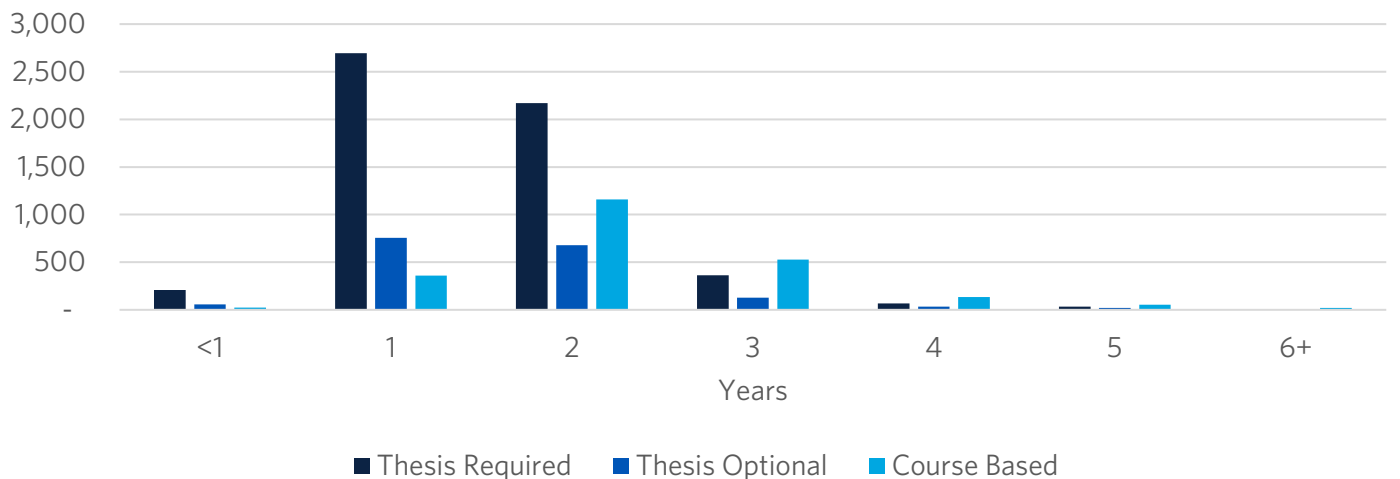


FIGURE 39: MASTER’S STUDENTS’ YEARS TO COMPLETION, 2011/12-2014/15 COHORTS, VANCOUVER CAMPUS



For UBC’s doctoral students, whose programs are expected to take longer than those of master’s students, the report is based on how many students graduated within nine years of program entry.

On the Okanagan campus, 154 (75%) of the 207 doctoral students that have had at least nine years to complete their degrees have done so (starting between 2010/11 and 2013/14). The 154 students who have completed are shown in Figure 40. The 53 (25%) students who did not complete their degrees withdrew from their program after an average of 2.9 years of study. Okanagan doctoral students took an average of 5.2 years to complete their studies and are shown in Figure 40.

For the Vancouver campus, 2,125 students began their studies between 2010/11 and 2013/14, and 1,801 (85%) completed their doctoral degrees within nine years. The 2,125 students who completed their programs are shown in Figure 41. There were 324 (15%) students who did not complete their degrees and withdrew from their programs on

average after 2.7 years of study. The students who completed their degree within nine years took an average of 5.7 years to complete their studies.

FIGURE 40: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, OKANAGAN CAMPUS

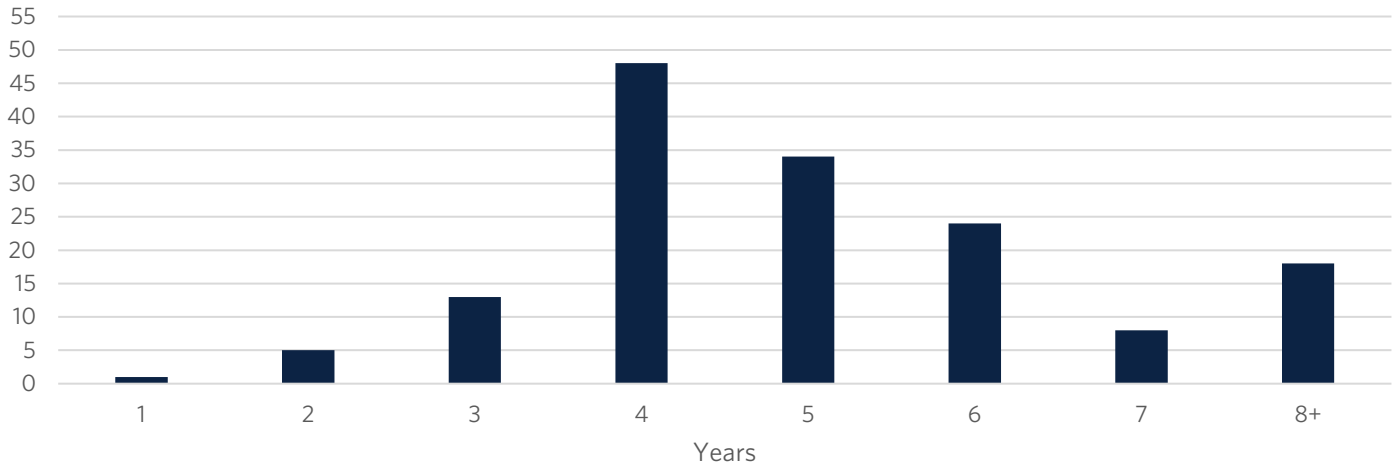
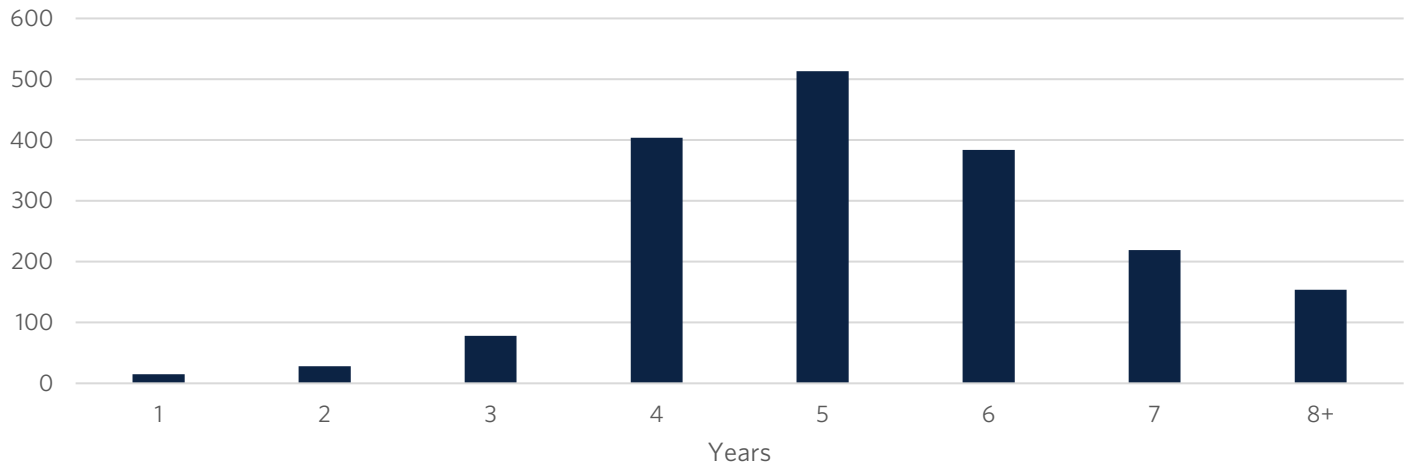


FIGURE 41: DOCTORAL STUDENTS' YEARS TO COMPLETION, 2008/09-2011/12 COHORTS, VANCOUVER CAMPUS



# APPENDIX A: HEADCOUNT ENROLMENT TABLES

## OKANAGAN CAMPUS

TABLE 12: OKANAGAN STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	1,406	351	1,757	1,337	366	1,703	1,371	344	1,715
	Master of Applied Science	50	82	132	41	102	143	37	90	127
	Master of Arts		1	1		1	1			
	Master of Engineering	6	83	89	8	149	157	9	151	160
	Master of Science								1	1
	Doctor of Philosophy	58	133	191	66	141	207	70	140	210
<b>Applied Science Total</b>		<b>1,520</b>	<b>650</b>	<b>2,170</b>	<b>1,452</b>	<b>759</b>	<b>2,211</b>	<b>1,487</b>	<b>726</b>	<b>2,213</b>
Creative and Critical Studies	Bachelor of Fine Arts	109	19	128	127	20	147	137	17	154
	Master of Arts	21	8	29	14	10	24	18	14	32
	Master of Fine Arts	20	7	27	17	11	28	18	11	29
	Doctor of Philosophy	11	11	22	8	10	18	10	9	19
<b>Creative and Critical Studies Total</b>		<b>161</b>	<b>45</b>	<b>206</b>	<b>166</b>	<b>51</b>	<b>217</b>	<b>183</b>	<b>51</b>	<b>234</b>
Education	Bachelor of Education	220		220	237	1	238	232		232
	Cert in Inter and Cont Ed Post-baccalaureate	1		1	2		2	1		1
	Cert in Teaching English and Additional Languages				3		3	7		7
	Dipl in Inter and Cont Ed Post-baccalaureate	16		16	8		8	12		12
	Master of Arts	6	6	12	6	6	12	3	4	7
	Master of Education	54	1	55	50	9	59	44	13	57
	Doctor of Philosophy	8		8	8		8	6		6
	<b>Education Total</b>		<b>305</b>	<b>7</b>	<b>312</b>	<b>314</b>	<b>16</b>	<b>330</b>	<b>305</b>	<b>17</b>
Health and Social Development	Bachelor of Health and Exercise Sciences				239	12	251	435	16	451
	Bachelor of Human Kinetics	853	11	864	591	8	599	371	1	372
	Bachelor of Science in Nursing	603	4	607	616	9	625	687	17	704
	Master of Arts	6	1	7	6	1	7	5	2	7
	Master of Science	13	3	16	9	6	15	15	4	19
	Master of Science in Nursing	51		51	49	2	51	35	3	38
	Master of Social Work	112	1	113	128		128	134	4	138
	Doctor of Philosophy	49	8	57	54	13	67	50	12	62
<b>Health and Social Development Total</b>		<b>1,687</b>	<b>28</b>	<b>1,715</b>	<b>1,692</b>	<b>51</b>	<b>1,743</b>	<b>1,732</b>	<b>59</b>	<b>1,791</b>
IKB Arts and Social Sciences	Bachelor of Nle?kepmx Language Fluency							6		6
	Bachelor of Nsyilxcn Language Fluency	9		9	18		18	16		16
	Bachelor of St'át'imc Language Fluency							13		13
	Master of Arts	36	15	51	42	27	69	45	27	72
	Doctor of Philosophy	51	11	62	43	17	60	41	23	64
<b>Arts and Social Sciences Total</b>		<b>96</b>	<b>26</b>	<b>122</b>	<b>103</b>	<b>44</b>	<b>147</b>	<b>121</b>	<b>50</b>	<b>171</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
IKB Science	Master of Arts	1		1	1	1	2	1	1	2
	Master of Data Science	15	16	31	9	21	30	14	26	40
	Master of Science	93	49	142	103	73	176	101	94	195
	Doctor of Philosophy	46	32	78	48	44	92	51	51	102
<b>Science Total</b>		<b>155</b>	<b>97</b>	<b>252</b>	<b>161</b>	<b>139</b>	<b>300</b>	<b>167</b>	<b>172</b>	<b>339</b>
Management	Bachelor of Management	675	385	1,060	677	339	1,016	679	281	960
	Master of Arts	2		2	1		1			
	Master of Management				9		9	7		7
	Master of Science		1	1		1	1		1	1
	Doctor of Philosophy	4	1	5	2	1	3	2	2	4
<b>Management Total</b>		<b>681</b>	<b>387</b>	<b>1,068</b>	<b>689</b>	<b>341</b>	<b>1,030</b>	<b>688</b>	<b>284</b>	<b>972</b>
Creative and Critical Studies/IKB Science	Bachelor of Media Studies	47	10	57	54	9	63	70	12	82
	Bachelor of Sustainability				30	1	31	55	7	62
<b>Creative and Critical Studies/ Science Total</b>		<b>47</b>	<b>10</b>	<b>57</b>	<b>84</b>	<b>10</b>	<b>94</b>	<b>125</b>	<b>19</b>	<b>144</b>
IKB Arts and Social Sciences/Creative and Critical Studies/ IKB Science	Bachelor of Arts	2,176	622	2,798	2,112	539	2,651	2,082	492	2,574
<b>Studies/ Science Total</b>		<b>2,176</b>	<b>622</b>	<b>2,798</b>	<b>2,112</b>	<b>539</b>	<b>2,651</b>	<b>2,082</b>	<b>492</b>	<b>2,574</b>
IKB Arts and Social Sciences/IKB Science	Bachelor of Science	2,421	681	3,102	2,432	657	3,089	2,309	670	2,979
<b>Arts and Social Sciences/ Science Total</b>		<b>2,421</b>	<b>681</b>	<b>3,102</b>	<b>2,432</b>	<b>657</b>	<b>3,089</b>	<b>2,309</b>	<b>670</b>	<b>2,979</b>
Non-Degree	Access Studies	50		50	47		47	54		54
	Exchange		48	48		53	53	5	38	43
	Unclassified	79	2	81	52		52	66	2	68
	Visiting	2	6	8	8	6	14	7	2	9
<b>Non-Degree Total</b>		<b>131</b>	<b>56</b>	<b>187</b>	<b>107</b>	<b>59</b>	<b>166</b>	<b>132</b>	<b>42</b>	<b>174</b>
<b>Grand Total</b>		<b>9,148</b>	<b>2,414</b>	<b>11,562</b>	<b>9,380</b>	<b>2,609</b>	<b>11,989</b>	<b>9,331</b>	<b>2,582</b>	<b>11,913</b>

VANCOUVER CAMPUS

TABLE 13: VANCOUVER STUDENT ENROLMENT (HEADCOUNT) BY FACULTY, BY PROGRAM, BY YEAR

Faculty	Program	2022/23 Winter			2023/24 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Applied Science	Bachelor of Applied Science	3,764	1,570	5,334	3,799	1,516	5,315	4,025	1,450	5,475
	Bachelor of Design in Arch Landscape-Arch Urbanism	101	25	126	149	36	185	178	41	219
	Bachelor of Environmental Design	6	1	7						
	Bachelor of Science in Nursing	245		245	275		275	299		299
	Graduate Cert in Global Mine Waste Management				7	8	15	5	7	12
	Graduate Certificate in Clinical Informatics							11		11
	Master of Advanced Studies in Architecture	1	6	7		7	7	1	4	5
	Master of Advanced Studies Landscape Architecture	1	2	3	2	2	4		2	2
	Master of Applied Science	192	257	449	196	247	443	181	240	421
	Master of Architecture	158	14	172	143	8	151	147	12	159
	Master of Architecture / Master of Landscape Arch.	16		16	16		16	18		18
	Master of Arts (Planning)	3	1	4	2	1	3	1	1	2
	Master of Community and Regional Planning	69	13	82	64	21	85	62	21	83
	Master of Engineering	164	268	432	142	302	444	118	260	378
	Master of Engineering Leadership	43	133	176	38	155	193	22	110	132
	Master of Health Leadership and Policy	61	19	80	68	21	89	53	12	65
	Master of Landscape Architecture	56	23	79	58	19	77	53	16	69
	Master of Nursing	60		60	61		61	61		61
	Master of Science	1	4	5	1	5	6	4	4	8
	Master of Science in Nursing	105		105	84	1	85	78	7	85
	Master of Urban Design	7	18	25	4	6	10	10	9	19
	Doctor of Philosophy - Biomedical Engineering	37	31	68	41	42	83	46	46	92
	Doctor of Philosophy - Chemical & Biol Engineering	22	58	80	25	57	82	24	61	85
	Doctor of Philosophy - Civil Engineering	21	58	79	21	58	79	24	57	81
	Doctor of Philosophy - Community & Regional Planning	14	8	22	11	10	21	12	6	18
	Doctor of Philosophy - Electrical & Computer Eng	71	105	176	75	105	180	73	101	174
Doctor of Philosophy - Materials Engineering	18	43	61	13	42	55	14	35	49	
Doctor of Philosophy - Mechanical Engineering	27	59	86	29	68	97	30	70	100	
Doctor of Philosophy - Mining	13	27	40	16	22	38	15	20	35	
Doctor of Philosophy - Nursing	31	12	43	34	13	47	41	11	52	
Doctor of Philosophy - Total	254	401	655	265	417	682	279	407	686	
<b>Applied Science Total</b>		<b>5,307</b>	<b>2,755</b>	<b>8,062</b>	<b>5,374</b>	<b>2,772</b>	<b>8,146</b>	<b>5,606</b>	<b>2,603</b>	<b>8,209</b>



Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Arts	Bachelor of Arts	9,265	4,289	13,554	9,223	4,306	13,529	9,452	4,256	13,708
	Bachelor of Fine Arts	269	93	362	278	90	368	297	87	384
	Bachelor of International Economics	198	217	415	192	198	390	179	192	371
	Bachelor of Media Studies	86	67	153	85	74	159	83	81	164
	Bachelor of Music	198	19	217	192	16	208	210	23	233
	Bachelor of Social Work	113	3	116	105	2	107	99		99
	Cert Dechinta Community & Land-Based Research				10		10			
	Certificate in Climate Studies and Action							3	3	6
	Diploma in Art History	17	1	18	18		18	13	1	14
	Diploma in Film Production		1	1						
	Diploma in Linguistics	13	1	14	9	2	11	9	1	10
	Diploma in Music Performance Studies	9	2	11	15	3	18	11	1	12
	Master of Archival Studies	12	6	18	18	5	23	17	9	26
	Master of Archival Studies & Library Info Studies	53	36	89	54	30	84	52	25	77
	Master of Arts	261	183	444	255	176	431	236	180	416
	Master of Arts (Asia Pacific Policy Studies)	1		1						
	Master of Data Science	6	31	37	10	25	35	6	30	36
	Master of Fine Arts	140	31	171	124	34	158	106	38	144
	Master of Journalism	51	25	76	47	28	75	38	29	67
	Master of Library and Information Studies	97	59	156	101	67	168	86	68	154
Master of Music	47	15	62	45	20	65	37	13	50	
Master of Public Policy and Global Affairs	69	34	103	55	47	102	56	52	108	
Master of Science	7	15	22	7	17	24	6	16	22	
Master of Social Work	34	5	39	42	6	48	44	4	48	
Doctor of Musical Arts	21	24	45	17	24	41	16	21	37	
Doctor of Philosophy	351	352	703	347	361	708	355	343	698	
<b>Arts Total</b>		<b>11,318</b>	<b>5,509</b>	<b>16,827</b>	<b>11,249</b>	<b>5,531</b>	<b>16,780</b>	<b>11,411</b>	<b>5,473</b>	<b>16,884</b>
Business	Bachelor of Business in Real Estate	16		16	16		16	21	1	22
	Bachelor of Commerce	2,460	1,512	3,972	2,527	1,516	4,043	2,593	1,450	4,043
	Certificate in Residential Valuation	175	3	178	172	1	173	178	4	182
	Post Grad Cert in Real Property Valuation	250	1	251	217	8	225	238	15	253
	Diploma in Accounting	344	237	581	271	247	518	285	282	567
	Diploma in Urban Land Economics	758	11	769	639	18	657	672	31	703
	International Master of Business Administration	9	50	59	17	54	71	18	20	38
	Juris Doctor/Master of Business Administration	5		5	5		5	6		6
	Master of Bus. Admin. & Master of Bus. Analytics	1	2	3	2		2	1	5	6
	Master of Business Administration	94	126	220	69	154	223	59	162	221
	Master of Business Analytics	39	101	140	16	62	78	4	80	84
	Master of Management	73	40	113	75	60	135	75	63	138
	Master of Science in Business Administration	4	9	13	5	15	20	4	10	14
	Professional Master of Business Administration	164	6	170	158	5	163	146	5	151
Doctor of Philosophy	24	47	71	18	46	64	12	50	62	
<b>Commerce and Business Administration Total</b>		<b>4,416</b>	<b>2,145</b>	<b>6,561</b>	<b>4,207</b>	<b>2,186</b>	<b>6,393</b>	<b>4,312</b>	<b>2,178</b>	<b>6,490</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Dentistry	Dental Residency	5		5	6		6	6		6
	Bachelor of Dental Science (Dental Hygiene)	165	1	166	155	2	157	146	3	149
	Doctor of Dental Medicine	222	6	228	230	5	235	242	6	248
	Master of Science	14	4	18	12	10	22	10	7	17
	MSc in Craniofacial Science/Dip in Prosthodontics	9		9	9		9	10		10
	MSc in Craniofacial Science/Dip. in Pediatric Dent	8		8	10		10	12	1	13
	MSc in Craniofacial Science/Dip. in Periodontics	7		7	6		6	6		6
	MSc in Craniofacial Science/Diploma in Endodontics	9		9	9		9	9		9
	MSc in Craniofacial Science/Diploma in Orthodontic	14		14	14		14	14		14
	Doctor of Philosophy	6	13	19	8	9	17	10	10	20
	PhD in Craniofacial Science/Dip in Prosthodontics		1	1		1	1	1		1
	PhD in Craniofacial Science/Diploma in Orthodontic	2	2	4	1	1	2	1		1
<b>Dentistry Total</b>		<b>461</b>	<b>27</b>	<b>488</b>	<b>460</b>	<b>28</b>	<b>488</b>	<b>467</b>	<b>27</b>	<b>494</b>
Education	Bachelor of Human Kinetics	1		1	1		1			
	Bachelor of Kinesiology	1,252	144	1,396	1,242	155	1,397	1,210	145	1,355
	Bachelor of Education	835	18	853	839	18	857	794	12	806
	Cert. in Infant Development & Supported Childcare	20		20	12		12	3		3
	Cert. in Teaching English as a Second Language	15	1	16	15		15	6		6
	Cert. in Technology-Based Learning for Schools	11	1	12	5	1	6			
	Cert.in Technology-Based Distributed Learning	11		11	3		3			
	Certificate in Early Years Education	8		8	4		4	3		3
	Certificate in Health and Wellness	1		1				3		3
	Certificate in Teacher Librarianship	27		27	28		28	28		28
	Graduate Certificate in Adult Learning & Education	1		1	2	1	3	2		2
	Graduate Certificate in Educational Technology	30	2	32	39		39	31		31
	Graduate Certificate in Higher Education				4	2	6			
	Graduate Certificate in Orientation and Mobility	16		16	7		7			
	High Performance Coaching and Technical Leadership	17	1	18	13		13	16		16
	International Development & Human Security Cert.	14		14	10		10	11	1	12
	Undergraduate Cert in Adult Learning & Education	2		2	2		2	6		6
	Diploma in Education	493	15	508	403	14	417	384	29	413
	Master of Arts	126	37	163	117	40	157	97	32	129
	Master of Education	567	105	672	657	138	795	613	169	782
	Master of Educational Technology	318	10	328	315	9	324	263	13	276
	Master of High Performance Coaching&Tec Leadership	30	1	31	25	1	26	26	1	27
	Master of Kinesiology	32	3	35	38	4	42	39	4	43
	Master of Museum Education	20	1	21	31	2	33	18	1	19
	Master of Science	39	11	50	34	11	45	44	10	54
Doctor of Education	50	3	53	50	2	52	51	2	53	
Doctor of Philosophy	211	105	316	221	95	316	206	90	296	
<b>Education Total</b>		<b>4,147</b>	<b>458</b>	<b>4,605</b>	<b>4,117</b>	<b>493</b>	<b>4,610</b>	<b>3,854</b>	<b>509</b>	<b>4,363</b>

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Forestry	Bachelor of Science in Forest Bioeconomy Sci Tech	53	30	83	82	32	114	105	33	138
	Bachelor of Science in Forest Sciences	67	67	134	82	75	157	97	74	171
	Bachelor of Science in Forestry	138	87	225	129	82	211	126	70	196
	Bachelor of Science in Wood Products Processing	45	74	119	50	92	142	45	74	119
	Bachelor of Science Natural Resources Conservation	227	148	375	244	155	399	241	124	365
	Bachelor of Urban Forestry	130	106	236	135	79	214	139	69	208
	Grad Cert in Forest Management and Conservation	7		7	5	1	6	3	2	5
	Master of Applied Science	4	6	10	3	6	9	7	8	15
	Master of Forestry	6	16	22	10	15	25	9	13	22
	Master of Geomatics for Environmental Management	15	14	29	10	19	29	12	17	29
	Master of International Forestry	6	11	17	3	11	14	4	9	13
	Master of Science	68	55	123	63	47	110	60	47	107
	Master of Sustainable Forest Management	12	8	20	13	5	18	11	8	19
	Master of Urban Forestry Leadership	8	2	10	5	1	6	9		9
Doctor of Philosophy	65	78	143	73	78	151	67	90	157	
<b>Forestry Total</b>		<b>851</b>	<b>702</b>	<b>1,553</b>	<b>907</b>	<b>698</b>	<b>1,605</b>	<b>935</b>	<b>638</b>	<b>1,573</b>
Graduate and Postdoctoral Studies	Master of Arts	5		5	5		5	4		4
	Master of Science	2	1	3		1	1		1	1
	Doctor of Philosophy	62	15	77	63	12	75	59	12	71
<b>Graduate and Postdoctoral Studies Total</b>	<b>69</b>	<b>16</b>	<b>85</b>	<b>68</b>	<b>13</b>	<b>81</b>	<b>63</b>	<b>13</b>	<b>76</b>	
Land and Food Systems	Bachelor of Science in Applied Biology	443	142	585	459	158	617	484	141	625
	Bachelor of Science in Food and Resource Economics	7	8	15	10	10	20	12	7	19
	Bachelor of Science in Food Nutrition and Health	779	324	1,103	772	282	1,054	741	263	1,004
	Bachelor of Science in Global Resource Systems	94	32	126	91	31	122	79	32	111
	Graduate Certificate in Aquaculture	3	1	4	5		5			
	Master of Food and Resource Economics	6	38	44	5	37	42	5	37	42
	Master of Food Science	7	30	37	4	38	42	4	37	41
	Master of Land and Water Systems	4	21	25	5	13	18	3	15	18
	Master of Nutrition and Dietetics				11		11	19	3	22
	Master of Science	40	29	69	49	30	79	50	29	79
Doctor of Philosophy	31	33	64	36	37	73	40	32	72	
<b>Land and Food Systems Total</b>	<b>1,414</b>	<b>658</b>	<b>2,072</b>	<b>1,447</b>	<b>636</b>	<b>2,083</b>	<b>1,437</b>	<b>596</b>	<b>2,033</b>	
Law	Juris Doctor	552	20	572	556	19	575	564	26	590
	Master of Laws	9	8	17	8	10	18	11	9	20
	Master of Laws (Common Law)	26	25	51	18	25	43	27	25	52
	Master of Laws in Taxation	14	8	22	15	3	18	12	7	19
	Doctor of Philosophy	29	9	38	29	12	41	25	13	38
<b>Law Total</b>	<b>630</b>	<b>70</b>	<b>700</b>	<b>626</b>	<b>69</b>	<b>695</b>	<b>639</b>	<b>80</b>	<b>719</b>	

Faculty	Program	2022/23 Winter			2022/23 Winter			2023/24 Winter		
		Domestic	International	Total	Domestic	International	Total	Domestic	International	Total
Medicine	Medical Residency	1,472	3	1,475	1,491	2	1,493	1,512	2	1,514
	Bachelor of Medical Laboratory Science	45	1	46	34	2	36	28	2	30
	Bachelor of Midwifery	80		80	81		81	93		93
	Doctor of Medicine	1,129		1,129	1,132		1,132	1,159		1,159
	Doctor of Medicine/Doctor of Philosophy	31		31	33		33	32		32
	GradCert in Genomic Counselling & Variant Interp	27	25	52	27	35	62	18	46	64
	GradCert Orthopaedic Musculoskeletal Phys Therapy	6		6						
	Graduate Certificate in Global Surgical Care	18		18	11		11	7		7
	Graduate Certificate in Rehabilitation Sciences	6	1	7	7		7	4		4
	Master of Global Surgical Care	18	2	20	19	4	23	17	4	21
	Master of Health Administration	87	1	88	84		84	80	2	82
	Master of Health Science	33	6	39	26	5	31	16	5	21
	Master of Occupational Therapy	162	12	174	130	9	139	158	5	163
	Master of Physical Therapy	278	2	280	316	1	317	334	2	336
	Master of Public Health	61	10	71	68	12	80	61	17	78
	Master of Public Health/Master of Science Nursing	5		5	1		1			
	Master of Rehabilitation Science	42	4	46	39	4	43	35	3	38
	Master of Science	466	110	576	483	115	598	465	130	595
Doctor of Philosophy	357	189	546	360	201	561	394	212	606	
Master of Physical Therapy/Doctor of Philosophy	5		5	4		4	1		1	
<b>Medicine Total</b>		<b>4,328</b>	<b>366</b>	<b>4,694</b>	<b>4,346</b>	<b>390</b>	<b>4,736</b>	<b>4,414</b>	<b>430</b>	<b>4,844</b>
Pharmaceutic al Sciences	Pharmacy Residency	43	1	44	52		52	55		55
	Bachelor of Pharmaceutical Sciences	85	18	103	131	21	152	172	27	199
	Doctor of Pharmacy	907		907	897		897	905		905
	Master of Science	15	9	24	25	10	35	29	8	37
	Doctor of Philosophy	27	15	42	26	14	40	30	14	44
<b>Pharmaceutical Sciences Total</b>		<b>1,077</b>	<b>43</b>	<b>1,120</b>	<b>1,131</b>	<b>45</b>	<b>1,176</b>	<b>1,191</b>	<b>49</b>	<b>1,240</b>
Science	Bachelor of Computer Science	315	56	371	343	43	386	350	42	392
	Bachelor of Science	7,194	2,040	9,234	7,296	2,218	9,514	7,355	2,436	9,791
	Master of Applied Science	4	8	12	6	5	11	4	7	11
	Master of Arts	7	8	15	11	6	17	11	6	17
	Master of Data Science	39	77	116	39	44	83	29	63	92
	Master of Science	330	285	615	292	276	568	287	251	538
	Doctor of Philosophy	460	540	1,000	474	548	1,022	499	544	1,043
<b>Science Total</b>		<b>8,349</b>	<b>3,014</b>	<b>11,363</b>	<b>8,461</b>	<b>3,140</b>	<b>11,601</b>	<b>8,535</b>	<b>3,349</b>	<b>11,884</b>
Vantage College	Vantage One Bachelor of Applied Science		61	61		56	56		42	42
	Vantage One Bachelor of Arts		89	89						
	Vantage One Bachelor of Science		116	116		116	116		94	94
<b>Vantage College Total</b>		<b>266</b>	<b>266</b>		<b>172</b>	<b>172</b>		<b>136</b>	<b>136</b>	
Non-Degree	Access Studies	101	9	110	92	11	103	64	6	70
	Exchange	8	632	640	16	842	858	38	762	800
	Unclassified	931	43	974	776	51	827	803	47	850
	Visiting	81	91	172	87	166	253	75	123	198
<b>Non-Degree Total</b>		<b>1,121</b>	<b>775</b>	<b>1,896</b>	<b>971</b>	<b>1,070</b>	<b>2,041</b>	<b>980</b>	<b>938</b>	<b>1,918</b>
<b>Grand Total</b>		<b>43,488</b>	<b>16,804</b>	<b>60,292</b>	<b>43,364</b>	<b>17,243</b>	<b>60,607</b>	<b>43,844</b>	<b>17,019</b>	<b>60,863</b>

## APPENDIX B: FTE ENROLMENT TABLES

Tables 14, 15, 16, and 17 report enrolment in full-time equivalents (FTEs). FTEs are measured over the fiscal year of April to March and consist of data from August 1<sup>st</sup> for the summer term and November 1<sup>st</sup> for the winter term<sup>4</sup>.

TABLE 14: OVERALL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	7	9	8	6	6
		Baccalaureate Degree	8,369	9,081	9,550	9,229	9,208
		Post-Baccalaureate Degree	237	236	219	233	235
		Non-Degree	102	45	71	73	69
		<b>Undergraduate Total</b>	<b>8,716</b>	<b>9,370</b>	<b>9,848</b>	<b>9,540</b>	<b>9,517</b>
	Graduate	Master's Degree	556	583	609	727	768
		Doctoral Degree	326	363	398	430	447
		<b>Graduate Total</b>	<b>881</b>	<b>946</b>	<b>1,007</b>	<b>1,157</b>	<b>1,215</b>
		<b>Okanagan Total</b>	<b>9,597</b>	<b>10,317</b>	<b>10,855</b>	<b>10,698</b>	<b>10,732</b>
	Vancouver	Undergraduate	Diploma & Certificate	698	820	944	901
Baccalaureate Degree			35,829	37,328	37,748	37,562	38,125
Post-Baccalaureate Degree			3,504	3,545	3,456	3,463	3,397
Non-Degree			962	490	742	835	768
		<b>Undergraduate Total</b>	<b>40,992</b>	<b>42,183</b>	<b>42,889</b>	<b>42,760</b>	<b>43,215</b>
Residents		<b>Residents Total</b>	<b>1,469</b>	<b>1,548</b>	<b>1,547</b>	<b>1,561</b>	<b>1,585</b>
Graduate		Master's Degree	4,826	5,163	5,583	5,595	5,402
		Doctoral Degree	3,285	3,363	3,518	3,609	3,635
		<b>Graduate Total</b>	<b>8,111</b>	<b>8,526</b>	<b>9,102</b>	<b>9,204</b>	<b>9,038</b>
		<b>Vancouver Total</b>	<b>50,572</b>	<b>52,257</b>	<b>53,538</b>	<b>53,525</b>	<b>53,837</b>
<b>Grand Total</b>			<b>60,170</b>	<b>62,574</b>	<b>64,393</b>	<b>64,223</b>	<b>64,570</b>

<sup>4</sup> FTE are calculated to one decimal point and displayed as rounded to the nearest integer. This rounding may result in variances with reporting totals in Tables 14, 15, 16, and 17.

TABLE 15: DOMESTIC STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate	7	9	8	6	6
		Baccalaureate Degree	6,787	7,227	7,600	7,418	7,505
		Post-Baccalaureate Degree	237	236	219	232	235
		Non-Degree	57	41	41	37	45
		<b>Undergraduate Total</b>	<b>7,089</b>	<b>7,513</b>	<b>7,868</b>	<b>7,693</b>	<b>7,790</b>
	Graduate	Master's Degree	395	413	394	399	403
		Doctoral Degree	161	191	211	220	222
		<b>Graduate Total</b>	<b>557</b>	<b>604</b>	<b>605</b>	<b>620</b>	<b>625</b>
		<b>Okanagan Total</b>	<b>7,645</b>	<b>8,117</b>	<b>8,472</b>	<b>8,313</b>	<b>8,415</b>
	Vancouver	Undergraduate	Diploma & Certificate	618	699	778	679
Baccalaureate Degree			25,541	26,689	27,073	26,880	27,692
Post-Baccalaureate Degree			3,475	3,515	3,408	3,411	3,344
Non-Degree			360	441	362	305	299
		<b>Undergraduate Total</b>	<b>29,995</b>	<b>31,345</b>	<b>31,619</b>	<b>31,274</b>	<b>31,991</b>
Residents		<b>Residents Total</b>	<b>1,469</b>	<b>1,548</b>	<b>1,543</b>	<b>1,559</b>	<b>1,583</b>
Graduate		Master's Degree	3,182	3,493	3,730	3,692	3,516
		Doctoral Degree	1,791	1,789	1,814	1,851	1,898
		<b>Graduate Total</b>	<b>4,973</b>	<b>5,282</b>	<b>5,544</b>	<b>5,543</b>	<b>5,414</b>
		<b>Vancouver Total</b>	<b>36,437</b>	<b>38,174</b>	<b>38,706</b>	<b>38,376</b>	<b>38,988</b>
<b>Grand Total</b>			<b>44,082</b>	<b>46,292</b>	<b>47,178</b>	<b>46,689</b>	<b>47,403</b>

TABLE 16: DOMESTIC INDIGENOUS STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	467	507	575	531	571
		Post-Baccalaureate Degree	16	18	21	27	26
		Non-Degree	31	21	15	18	19
		<b>Undergraduate Total</b>	<b>515</b>	<b>546</b>	<b>611</b>	<b>576</b>	<b>616</b>
	Graduate	Master's Degree	29	31	34	40	38
		Doctoral Degree	8	11	17	24	27
		<b>Graduate Total</b>	<b>38</b>	<b>43</b>	<b>51</b>	<b>64</b>	<b>65</b>
	<b>Okanagan Total</b>	<b>552</b>	<b>589</b>	<b>662</b>	<b>639</b>	<b>680</b>	
Vancouver	Undergraduate	Diploma & Certificate	13	13	12	13	11
		Baccalaureate Degree	607	666	760	809	839
		Post-Baccalaureate Degree	194	221	249	262	224
		Non-Degree	11	8	10	9	8
		<b>Undergraduate Total</b>	<b>825</b>	<b>907</b>	<b>1,030</b>	<b>1,094</b>	<b>1,082</b>
	Residents	<b>Residents Total</b>	<b>35</b>	<b>35</b>	<b>40</b>	<b>43</b>	<b>54</b>
	Graduate	Master's Degree	107	148	151	145	146
		Doctoral Degree	70	70	75	84	92
		<b>Graduate Total</b>	<b>177</b>	<b>218</b>	<b>226</b>	<b>228</b>	<b>238</b>
		<b>Vancouver Total</b>	<b>1,037</b>	<b>1,160</b>	<b>1,297</b>	<b>1,365</b>	<b>1,374</b>
<b>Grand Total</b>			<b>1,589</b>	<b>1,749</b>	<b>1,958</b>	<b>2,004</b>	<b>2,055</b>

TABLE 17: INTERNATIONAL STUDENT FTE, BY YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019/20	2020/21	2021/22	2022/23	2023/24
Okanagan	Undergraduate	Diploma & Certificate					
		Baccalaureate Degree	1,582	1,854	1,950	1,810	1,703
		Post-Baccalaureate Degree					
		Non-Degree	45	3	30	36	24
		<b>Undergraduate Total</b>	<b>1,627</b>	<b>1,857</b>	<b>1,981</b>	<b>1,847</b>	<b>1,727</b>
	Graduate	Master's Degree	160	170	215	328	366
		Doctoral Degree	164	172	187	210	224
		<b>Graduate Total</b>	<b>325</b>	<b>342</b>	<b>402</b>	<b>538</b>	<b>590</b>
		<b>Okanagan Total</b>	<b>1,952</b>	<b>2,200</b>	<b>2,383</b>	<b>2,385</b>	<b>2,317</b>
	Vancouver	Undergraduate	Diploma & Certificate	80	121	166	222
Baccalaureate Degree			10,288	10,639	10,675	10,682	10,432
Post-Baccalaureate Degree			29	30	48	52	53
Non-Degree			601	49	381	530	469
		<b>Undergraduate Total</b>	<b>10,997</b>	<b>10,839</b>	<b>11,270</b>	<b>11,486</b>	<b>11,224</b>
Residents		<b>Residents Total</b>					
Graduate		Master's Degree	1,644	1,670	1,853	1,903	1,886
		Doctoral Degree	1,495	1,575	1,704	1,758	1,738
		<b>Graduate Total</b>	<b>3,138</b>	<b>3,244</b>	<b>3,557</b>	<b>3,661</b>	<b>3,624</b>
		<b>Vancouver Total</b>	<b>14,136</b>	<b>14,083</b>	<b>14,832</b>	<b>15,149</b>	<b>14,850</b>
<b>Grand Total</b>			<b>16,088</b>	<b>16,282</b>	<b>17,214</b>	<b>17,534</b>	<b>17,167</b>



## APPENDIX C: DEGREES CONFERRED TABLES

Tables 18, 19, 20, and 21 report the degrees conferred for the past five calendar years.

TABLE 18: OVERALL NUMBER OF DEGREES CONFERRED, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	1,394	1,533	1,788	1,885	1,835
		Post-Baccalaureate Degree	86	105	119	110	103
		<b>Undergraduate Total</b>	<b>1,480</b>	<b>1,638</b>	<b>1,907</b>	<b>1,995</b>	<b>1,938</b>
	Graduate	Master's Degree	263	287	302	277	325
		Doctoral Degree	45	48	61	65	62
		<b>Graduate Total</b>	<b>308</b>	<b>335</b>	<b>363</b>	<b>342</b>	<b>387</b>
		<b>Okanagan Total</b>	<b>1,788</b>	<b>1,973</b>	<b>2,270</b>	<b>2,337</b>	<b>2,325</b>
	Vancouver	Undergraduate	Diploma & Certificate	608	567	638	641
Baccalaureate Degree			7,632	7,947	8,120	7,709	7,816
Post-Baccalaureate Degree			1,215	1,250	1,245	1,219	1,209
<b>Undergraduate Total</b>			<b>9,455</b>	<b>9,764</b>	<b>10,003</b>	<b>9,569</b>	<b>9,662</b>
Graduate		Master's Degree	2,704	2,684	2,974	3,009	3,275
		Doctoral Degree	494	523	473	494	517
		<b>Graduate Total</b>	<b>3,198</b>	<b>3,207</b>	<b>3,447</b>	<b>3,503</b>	<b>3,792</b>
		<b>Vancouver Total</b>	<b>12,653</b>	<b>12,971</b>	<b>13,450</b>	<b>13,072</b>	<b>13,454</b>
<b>Grand Total</b>			<b>14,441</b>	<b>14,944</b>	<b>15,720</b>	<b>15,409</b>	<b>15,779</b>

TABLE 19: DEGREES CONFERRED TO DOMESTIC STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	1,233	1,326	1,501	1,511	1,476
		Post-Baccalaureate Degree	86	105	119	110	103
		<b>Undergraduate Total</b>	<b>1,319</b>	<b>1,431</b>	<b>1,620</b>	<b>1,621</b>	<b>1,579</b>
	Graduate	Master's Degree	185	206	201	196	185
		Doctoral Degree	30	26	37	42	29
		<b>Graduate Total</b>	<b>215</b>	<b>232</b>	<b>238</b>	<b>238</b>	<b>214</b>
<b>Okanagan Total</b>	<b>1,534</b>	<b>1,663</b>	<b>1,858</b>	<b>1,859</b>	<b>1,793</b>		
Vancouver	Undergraduate	Diploma & Certificate	556	502	537	542	514
		Baccalaureate Degree	5,580	5,655	5,722	5,399	5,495
		Post-Baccalaureate Degree	1,200	1,242	1,239	1,204	1,194
		<b>Undergraduate Total</b>	<b>7,336</b>	<b>7,399</b>	<b>7,498</b>	<b>7,145</b>	<b>7,203</b>
	Graduate	Master's Degree	1,797	1,673	1,903	1,966	2,028
		Doctoral Degree	305	348	297	316	310
		<b>Graduate Total</b>	<b>2,102</b>	<b>2,021</b>	<b>2,200</b>	<b>2,282</b>	<b>2,338</b>
		<b>Vancouver Total</b>	<b>9,438</b>	<b>9,420</b>	<b>9,698</b>	<b>9,427</b>	<b>9,541</b>
<b>Grand Total</b>			<b>10,972</b>	<b>11,083</b>	<b>11,556</b>	<b>11,286</b>	<b>11,334</b>

TABLE 20: DEGREES CONFERRED TO INDIGENOUS STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	83	75	110	128	111
		Post-Baccalaureate Degree	5	6	9	10	11
		<b>Undergraduate Total</b>	<b>88</b>	<b>81</b>	<b>119</b>	<b>138</b>	<b>122</b>
	Graduate	Master's Degree	9	13	12	18	11
		Doctoral Degree	1	2			3
		<b>Graduate Total</b>	<b>10</b>	<b>15</b>	<b>12</b>	<b>18</b>	<b>14</b>
<b>Okanagan Total</b>			<b>98</b>	<b>96</b>	<b>131</b>	<b>156</b>	<b>136</b>
Vancouver	Undergraduate	Diploma & Certificate	14	10	13	6	10
		Baccalaureate Degree	123	126	148	137	139
		Post-Baccalaureate Degree	52	52	64	72	88
		<b>Undergraduate Total</b>	<b>189</b>	<b>188</b>	<b>225</b>	<b>215</b>	<b>237</b>
	Graduate	Master's Degree	58	55	96	71	80
		Doctoral Degree	10	7	8	4	9
		<b>Graduate Total</b>	<b>68</b>	<b>62</b>	<b>104</b>	<b>75</b>	<b>89</b>
		<b>Vancouver Total</b>	<b>257</b>	<b>250</b>	<b>329</b>	<b>290</b>	<b>326</b>
<b>Grand Total</b>			<b>355</b>	<b>346</b>	<b>460</b>	<b>446</b>	<b>462</b>

TABLE 21: DEGREES CONFERRED TO INTERNATIONAL STUDENTS, BY CALENDAR YEAR, BY CAMPUS

Campus	Student Level	Program Type	2019	2020	2021	2022	2023
Okanagan	Undergraduate	Baccalaureate Degree	161	207	287	374	359
		Post-Baccalaureate Degree					
		<b>Undergraduate Total</b>	<b>161</b>	<b>207</b>	<b>287</b>	<b>374</b>	<b>359</b>
	Graduate	Master's Degree	77	81	101	81	140
		Doctoral Degree	15	22	24	23	33
		<b>Graduate Total</b>	<b>92</b>	<b>103</b>	<b>125</b>	<b>104</b>	<b>173</b>
<b>Okanagan Total</b>			<b>253</b>	<b>310</b>	<b>412</b>	<b>478</b>	<b>532</b>
Vancouver	Undergraduate	Diploma & Certificate	52	65	101	99	123
		Baccalaureate Degree	2,052	2,292	2,398	2,310	2,321
		Post-Baccalaureate Degree	15	8	6	15	15
		<b>Undergraduate Total</b>	<b>2,119</b>	<b>2,365</b>	<b>2,505</b>	<b>2,424</b>	<b>2,459</b>
	Graduate	Master's Degree	905	1,011	1,071	1,043	1,247
		Doctoral Degree	189	175	176	178	207
		<b>Graduate Total</b>	<b>1,094</b>	<b>1,186</b>	<b>1,247</b>	<b>1,221</b>	<b>1,454</b>
		<b>Vancouver Total</b>	<b>3,213</b>	<b>3,551</b>	<b>3,752</b>	<b>3,645</b>	<b>3,913</b>
<b>Grand Total</b>			<b>3,466</b>	<b>3,861</b>	<b>4,164</b>	<b>4,123</b>	<b>4,445</b>

## APPENDIX D: GLOSSARY

Admitted	The stage when applicants with completed applications for admission receive an offer of admission.
Admit Rate	The ratio of admitted students to applicants with completed files.
Baccalaureate Degree	A credential awarded at the completion of a baccalaureate program.
Baccalaureate Program	An undergraduate program that does not ordinarily require admitted students to hold a prior degree.
Certificate	A credential awarded at the completion of a certificate program.
Certificate Program	A post-baccalaureate or graduate program not ordinarily requiring more than one year of study.
Cohort	A set of people who have been grouped because they have a shared characteristic(s).
Consortium for Student Retention Data Exchange	A consortium of two-year and four-year institutions that shares, with its members, data, internationally-accepted definitions, and knowledge.
Continuing	Students who were registered in a prior session.
Course-based	Pertaining to graduate-level programs that do not require the completion of a thesis.
Credential	A qualification awarded on successful completion of a program of study.
Degree	A credential awarded on the successful completion of a program of post-secondary study.
Diploma	A credential awarded at the completion of a diploma program.
Diploma Program	A post-baccalaureate or graduate program ordinarily requiring more than one year's study.
Direct-entry Student	A student with no prior post-secondary experience.
Doctoral Program	A graduate program of the highest level of academic study.
Domestic	Pertaining to citizens, refugees, or permanent residents of Canada.
First Choice	Pertaining to an applicant's preferred program.

Fiscal Year	The twelve-month period from April 1st through March 31st.
Full-time Equivalent (FTE)	The workload of a student converted to a proportion of a full-time course load. It is the ratio of a given course load to a stated full-time course load (what is normally expected of a student enrolled in a program).
Graduate Program	A program that leads to a master's or doctoral credential.
Graduate Student	A student in a graduate program.
Headcount	A count of persons.
Indigenous	Students from Canada who have reported themselves as Indigenous, at some time while in the B.C. Kindergarten to Grade 12 system, or while at UBC.
International	Pertaining to persons who are not citizens, refugees, or permanent residents of Canada and who must be in possession of a government-issued study permit.
Master's Degree	The credential awarded upon completion of a Master's program.
Master's Program	A graduate program ordinarily requiring a Bachelor's degree as a pre-requisite.
Matriculate	To enrol or register (or be enrolled or registered).
New-to-UBC	Pertaining to students who were never registered in a prior session at UBC.
Part-Time	For undergraduate students, those who are enrolled in fewer than 24 credits in winter session. For graduate students, those who are taking only one course per term if it is not a thesis course.
Post-Baccalaureate Program	An undergraduate program ordinarily requiring a baccalaureate degree, or a substantial amount of baccalaureate-level course work, as a pre-requisite.
Program Type	A grouping of programs into commonly-used reporting categories.
Registered	Referring to a student that has confirmed registration in scheduled courses. For new students, this signifies the transition from applicant to student.
Resident	A graduate of an Entry-to-Practice Doctor of Pharmacy, Doctor of Dental Medicine, or Doctor of Medicine program undertaking immediate post-graduate training in the clinical setting under supervision.

Student Level	A grouping of programs into three major categories: graduate, undergraduate, or resident.
Submitted	The stage when applicants have presented an application for admission. At this stage, there may be outstanding documents to submit.
Thesis-based	A graduate-level program that requires students to complete a thesis.
Thesis-optional	A graduate-level program wherein completion of a thesis is not mandatory; students may fulfill the requirements of the program through course work.
Transfer Student	Students that have been granted credit (transfer credit) by UBC toward a credential for programs or courses completed at another post-secondary institution.
Undergraduate Program	A program that leads to a baccalaureate or post-baccalaureate credential.
Undergraduate Student	A student in an undergraduate program.
Utilization	Proportion of delivered FTE against the ministry-funded seat FTE
Yield Rate	Within an admissions cycle, the ratio of registered students to admitted students.



To: Senate  
From: Academic Policy Committee  
Re: Changes to Academic Regulations for the Faculty of Science (BSc and BSust)  
Date: 2 February 2024

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The Academic Policy Committee has reviewed the attached proposals from the Faculty of Science and is pleased to recommend the following to Senate:

*That Senate approve the revisions to the academic regulations for the faculty of Science, effective for the 2024 Winter Session and thereafter as attached.*



## Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 2</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> All <b>Faculty Approval Date:</b> 2023-12-01 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-11-07 <b>Contact Person:</b> Megan Lochhead <b>Phone:</b> 250.807.8558 <b>Email:</b> <a href="mailto:megan.lochhead@ubc.ca">megan.lochhead@ubc.ca</a>
<b>Type of Action: Revision to Calendar Description</b>	
<b>Rationale:</b> Updating the Academic Standing language to align with Workday capabilities while making the assignments transparent for students.	
<b>Proposed Academic Calendar Entry:</b>  Dean’s List  <p style="color: red;">A student in any Winter Session with a sessional average of at least 85% while earning 24 or more credits will receive the notation "Dean's List" on their official transcript of academic record.</p> <p style="color: red;"><b>Dean's Scholar</b></p> <p style="color: red;">A student in any Winter Session with a sessional average of at least 90% while earning 24 or more credits will receive the notation "Dean's Scholar" on their official transcript of academic record.</p>	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-sustainability-bsust/academic-regulations">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-sustainability-bsust/academic-regulations</a>  <b>Present Academic Calendar Entry:</b>  Dean’s List  <p style="color: red;"><del>Students who complete 24 credits or more in a Winter Session with an overall average of 85% or higher on all credits attempted will receive the notation "Dean's List" on their permanent records for that specific Winter Session.</del></p> <p style="color: red;">...</p>





<p>...</p> <p><b>Academic Standing and Continuation Requirements</b></p> <p>Supplementary to the University's policy on <a href="#">Academic Standing</a>, the regulations below are applicable to B.Sust. students. <b>Academic Standing is assigned to students at the end of the Winter Session (May). Students with incomplete courses (e.g. SD or T standing) will have their Academic Standing recalculated once final grades are submitted. Courses attempted in Summer Session are not included in the sessional average calculation.</b></p> <p><b>In Good Standing</b></p> <p>The academic standing, <b>In Good Standing</b>, is assigned to a student who has earned a sessional average of 55.0% or higher.</p> <p><b>On Academic Probation</b></p> <p>The academic standing, <b>On Academic Probation</b>, is assigned to a student who has earned a sessional average between 50.0% and 54.9%</p> <p>A student placed <b>On Academic Probation</b> will normally be allowed to register in a maximum of 9 credits in the <b>subsequent Winter Session term (September or January)</b>. This restriction may be <b>modified or</b> waived at the discretion of the Faculty.</p>	<p><b>Academic Standing and Continuation Requirements</b></p> <p>Supplementary to the University's policy on <a href="#">Academic Standing</a>, the regulations below are applicable to B.Sust. students.</p> <p><b>On Academic Probation</b></p> <p>On Academic Probation will be assigned to a student who, <del>while not falling under the provisions for Failed standing,</del> has:</p> <ul style="list-style-type: none"> <li>• earned a <del>sessional cumulative average of less than 55%; or</del></li> <li>• <del>enrolled in 18 or more credits in a term and passed fewer than 60% of those credits; or</del></li> <li>• <del>enrolled in fewer than 18 credits in a term and passed fewer than 50% of those credits.</del></li> </ul> <p>A student placed On Academic Probation <del>at the end of the Winter Session</del> will normally be allowed to register in a maximum of 9 credits in the <del>following term</del>. This restriction may be waived at the discretion of the Faculty. <del>The credit restriction will only be enforced if the student is notified before the subsequent term begins.</del></p>
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## Failed Standing

The academic standing, **Failed Standing**, is assigned to a student who has a sessional average less than 50%.

A student placed on Failed standing for the first time will normally be required to discontinue **their** studies for a period of one academic year (12 months) **starting in the subsequent Winter Session (September)**. The requirement to discontinue may be waived at the discretion of the Faculty. If a student is permitted to continue, they will normally be allowed to register in a maximum of 9 credits in each of Term 1 and Term 2 of the Winter Session.

A student who has a **previous** Failed standing on **their** academic record (from any UBC program) will be required to withdraw from the University, and may only be readmitted under the [Advancement Regulations](#).

~~On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.~~

## Failed Standing

A student placed on Failed standing for the first time will normally be required to discontinue ~~his or her~~ studies for a period of one academic year (12 months) ~~prior to resuming his or her program of study~~. A student who ~~already~~ has a Failed standing on ~~his or her~~ academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the [Advancement Regulations](#).

~~Failed standing will be assigned at the end of the Winter Session (April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:~~

- ~~• a sessional cumulative average less than 50%, and passed fewer than 50% of the credits attempted in that session; or~~
- ~~• a sessional cumulative average of less than 45%.~~

~~Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.~~



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 2</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> All <b>Faculty Approval Date:</b> 2023-12-01 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-10-13 <b>Contact Person:</b> Megan Lochhead <b>Phone:</b> 250.807.8558 <b>Email:</b> megan.lochhead@ubc.ca
<b>Type of Action: Revision to Calendar Description</b>	
<b>Rationale:</b> Updating the Academic Standing language to align with Workday capabilities while making the assignments transparent for students.	
<b>Proposed Academic Calendar Entry:</b>  In addition to the general policies and regulations set out in <a href="#">Policies and Regulations</a> , the following academic regulations listed apply to undergraduate students in this Faculty.  <b>Academic Standing</b>  Supplementary to the University's policy on <a href="#">Academic Standing</a> , the regulations below are applicable to B.Sc. students in this Faculty. <b>Academic Standing is assigned to students at the end of the Winter Session (May). Students with incomplete courses (e.g. SD or T standing) will have their Academic Standing recalculated once final grades are submitted. Courses attempted in Summer</b>	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/academic-regulations">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/academic-regulations</a>  <b>Present Academic Calendar Entry:</b>  In addition to the general policies and regulations set out in <a href="#">Policies and Regulations</a> , the following academic regulations listed apply to undergraduate students in this Faculty.  <b>Academic Standing</b>  Supplementary to the University's policy on <a href="#">Academic Standing</a> , the regulations below are applicable to B.Sc. students in this Faculty



<p>Session are not included in the sessional average calculation.</p> <p><b>In Good Standing</b></p> <p>The academic standing, <b>In Good Standing</b>, is assigned to a student who has earned a sessional average of 55.0% or higher.</p> <p><b>On Academic Probation</b></p> <p>The academic standing, <b>On Academic Probation</b>, is assigned to a student who has earned a sessional average between 50.0% and 54.9%</p> <p>A student placed <b>On Academic Probation</b> will normally be allowed to register in a maximum of 9 credits in the <b>subsequent Winter Session term (September or January)</b>. This restriction may be <b>modified or</b> waived at the discretion of the Faculty.</p> <p><b>Failed Standing</b></p> <p>The academic standing, <b>Failed Standing</b>, is assigned to a student who has a sessional average less than 50%.</p> <p>A student placed on Failed standing for the first time will normally be required to</p>	<p><b>On Academic Probation</b></p> <p>On Academic Probation will be assigned to a student who, <del>while not falling under the provisions for Failed standing,</del> has:</p> <ul style="list-style-type: none"> <li>• earned a <del>term cumulative average of less than 55%;</del> or</li> <li>• <del>enrolled in 9 or more credits in a term and passed fewer than 60% of those credits;</del> or</li> <li>• <del>enrolled in fewer than 9 credits in a term and passed fewer than 50% of those credits.</del></li> </ul> <p>A student placed On Academic Probation <del>at the end of the Winter Session</del> will normally be allowed to register in a maximum of 9 credits in the <del>following term</del>. This restriction may be waived at the discretion of the Faculty. <del>The credit restriction will only be enforced if the student is notified before the subsequent term begins.</del></p> <p><del>On Academic Probation is changed to In Good Standing if a student's cumulative average in the term in which he or she was on Academic Probation is 55% or higher.</del></p> <p><b>Failed Standing</b></p> <p>A student placed on Failed standing for the first time will normally be required to discontinue <del>his or her</del> studies for a period of one academic year (12 months) <del>prior to resuming his or her program of study</del>. A student who <del>already</del> has a Failed standing</p>
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<p>discontinue <b>their</b> studies for a period of one academic year (12 months) <b>starting in the subsequent Winter Session (September)</b>. <b>The requirement to discontinue may be waived at the discretion of the Faculty. If a student is permitted to continue, they will normally be allowed to register in a maximum of 9 credits in each of Term 1 and Term 2 of the Winter Session.</b></p> <p>A student who has a <b>previous</b> Failed standing on <b>their</b> academic record (from any UBC program) will be required to withdraw from the University, and may only be readmitted under the <a href="#">Advancement Regulations</a>.</p> <p><b>Dean's List</b></p> <p><b>A student</b> in any Winter Session with a sessional average of at least 85% while <b>earning</b> 24 or more credits will receive the notation "Dean's List" on their official transcript of academic record.</p> <p><b>Dean's Scholar</b></p> <p><b>A student in any Winter Session with a sessional average of at least 90% while earning 24 or more credits will receive the notation "Dean's Scholar" on their official transcript of academic record.</b></p>	<p>on <del>his or her</del> academic record (from any UBC program) will be required to withdraw from the University and may only be readmitted under the <a href="#">Advancement Regulations</a>.</p> <p><del>Failed standing will be assigned at the end of the Winter Session (April) based on performance in that session. The evaluation will consider all courses taken in the session. Failed standing will be assigned to a student who has:</del></p> <ul style="list-style-type: none"> <li><del>• a sessional cumulative average less than 50%, and passed fewer than 50% of the credits attempted in that session; or</del></li> <li><del>• a sessional cumulative average of less than 45%.</del></li> </ul> <p><del>Courses taken in the Summer Session are not taken into consideration for assigning Failed standing, although they are applicable for On Academic Probation.</del></p> <p><b>Dean's List</b></p> <p><del>Students</del> in any Winter Session with a sessional average of at least 85% while <del>taking</del> 24 or more credits will receive the notation "Dean's List" on their official transcript of academic record.</p>
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29 February 2024

To: Okanagan Senate

From: Okanagan Senate Academic Policy Committee

Re: Policy O-130: Content and Distribution of Course Syllabi

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This is the first version of Policy O-130: Content and Distribution of Course Syllabi, developed by the Okanagan Academic Policy Committee in order to ensure alignment of course syllabi with the Academic Calendar and University Policy.

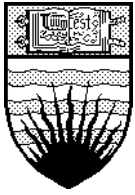
The following groups were invited to provide comment during the development of this policy: Office of the University Counsel; Office of the Ombudsperson for Students; the UBCSUO; Office of the Provost and Vice-President Academic; Deans; Enrolment Services; Centre for Teaching and Learning; Associate Vice-President Students; Disability Resource Centre, Academic Advising.

On 12 January 2024, the Okanagan Senate Academic Policy Committee considered Policy O-130: Content and Distribution of Course Syllabi and the results of the consultation with the parties listed above. The following is recommended to Senate:

**Motion:** *“That Senate approve Policy O-130: Content and Distribution of Course Syllabi; and direct that the heads of academic units ensure that the content and distribution of course syllabi are in compliance with this Policy, the Academic Calendar, and all other applicable academic policies and regulations.”*

Respectfully submitted,

Dr. Jannik Eikenaar, Chair  
Senate Academic Policy Committee

**THE UNIVERSITY OF BRITISH COLUMBIA****SENATE POLICY:  
O-130****OKANAGAN SENATE**  
3333 University Way  
Kelowna, B.C. Canada V1V 1V7**Number & Title**O-130: *Content and Distribution of Course Syllabi***Effective Date:**

1 September 2024 (anticipated)

**Approval Date:**

29 February 2024 (anticipated)

**Review Date:**

This policy shall be reviewed two (2) years after approval and thereafter as deemed necessary by the *responsible committee*.

**Responsible Committee:**

Okanagan Senate Academic Policy Committee

**Authority:***University Act, S. 37(1)*

*“The academic governance of the university is vested in the senate and it has the following powers:*

*(f) to consider, approve and recommend to the board the revision of courses of study, instruction and education in all faculties and departments of the university.”*

**Purpose and Goals:**

This policy is designed to:

- 1) Ensure consistent practices in the distribution of course syllabi, and the content areas therein, across the University; and



- 2) Establish the method by which information on the course syllabus can be changed.

**Applicability:**

All credit-bearing courses offered by the University of British Columbia including directed studies, special topics, fieldwork, and practicum courses.

**Exclusions:**

Graduate-level theses and dissertation courses are exempt.

**Definitions:**

For the purposes of this policy:

- *Academic unit* shall mean a Faculty, college, school, department, institute or centre.
- *Course* shall mean course of instruction, namely, a structured series of classes or a sustained period of instruction that corresponds with a course description set out in the Academic Calendar.
- *Course instructor* shall mean the member of the University's teaching staff who has primary responsibility for the organization and operation of the *course*.
- *Course section* shall mean the particular scheduled offering of a particular *course* into which a student is registered.
- *Syllabus* shall mean the document provided by the *course instructor* which communicates the *course instructor's* course design to students including organization, policies, expectations, and requirements.

**Policy:**

- 1) *Course instructors* are required to provide a *syllabus* to students registered in their *course section*.
- 2) Recognizing that a *syllabus* may be a creative and personal statement of teaching philosophy and style, this policy does not impose a specific template or organizational framework, although *academic units* responsible for specific educational programs may choose to do so. This policy only pertains to the mandatory elements of a *syllabus* and does not address the many ways *syllabi* can be used in the educational context.
- 3) The *syllabus* shall inform students about the requirements and expectations of a *course* or *course section*.

- 4) *Course instructors* must provide the syllabus within the first week of class unless the *syllabus* will be created in consultation with the student(s) at the beginning of a *course section*, in which case the *syllabus* must be finalized prior to the last date by which students are permitted to drop the course without receiving a “W” on their transcript.
- 5) The requirements of a *syllabus* in Section 7 a-j, can be met in one or more dated digital documents or websites, as appropriate. A paper copy will be provided to any student who requests one.
- 6) *Academic units* may also specify the inclusion of additional or modified policies or statements in their *syllabi*, provided these do not conflict with University policies and regulations, which shall take precedence.
- 7) A *syllabus* includes, at a minimum, the following content areas:
  - a. The *course* title and description such as in the Academic Calendar (*syllabi* for *courses* without a published description should include a brief representative description) and any prerequisites or co-requisites;
  - b. The name of the *course instructor* and details of when, and by what, means students may contact them; at the discretion of the *course instructor* the names of any other student-facing members of teaching staff such as teaching assistants involved in the offering of the course (if not available on the Student Service Centre or on Workday), and details of when and by what means students may contact them;
  - c. A description of the *course* structure such as, for example, lecture, lab, tutorial, flipped classroom, mixed-mode, contact hours per week; day, time, and location of classes, or other activities that may not be available on the Student Service Centre or on Workday.
  - d. A proposed *course* schedule including a list of topics;
  - e. *Course*-level learning outcomes or objectives, i.e., what is to be achieved and assessed in the *course* (more details of module, week, or class learning outcomes or objectives may be provided during the *course*);
  - f. A description of the learning activities the students will engage in to achieve the stated learning outcomes or objectives (e.g., participation in class, written analysis of case studies, required readings, participation in on-line discussions, term papers, presentations, lab and field activities);

- g. A list of required learning materials including, among others, textbooks, reading packages, on-line assessment tools, lab and field trip manuals and an estimate of associated costs for materials and activities;
  - h. The methods used to assess achievement of stated learning outcomes or objectives, including the weighting of each component in the final grade; the class policies on re-grading of marked work and on both late submissions and missed in-class assessments (in accordance with the [Academic Calendar language on Grading Practices](#)); and the schedule of assessments;
  - i. Information on any resources to support student learning that are supported by the academic unit responsible for the *course*; and,
  - j. A statement about the University's values and policies with a link to the website where details are provided such as [Resources to Support Student Success](#).
- 8) Nothing in a *syllabus* shall contravene any Academic Calendar regulation or University policy. When resolving any discrepancy, Academic Calendar regulations and University policies take precedence.
- 9) Changes to a *syllabus*:
- a. Should the *course instructor* wish to make a material change to a *syllabus* after the last day by which students are permitted to drop the *course* without receiving a 'W' on the transcript (i.e., the add/drop date), the *course instructor* must explain the rationale to the class. The *course instructor* must ensure that registered students have access to the changed details in a revised and dated version of the *syllabus* and should send electronic communication to students alerting them that a change has been made.
  - b. Any student who sees the change to a *syllabus* as detrimental to their academic progress is entitled to discuss the case with the *course instructor* and seek a resolution. Where student and instructor cannot agree, students are encouraged to take their protest to the head of the department concerned and then to the dean of the faculty responsible for the *course* in accordance with the [Academic Calendar regulations on protests for academic standings](#).

- 10) Faculties and/or Departments must keep an archive of their *syllabi* from previous years.
- 11) Faculties and/or Departments shall make three (3) previous years' *syllabi* available to students upon request, provided that it is made clear that a past *syllabus* may vary from future versions of the syllabus for the same *course*.
- 12) Procedures

The Senate Academic Policy Committee may set procedures under this policy to assist with its implementation and interpretation.

**Calendar Statement:**

Same as per policy above.

**Consultations**

The following groups were invited to provide comment during the development of this policy:

Office of the University Counsel; Office of the Ombudsperson for Students; the UBCSUO; Office of the Provost and Vice-President Academic; Deans; Enrolment Services; Centre for Teaching and Learning; Associate Vice-President Students; Disability Resource Centre, Academic Advising.

**History:**

This is the first version of this policy.

**Related Policies:**

The following are links to related Academic Policies as set out in the Academic Calendar. Links to Associated Board of Governors' Policies are set out in the webpage referred to in Section 7 (j) above.

[Academic Concession](#)

[Expectations of Academic Integrity](#)

[Student Conduct and Discipline](#)

[Attendance](#)

[V-130: Content and Distribution of Course Syllabi \(2019\)](#)

[Grading Practices](#)

[Viewing Marked Examinations](#)

**Appendix:**

N/A

**Procedures:**

1. The webpage referred to in Section 7 (j) above shall be maintained by the Office of the Senate on the Okanagan Senate website.
2. Any requests for additions or edits to changes to the webpage referred to in Section 7 (j) above shall be subject to the review and consideration of the Senate Academic Policy Committee and shall require the approval of the Committee for implementation.



19 February 2024

**To:** Okanagan Senate

**From:** Admissions and Awards Committee

**Re:** a) Student Awards Report (approval)  
b) 2024/25 Enrolment Targets (approval)  
c) Extension of Application Deadline for Undergraduate Programs (2024W)(ratification)

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a) New Awards (approval)(circulated)

The Committee has reviewed and recommends to Senate for approval the attached new and revised awards, as presented.

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

b) 2024/25 Enrolment Targets (approved)(circulated)

The Committee has reviewed and recommends to Senate for approval the enrolment targets for the 2024-2025 academic year, outlined in the attached report by Faculty, program and year level.

***Motion: That Senate approve and forward to the Board of Governors for approval the 2024/2025 Undergraduate Enrolment Targets, as per section 27(2)(r) of the University Act.***

c) Extension of the 2024W Application Deadline for Undergraduate Programs (ratification)(circulated)

The Committee requests that Senate ratify its decision to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, as per the attached report.

***Motion: That Senate ratify the decision of the Senate Admissions Committee to extend the undergraduate admission application deadline from 15 January 2024 to 31 January 2024, for entry to the 2024 Winter Session.***

Respectfully submitted,

Rob Johnson, Chair  
Senate Admissions and Awards Committee



Date: February 12, 2024

From: Shari Slattery, Development and Alumni Engagement, Okanagan Campus

To: Okanagan Senate Admissions and Awards Committee

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

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### **New Awards:**

#### **UBC Okanagan Faculty of Science Graduate Award**

Awards totalling \$6,000 have been made available through an endowment, along with matching funds from the Irving K. Barber Faculty of Science, for graduate students in any program within the Faculty of Science at the University of British Columbia, Okanagan campus. The awards are made on the recommendation of the Irving K. Barber Faculty of Science. (First award available for the 2024/2025 winter session).

#### **Keith and Greta Steele Memorial Bursary in Engineering**

Bursaries totalling \$1,700 have been made available through an endowment established by an estate gift from Keith J. Steele (B.A.Sc. 1950) and Greta Steele, for undergraduate students in the Bachelor of Applied Science program at the University of British Columbia, Okanagan campus. Following his degree in Electrical Engineering, Keith embarked on a four-decade career with INCO, one that took him and Greta to some of the most remote and unusual parts of the globe. He always credited UBC for equipping him with the tools that allowed both a demanding professional career and the opportunity to experience many different cultures. The bursaries are adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

#### **Chris and Peggy Southin Bursary in Nursing**

A \$1,000 bursary has been made available annually through a gift from Chris and Peggy Southin for a third- or fourth-year undergraduate domestic student in the Bachelor of Science in Nursing at the University of British Columbia, Okanagan campus. The bursary is adjudicated by Enrolment Services. (First award available for the 2024/2025 winter session).

### **Revised Award (previously approved award with changes in terms or funding source):**

#### **Walley Lightbody Award in Law**

#### **Current Award Description**

Awards totalling \$3,000 have been made available through an endowment established by alumnus Walley Lightbody for a student graduating with any degree from the Department of Economics,



Philosophy and Political Science in the Irving K. Barber Faculty of Arts and Social Sciences at the University of British Columbia, Okanagan campus who have demonstrated their intention to pursue a career as a lawyer. The award is created in recognition of Walley Lightbody, ~~K.C. Q.C., B.A. 1956~~ BA '56, LL.B. 1959 LLB '59, and his decades-long career in law and many contributions to the profession. The award is made on the recommendation of the Irving K. Barber Faculty of Arts and Social Sciences.

### **Proposed Award Description**

Awards totalling \$3,000 have been made available through an endowment established by alumnus Walley Lightbody for a student graduating with any degree from the Department of Economics, Philosophy and Political Science in the Irving K. Barber Faculty of Arts and Social Sciences at the University of British Columbia, Okanagan campus who have demonstrated their intention to pursue a career as a lawyer. The award is created in recognition of Walley Lightbody, KC, B.A. 1956, LL.B. 1959, and his decades-long career in law and many contributions to the profession. The award is made on the recommendation of the Irving K. Barber Faculty of Arts and Social Sciences.

### **Rationale for Proposed Changes**

This award was affected by the passing of Queen Elizabeth II on September 8, 2022, which prompted Canada-wide changes to titles to reflect the new sovereign: King Charles III. Under the authority of the Queen's Counsel Act, the "Queen's Counsel (QC)" designation is a title bestowed upon members of Canada's legal community demonstrating distinguished service and leadership in the legal profession. Those members of the bar holding the designation of Queen's Counsel (QC) were automatically retitled as King's Counsel (KC) upon King Charles's immediate accession to the throne.[1]

Discussed with University Counsel, the law allows for a seamless transition between the individual that holds the title of Queen or King. The BC Interpretation Act provides that "Her Majesty", "His Majesty", "the Queen", "the King", "the Crown" or "the Sovereign" means the Sovereign of the United Kingdom, Canada, and His/Her other realms and territories, and Head of the Commonwealth. All references in law, the constitution, or contracts are understood to apply to the legal personality of the Crown and not the person. This means that no changes are required to any documents that existed before King Charles became the Sovereign effective September 8, 2022.

The prior reference to QC in either the title or the body of the award description has been replaced by KC.

[1] From Legal Terms: From Q.C. to K.C. – What does it mean?, by Ahlstrom Wright Barristers + Solicitors. 2023, <https://ahlstromwright.ca/legal-terms-from-q-c-to-k-c-what-does-it-mean/> .

# **UBC ANNUAL REPORT ON 2024/25 NEW-TO-PROGRAM ENROLMENT FORECASTS**

Okanagan Campus

**Dr. Rehan Sadiq**

Provost and Vice-President Academic

UBC Okanagan

To: Members of Admissions and Awards Committee, Okanagan Senate  
 From: Dr. Rehan Sadiq, Provost and Vice-President Academic, Okanagan Campus  
 Re: 2024/25 Winter Undergraduate Enrolment Forecasts

This report compares enrolment forecasts planned for the current fiscal year (2023/24) against our actual enrolments as of November 1 and presents the undergraduate student enrolment profile by degree and year to determine entry-year admission plans for undergraduate degree programs for the 2024/25 fiscal year. The forecasts are built using the enrolment profile of the current 2023/24 winter session as a base, which estimates our overall domestic undergraduate and graduate full-time equivalents (FTE) to be around 8,871 or 122% of our Ministry-funded seat FTE (7,255). A summary of the Ministry-funded seat increases alongside previous program expansions is presented in Table 1. In 2023/24 our Ministry-funded seats increased by 88 FTE and in 2024/25 the Ministry has planned to fund an additional 55 FTE. The forecasts that have been set for 2024/25 will bring us to 105% of undergraduate funded FTE (7,508 delivered FTE against Ministry-funded FTE of 7,153), and 795% of graduate funded FTE (1,248 delivered FTE against Ministry-funded FTE of 157), for an overall estimated total of 120% of government funding next year (8,757 delivered FTE with a Ministry-funded FTE of 7,310).

**Table 1: Ministry-funded Seats Increase Summary**

Funding Program	Program	Expansion Seats Increase in 2023/24	Total Expansion Seats 2023/24	Expansion Seats Increase in 2024/25	Total Expansion Seats 2024/25
Health-Related Programs	Bachelor of Science in Nursing	15	45	15	60
	Bachelor of Science in Nursing - OC transfers	48	48	-	48
	Master of Social Work (Foundational two-year track)	10	20	-	20
Technology-Related Programs	Bachelor of Applied Science	-	80	25	105
	Bachelor of Science in Computer Science	-	76	-	76
	Bachelor of Science, Data Science	15	15	15	30
<b>Total</b>		<b>88</b>		<b>55</b>	

Strategic enrolment planning at UBCO is initiated in the fall of each year at the Strategic Enrolment Management (SEM) committee. After an initial discussion at the committee, the Okanagan Planning and Institutional Research Office, Enrolment Services, International Strategic Initiatives, and Finance Operations and Strategies meet with the deans, associate deans and planning staff from each Faculty to develop program-specific enrolment forecasts. Forecasts are represented in terms of winter undergraduate headcounts that are converted to FTE, and then the domestic undergraduate FTEs are added to non-degree activity, summer activity, and graduate annualized FTE to determine the total delivered FTE against the Ministry-funded FTE for the Okanagan campus. Trends of student movement (progression, retention rates, graduation, and program transfers) over the previous three years are used to forecast enrolment of continuing students in 2024/25. Finally, in light of projected continuing student enrolment, admission forecasts are established based on a number of factors: historical conversion rates of applications to enrolled students; anticipated student demand; government funding levels; faculty plans for implementation of new degree programs and specializations; and internal constraints that may be relevant for enrolment planning.

The stated admission forecasts for each degree program include entry-year students who are new-to-UBC plus continuing students who have transferred from one program to another as new-to-program students. Enrolment forecasts were set separately for domestic and international undergraduate students based on estimated intakes of new students, continuing student enrolment patterns for each group, and then combined for an overall total of forecasted enrolments and FTE on the Okanagan campus.

This model leads to an overall admission forecast of 2,605 new-to-program undergraduate students enrolling in the entry-year of degree programs for the 2024/25 winter session. This is 110 students lower than planned in 2023/24, and 160 students higher than actual 2023/24 enrolled students. These totals are comprised of 2,125 domestic students and 480 international students, which includes new-to-UBC as well as new internal transfers. These values contribute to a forecasted 2024/25 winter session undergraduate degree-seeking program headcount enrolment of 10,181 students, compared with 10,522 planned for 2023/24. When this headcount is converted to FTE, and combined with actuals for summer enrolment, projections for graduate student enrolment, non-degree student enrolment, and extraction of unfunded international undergraduate student FTEs, the result is a forecast of 8,757 domestic FTE delivered against the Ministry-funded 7,310 FTE for the 2024/25 fiscal year (120% of Ministry-funded Seats).

**Table 2: Actual and Forecasted Campus Utilization Rates**

<b>Student FTE</b>	<b>2023/24 Forecasts</b>	<b>2023/24 Actuals</b>	<b>2024/25 Forecasts</b>
<b>Domestic Undergraduate</b>			
Winter FTE	6,852	7,016	6,886
Summer FTE	579	622	622
<b>Total Undergraduate FTE</b>	<b>7,431</b>	<b>7,638</b>	<b>7,508</b>
<i>Undergraduate Ministry-Funded Seats</i>	7,098	7,098	7,153
<i>Undergraduate Utilization Rate</i>	105%	108%	105%
<b>Domestic and International Graduate</b>			
Winter FTE	843	868	887
Summer FTE	350	366	361
<b>Total Graduate FTE</b>	<b>1,193</b>	<b>1,234</b>	<b>1,248</b>
<i>Graduate Ministry-Funded Seats</i>	157	157	157
<i>Graduate Utilization Rate</i>	760%	786%	795%
<b>Total Ministry Reported FTE</b>	<b>8,623</b>	<b>8,871</b>	<b>8,757</b>
Ministry-Funded Seats	7,255	7,255	7,310
Utilization Rate	119%	122%	120%
FTE Above Ministry-Funded	1,368	1,616	1,447
<b>International Undergraduate</b>			
Winter FTE	1,753	1,526	1,461
Summer FTE	199	170	170
<b>Total Ministry Unreported FTE</b>	<b>1,952</b>	<b>1,696</b>	<b>1,631</b>
<b>Total UBCO FTE</b>	<b>10,575</b>	<b>10,568</b>	<b>10,388</b>

International students transferring to UBC's Okanagan campus Bachelor of Applied Science from Vantage College are included in the enrolment numbers in the attached tables as internal transfers, mostly in second year. Out of 55 Vantage Applied Science stream students in 2022/23, 45 were retained in 2023/24, of which 22 enrolled on the Okanagan campus. There are 16 Vantage College students of the current 42 Vantage Applied Science stream students in 2023/24 who are expected to transfer to the Okanagan campus Bachelor of Applied Science in 2024/25.

As FTE reporting to the Ministry is based on March 1 data, we estimate student attrition from term 1 to term 2 (based on three years of historical attrition rates) by applying a multiplier of 0.975 to our Winter domestic undergraduate degree FTE.

Table 3: Overall Headcount and FTE by Program  
Okanagan Campus

Program	Year Level	Actuals (2022/23): November 1st, 2022							Forecasts (2023/24)						Actuals (2023/24): November 1st, 2023						Forecasts (2024/25)								
		Headcount				NPL FTE	30credit FTE	New to UBC	Internal Transfers	Headcount			NPL FTE	30credit FTE	New to UBC	Internal Transfers	Headcount			NPL FTE	30credit FTE	New to UBC	Internal Transfers	Headcount			NPL FTE	30credit FTE	
		New to UBC	Internal Transfers	New to Program	Continuing					Total	Total	Total					New to Program	Continuing	Total					Total	Total	New to Program			Continuing
BA-O	1	578	15	593	120	713	599	599	634	16	650	117	767	633	633	523	17	540	106	646	535	535	541	14	555	99	654	536	536
	2	80	21	101	461	562	458	458	91	30	121	377	498	410	410	79	43	122	400	522	442	442	85	30	115	342	457	376	376
	3	98	17	115	507	622	527	526	124	22	146	534	680	568	567	98	32	130	552	682	585	584	115	22	137	495	632	532	531
	4	-	-	-	754	754	556	547	-	2	2	687	689	518	512	-	2	2	722	724	545	539	-	2	2	709	711	533	528
	BA-O Subtotal	756	53	809	1,842	2,651	2,140	2,130	849	70	919	1,715	2,634	2,128	2,122	700	94	794	1,780	2,574	2,106	2,100	741	68	809	1,645	2,454	1,977	1,971
BASC-O	1	336	19	355	88	443	376	464	365	15	380	62	442	386	476	396	24	420	60	480	430	516	381	19	400	76	476	419	513
	2	33	26	59	423	482	405	484	32	38	70	380	450	382	456	34	31	65	353	418	366	437	32	28	60	378	438	372	444
	3	10	2	12	376	388	330	374	19	1	20	410	430	375	427	11	1	12	422	434	375	419	19	1	20	384	404	347	395
	4	-	-	-	390	390	305	328	-	-	-	413	413	328	367	-	-	-	383	383	302	319	-	-	-	431	431	340	372
	BASC-O Subtotal	379	47	426	1,277	1,703	1,417	1,650	416	54	470	1,265	1,735	1,470	1,725	441	56	497	1,218	1,715	1,473	1,691	432	48	480	1,269	1,749	1,478	1,724
BEDA-O	5	15	50	65	46	111	86	86	16	54	70	65	135	103	103	15	41	56	56	112	82	82	16	54	70	49	119	89	89
	BEDA-O Subtotal	15	50	65	46	111	86	86	16	54	70	65	135	103	103	15	41	56	56	112	82	82	16	54	70	49	119	89	89
BEDC-O	5	12	58	70	57	127	96	96	18	52	70	70	140	105	105	12	42	54	66	120	85	85	17	53	70	53	123	91	91
	BEDC-O Subtotal	12	58	70	57	127	96	96	18	52	70	70	140	105	105	12	42	54	66	120	85	85	17	53	70	53	123	91	91
BFA-O	1	43	2	45	6	51	43	48	42	3	45	4	49	42	46	43	1	44	6	50	41	46	42	3	45	6	51	43	47
	2	3	5	8	26	34	32	31	7	3	10	29	39	33	35	3	3	6	27	33	25	28	5	3	8	24	32	26	27
	3	-	1	1	27	28	25	25	2	2	4	31	35	29	29	2	-	2	32	34	28	28	2	1	3	32	35	28	28
	4	-	-	-	34	34	28	28	-	-	-	31	31	25	25	-	-	-	37	37	28	28	-	-	-	36	36	29	29
	BFA-O Subtotal	46	8	54	93	147	128	132	51	8	59	95	154	128	134	48	4	52	102	154	122	129	49	7	56	98	154	126	132
BHES-O	1	201	17	218	12	230	205	205	193	17	210	24	234	206	206	189	15	204	22	226	207	207	188	17	205	23	228	203	203
	2	2	6	8	192	200	179	179	9	6	15	165	180	161	161	5	12	17	156	173	163	163	7	8	15	156	171	154	154
	3	20	4	24	162	186	166	166	14	1	15	176	191	169	169	17	3	20	173	193	166	166	13	2	15	157	172	152	152
	4	-	1	1	233	234	183	182	-	-	-	216	173	171	171	-	-	-	231	231	184	184	-	-	-	218	218	173	172
	BHES-O Subtotal	223	28	251	599	850	733	732	216	24	240	581	821	709	707	211	30	241	582	823	720	720	208	27	235	554	789	682	681
BMGT-O	1	240	5	245	34	279	234	234	263	10	273	27	300	254	254	193	8	201	33	234	194	194	217	8	225	29	254	213	213
	2	18	28	46	161	207	179	179	18	32	50	181	231	201	201	10	24	34	184	218	187	187	15	22	37	141	178	152	152
	3	13	14	27	209	236	207	207	19	13	32	194	226	200	199	18	8	26	205	231	206	205	12	13	25	195	220	194	194
	4	-	-	-	294	294	238	227	-	-	-	272	272	225	216	-	-	-	277	277	218	210	-	-	-	263	263	212	203
	BMGT-O Subtotal	271	47	318	698	1,016	857	846	300	55	355	674	1,029	880	871	221	40	261	699	960	805	796	244	43	287	628	915	771	762
BMS-O	1	18	3	21	1	22	20	20	23	2	25	1	26	22	24	21	4	25	1	26	24	24	23	2	25	3	28	23	26
	2	-	-	-	19	19	17	17	-	-	-	13	13	11	11	-	-	1	16	17	15	15	-	-	-	13	13	10	11
	3	-	-	-	14	14	13	13	-	-	-	16	16	13	13	-	-	-	20	20	20	20	-	-	-	16	16	13	13
	4	-	-	-	8	8	7	6	-	-	-	12	12	10	10	-	-	-	19	19	18	16	-	-	-	21	21	17	17
	BMS-O Subtotal	18	3	21	42	63	57	57	23	2	25	42	67	56	58	21	5	26	56	82	76	75	23	2	25	53	78	64	67
BNLF-O	3	7	2	-	-	9	8	7	9	1	10	2	12	10	10	6	2	8	-	8	7	6	8	1	9	1	10	8	8
	4	-	-	-	9	9	6	7	-	-	-	9	9	7	7	-	-	-	8	8	6	7	-	-	-	8	8	6	6
	BNLF-O Subtotal	7	2	9	9	18	14	14	9	1	10	11	21	17	17	6	2	8	8	16	13	13	8	1	9	9	18	14	14
BNLK-O	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6	-	6	5	5	5	1	6	1	7	6	6
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	4	3	3
	BNLK-O Subtotal	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6	-	6	5	5	5	1	6	1	7	6	6
BSC-O	1	722	16	738	143	881	765	765	769	11	780	127	907	780	780	645	10	655	128	783	684	684	753	12	765	110	875	752	752
	2	52	27	79	620	699	595	595	54	24	78	524	602	511	511	54	23	77	513	590	509	509	59	26	85	462	547	462	462
	3	67	34	101	580	681	574	573	57	21	78	640	718	616	616	69	23	92	694	786	682	681	52	19	71	561	632	542	541
	4	-	2	2	826	828	634	603	-	2	2	841	843	656	629	-	1	1	819	820	625	608	-	2	2	897	899	691	665
	BSC-O Subtotal	841	79	920	2,169	3,089	2,568	2,536	880	58	938	2,132	3,070	2,564	2,536	768	57	825	2,154	2,979	2,499	2,482	864	59	923	2,030	2,953	2,446	2,420
BSN-O	1	132	22	154	10	164	153	158	130	32	162	6	168	154	159	147	35	182	5	187	173	183	145	36	181	5	186	170	177
	2	1	-	1	154	155	146	165	1	-	1	156	157	147	167	27	1	28	159	187	178	202	1	-	1	179	180	170	



Table 4: Domestic Headcount and FTE by Program  
Okanagan Campus

Program	Year Level	Actuals (2022/23): November 1st, 2022						Forecasts (2023/24)						Actuals (2023/24): November 1st, 2023						Forecasts (2024/25)									
		Headcount			NPL FTE			30credit FTE			Headcount			NPL FTE			30credit FTE			Headcount			NPL FTE			30credit FTE			
		New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total	New to UBC	Internal Transfers	New to Program	Continuing	Total	Total	Total
BA-O	1	421	12	433	94	527	445	445	397	13	410	91	501	413	413	385	15	400	79	479	405	405	398	12	410	75	485	400	400
	2	76	20	96	368	464	376	376	78	25	103	288	391	321	321	71	37	108	329	437	370	370	76	27	103	261	364	298	
	3	96	16	112	401	513	427	427	112	17	129	436	565	470	469	96	30	126	458	584	499	499	109	20	129	411	540	452	
	4	-	-	-	610	610	449	446	-	2	2	564	566	423	421	-	2	2	582	584	437	435	-	2	2	599	601	449	
BA-O Subtotal		593	48	641	1,473	2,114	1,697	1,693	587	57	644	1,379	2,023	1,627	1,624	552	84	636	1,448	2,084	1,712	1,709	583	61	644	1,346	1,990	1,599	
BASC-O	1	260	12	272	69	341	291	359	279	11	290	46	336	295	364	326	18	344	43	387	349	418	306	14	320	60	380	337	
	2	32	5	37	331	368	312	372	31	9	40	301	341	290	346	34	7	41	270	311	273	325	32	8	40	309	349	298	
	3	10	2	12	313	325	279	316	19	1	20	326	346	301	341	10	1	11	349	360	311	347	19	1	20	301	321	277	
	4	-	-	-	303	303	236	252	-	-	-	329	329	262	294	-	-	-	313	313	247	267	-	-	-	347	347	274	
BASC-O Subtotal		302	19	321	1,016	1,337	1,118	1,299	329	21	350	1,002	1,352	1,148	1,345	370	26	396	975	1,371	1,179	1,358	357	23	380	1,017	1,397	1,186	
BEDA-O	5	15	50	65	46	111	86	86	16	54	70	65	135	103	103	15	41	56	56	112	82	82	16	54	70	49	119	89	
	BEDA-O Subtotal		15	50	65	46	111	86	86	16	54	70	65	135	103	103	15	41	56	56	112	82	82	16	54	70	49	119	89
BEDC-O	5	12	57	69	57	126	95	95	18	52	70	69	139	104	104	12	42	54	66	120	85	85	17	53	70	53	123	91	
	BEDC-O Subtotal		12	57	69	57	126	95	95	18	52	70	69	139	104	104	12	42	54	66	120	85	85	17	53	70	53	123	91
BFA-O	1	39	1	40	5	45	39	43	38	2	40	3	43	37	40	38	1	39	4	43	36	40	38	2	40	5	45	38	
	2	3	4	7	24	31	28	28	5	2	7	26	33	27	29	3	3	6	26	32	25	27	4	2	6	22	28	22	
	3	-	-	-	23	23	20	20	2	1	3	27	30	24	24	2	-	2	29	31	25	25	2	-	2	31	33	27	
	4	-	-	-	28	28	23	23	-	-	-	25	25	20	20	-	-	-	31	31	23	23	-	-	-	31	31	25	
BFA-O Subtotal		42	5	47	80	127	111	114	45	5	50	81	131	108	114	43	4	47	90	137	109	115	44	4	48	89	137	112	
BHES-O	1	191	15	206	11	217	194	194	184	16	200	21	221	195	195	182	15	197	19	216	199	199	184	16	200	21	221	197	
	2	2	6	8	192	200	179	179	9	6	15	159	174	156	156	5	12	17	150	167	157	157	7	8	15	151	166	149	
	3	20	4	24	161	185	165	165	14	1	15	176	191	169	169	17	3	20	173	193	166	166	13	2	15	152	167	148	
	4	-	1	1	227	228	179	179	-	-	-	214	214	171	170	-	-	-	230	230	183	183	-	-	-	217	217	172	
BHES-O Subtotal		213	26	239	591	830	717	716	207	23	230	570	800	691	689	204	30	234	572	806	705	705	204	26	230	541	771	667	
BMGT-O	1	151	5	156	26	182	156	156	177	8	185	19	204	174	174	133	7	140	20	160	135	135	153	7	160	18	178	151	
	2	16	22	38	107	145	124	124	11	20	31	121	152	131	131	10	22	32	123	155	132	132	14	21	35	103	138	117	
	3	9	11	20	137	157	137	137	15	11	26	132	158	139	139	12	7	19	148	167	150	150	9	11	20	137	157	139	
	4	-	-	-	194	194	160	154	-	-	-	187	187	156	150	-	-	-	197	197	157	153	-	-	-	193	193	157	
BMGT-O Subtotal		176	38	214	464	678	578	572	203	39	242	459	701	599	593	155	36	191	488	679	575	571	176	39	215	451	666	565	
BMS-O	1	16	3	19	1	20	18	18	19	1	20	1	21	18	20	17	4	21	1	22	20	20	19	1	20	2	22	19	
	2	-	-	-	16	16	14	14	-	-	-	12	12	10	10	-	-	-	15	15	13	13	-	-	-	11	11	9	
	3	-	-	-	12	12	11	11	-	-	-	14	14	11	11	-	-	-	16	16	16	16	-	-	-	15	15	12	
	4	-	-	-	6	6	5	4	-	-	-	10	10	8	8	-	-	-	17	17	16	15	-	-	-	16	16		
BMS-O Subtotal		16	3	19	35	54	48	48	19	1	20	37	57	47	50	17	4	21	49	70	65	64	19	1	20	44	64	52	
BNLF-O	3	7	2	9	9	8	7	7	9	1	10	2	12	10	10	6	2	8	8	8	7	6	8	1	9	1	10	8	
	4	-	-	-	9	9	6	7	-	-	-	9	9	7	7	-	-	-	8	8	6	7	-	-	-	8	8	6	
BNLF-O Subtotal		7	2	9	9	18	14	14	9	1	10	11	21	17	17	6	2	8	8	16	13	13	8	1	9	9	18	14	
BNLK-O	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6	6	5	5	5	5	1	6	1	7	6	
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	5	5	5	0	-	-	4	3	3	
BNLK-O Subtotal		-	-	-	-	-	-	-	-	-	-	-	-	-	-	6	-	6	6	5	5	5	5	1	6	5	11	9	
BSC-O	1	573	11	584	116	700	615	615	552	8	560	105	665	576	576	489	7	496	104	600	531	531	591	9	600	84	684	592	
	2	38	21	59	489	548	468	468	39	17	56	428	484	413	413	42	14	56	408	464	404	404	49	21	70	369	439	373	
	3	59	23	82	442	524	441	441	44	12	56	487	543	467	466	55	18	73	547	620	538	538	43	13	56	433	489	420	
	4	-	2	2	658	660	505	489	-	2	2	662	664	518	502	-	1	1	624	625	477	469	-	2	2	703	705	543	
BSC-O Subtotal		670	57	727	1,705	2,432	2,029	2,013	635	39	674	1,682	2,356	1,974	1,958	586	40	626	1,683	2,309	1,949	1,941	683	45	728	1,589	2,317	1,928	
BSN-O	1	128	21	149	10	159	148	153	122	30	152	6	158	144	150	141	33	174	4	178	165	175	141	35	176	5	181	166	
	2	1	-	1	150	151	142	161	1	-	1	151	152	143	162	27	1	28	154	182	174	197	1	-	1	171	172		
	3	22	1	23	141	164	156	166	21	1	22	142	164	157	168	21	1	22	145	167	137	146	-	1	1	169	170		
	4	-	-	-	142	142	106	113	-	-	-	161	161	118	126	-	-	-	160	160	116	123	-	-	-	165	165		
BSN-O Subtotal		151	22	173	443	616	552	594	144	31	175	460	635	563	60														

Table 5: International Headcount and FTE by Program  
Okanagan Campus

Program	Year Level	Actuals (2022/23): November 1st, 2022							Forecasts (2023/24)						Actuals (2023/24): November 1st, 2023						Forecasts (2024/25)								
		Headcount				NPL FTE	30credit FTE	Headcount				NPL FTE	30credit FTE	Headcount				NPL FTE	30credit FTE	Headcount				NPL FTE	30credit FTE				
		New to UBC	Internal Transfers	New to Program	Continuing			Total	Total	Total	New to UBC			Internal Transfers	New to Program	Continuing	Total			Total	Total	New to UBC	Internal Transfers			New to Program	Continuing	Total	Total
BA-O	1	157	3	160	26	186	154	154	237	3	240	26	266	220	220	138	2	140	27	167	129	129	143	2	145	24	169	136	136
	2	4	1	5	93	98	83	83	13	5	18	89	107	89	89	8	6	14	71	85	72	72	9	3	12	81	93	78	78
	3	2	1	3	106	109	99	99	12	5	17	98	115	98	98	2	2	4	94	98	86	86	6	2	8	84	92	80	79
	4	-	-	-	144	144	107	102	-	-	-	123	123	94	92	-	-	-	140	140	108	104	-	-	-	110	110	84	82
	BA-O Subtotal	163	5	168	369	537	443	437	262	13	275	336	611	501	499	148	10	158	332	490	394	390	158	7	165	299	464	378	375
BASC-O	1	76	7	83	19	102	85	104	86	4	90	16	106	91	112	70	6	76	17	93	81	98	75	5	80	16	96	83	101
	2	1	21	22	92	114	93	112	1	29	30	79	109	91	109	-	24	24	83	107	93	112	-	20	20	69	89	74	89
	3	-	-	-	63	63	51	58	-	-	-	84	84	73	85	1	-	1	73	74	64	72	-	-	-	83	83	71	81
	4	-	-	-	87	87	69	76	-	-	-	84	84	66	73	-	-	-	70	70	55	52	-	-	-	84	84	65	69
	BASC-O Subtotal	77	28	105	261	366	299	350	87	33	120	263	383	322	380	71	30	101	243	344	294	333	75	25	100	252	352	293	340
BEDA-O	5	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BEDC-O	5	-	1	1	-	1	1	1	-	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BFA-O	1	4	1	5	1	6	4	4	4	1	5	1	6	5	5	5	-	5	2	7	5	6	4	1	5	1	6	5	5
	2	-	1	1	2	3	3	3	2	1	3	3	6	6	6	-	-	-	1	1	1	1	1	1	1	2	4	3	4
	3	-	1	1	4	5	5	5	-	1	1	4	5	4	4	-	-	-	3	3	3	3	-	1	1	1	2	2	2
	4	-	-	-	6	6	5	5	-	-	-	6	6	5	5	-	-	-	6	6	6	6	-	-	-	5	5	4	4
	BFA-O Subtotal	4	3	7	13	20	17	17	6	3	9	14	23	20	21	5	-	5	12	17	14	14	5	3	8	9	17	14	15
BHES-O	1	10	2	12	1	13	11	11	9	1	10	3	13	11	11	7	-	7	3	10	9	9	4	1	5	2	7	6	6
	2	-	-	-	-	-	-	-	-	-	-	6	6	5	5	-	-	-	6	6	6	6	-	-	-	5	5	5	5
	3	-	-	-	1	1	1	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5	5	4	4
	4	-	-	-	6	6	4	4	-	-	-	2	2	1	1	-	-	-	1	1	1	1	-	-	-	1	1	1	1
	BHES-O Subtotal	10	2	12	8	20	16	16	9	1	10	11	21	18	18	7	-	7	10	17	15	15	4	1	5	13	18	16	16
BMGT-O	1	89	-	89	8	97	77	77	86	2	88	8	96	80	80	60	1	61	13	74	59	59	64	1	65	11	76	62	62
	2	2	6	8	54	62	54	54	7	12	19	60	79	70	70	-	2	2	61	63	55	55	1	1	2	38	40	35	35
	3	4	3	7	72	79	70	70	4	2	6	62	68	61	61	6	1	7	57	64	56	55	3	2	5	58	63	55	55
	4	-	-	-	100	100	78	73	-	-	-	85	85	70	67	-	-	-	80	80	61	57	-	-	-	70	70	55	52
	BMGT-O Subtotal	95	9	104	234	338	279	274	97	16	113	215	328	280	277	66	4	70	211	281	230	226	68	4	72	177	249	207	204
BMS-O	1	2	-	2	-	2	2	2	4	1	5	-	5	4	4	4	-	4	4	3	3	3	4	1	5	1	6	5	5
	2	-	-	-	3	3	3	3	-	-	-	1	1	1	1	-	1	1	2	2	2	2	-	-	-	2	2	2	2
	3	-	-	-	2	2	2	2	-	-	-	2	2	2	2	-	-	-	4	4	4	4	-	-	-	1	1	1	1
	4	-	-	-	2	2	2	2	-	-	-	2	2	2	2	-	-	-	2	2	2	2	-	-	-	5	5	4	4
	BMS-O Subtotal	2	-	2	7	9	9	9	4	1	5	5	10	8	9	4	1	5	7	12	11	11	4	1	5	9	14	11	12
BNLF-O	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BNLK-O	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BSC-O	1	149	5	154	27	181	150	150	217	3	220	22	242	204	204	156	3	159	24	183	153	153	162	3	165	26	191	160	160
	2	14	6	20	131	151	127	127	15	7	22	96	118	98	98	12	9	21	105	126	105	105	10	5	15	93	108	89	89
	3	8	11	19	138	157	133	132	13	9	22	153	175	150	150	14	5	19	147	166	144	143	9	6	15	128	143	122	122
	4	-	-	-	168	168	129	114	-	-	-	179	179	138	127	-	-	-	195	195	148	140	-	-	-	194	194	147	135
	BSC-O Subtotal	171	22	193	464	657	539	523	245	19	264	450	714	590	578	182	17	199	471	670	551	541	181	14	195	441	636	519	505
BSN-O	1	4	1	5	-	5	5	5	8	2	10	-	10	9	9	6	2	8	1	9	8	9	4	1	5	-	5	5	5
	2	-	-	-	4	4	4	4	-	-	-	5	5	5	5	-	-	-	5	5	5	5	-	-	-	8	8	8	9
	3	-	-	-	-	-	-	-	-	-	-	4	4	4	4	-	-	-	3	3	3	3	-	-	-	5	5	5	5
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3	3	2	2
	BSN-O Subtotal	4	1	5	4	9	8	9	8	2	10	9	19	18	19	6	2	8	9	17	15	17	4	1	5	16	21	19	21
BSTA-O	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BSUS-O	1	1	-	1	-	1	1	1	4	-	4	-	4	3	3	6	-	6	-	6	6	6	5	-	5	1	6	5	5
	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1	-	-	-	3	3	2	2
	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	1	1
	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	BSUS-O Subtotal	1	-	1	-	1	1	1	4	-	4	-	4	3	3	6	-	6	1	7	7	7	5	-	5	5	10	8	8
<b>First Year New To Program Total</b>				<b>512</b>							<b>672</b>							<b>466</b>							<b>480</b>				
<b>Total</b>		<b>527</b>	<b>71</b>	<b>598</b>	<b>1,360</b>	<b>1,958</b>	<b>1,610</b>	<b>1,637</b>	<b>722</b>	<b>88</b>	<b>810</b>	<b>1,304</b>	<b>2,114</b>	<b>1,762</b>	<b>1,805</b>	<b>495</b>	<b>64</b>	<b>559</b>	<b>1,296</b>	<b>1,855</b>	<b>1,531</b>	<b>1,554</b>	<b>504</b>	<b>56</b>	<b>560</b>	<b>1,221</b>	<b>1,781</b>	<b>1,465</b>	<b>1,496</b>
<b>Total Fiscal FTE</b>		</																											



## Definitions

“New-to-UBC” – includes all students who are first-time students to UBC.

“Internal transfers” – includes all students already attending UBC, but transferring to a new program from when they first enrolled.

“New-to-Program” – includes the sum of all students who are “new-to-UBC” or “internal transfers” from other programs.

“Continuing” – includes the students who are continuing in that year level, i.e., student(s) that have not yet progressed to the next year level of their program.

“Total” – the sum of “new-to-program” and “continuing” by year level.

“FTE” – this report is calculated based on the normal program load (NPL) FTE formula for undergraduate students. The divisor used to calculate FTE for each student is the normal number of credits that equal a full-time program for that student within the winter terms.

“30 credit FTE” – the appendix also includes 30 credit FTE in Tables 2, 3, and 4 for budget planning. The divisor used to calculate FTE for each student is 30. Thirty credit FTE is only calculated for undergraduate students.

“Forecast” – The forecast portion of the report refers to continuing students. The number of continuing students in each program and year level is modelled using the best recent information on student progression patterns at UBC’s Okanagan campus.

“New-to-Program Forecast” – The new-to-program portion of the report refers to the entry-year new-to-program students that are explicitly planned by UBC for intake in the winter session of each year.

## Exclusions from the Detailed Reports

Exchange, Visiting, Unclassified, Access and other non-degree student records (including Education certificate and diploma programs CIEP and DIEP) are excluded in the detailed tables that follow, but have been included in our analysis where applicable.

**Appendix: Forecasts and Actual headcounts, 2017/18 through 2024/25**

The following tables present actual headcounts against forecasts for new-to-program entry-year students, by Faculty and degree program, over the past six years, including the current year (as of November 1). Table A.1 combines both domestic and international forecasts, while A.2 and A.3 break them down by domestic and international respectively. Table A.4 shows the graduate student forecasted annualized FTE compared to the actuals broken into domestic and international graduate students (2019/20 to 2024/25 only).

**Table A.1: Overall Forecast and Actual Entry-year, New-to-Program Headcounts**

Program	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24		2024/25
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast
BA-O	510	499	510	584	610	661	610	759	610	648	610	593	650	540	555
BASC-O	305	305	320	332	360	333	370	426	380	409	380	355	380	420	400
BEDA-O	50	47	50	41	60	69	60	63	60	52	70	65	70	56	70
BEDC-O	50	38	50	63	60	66	60	53	60	57	70	70	70	54	70
BFA-O	33	27	28	40	33	36	43	29	40	39	40	45	45	44	45
BHES-O	204	214	204	234	204	200	204	225	204	216	204	218	210	204	205
BMGT-O	290	222	228	272	245	266	263	230	273	233	273	245	273	201	225
BMS-O	30	21	30	20	30	1	20	12	30	28	25	21	25	25	25
BNLF-O	-	-	-	-	-	-	-	-	10	9	10	9	10	8	9
BNLK-O	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6
BSC-O	730	733	730	685	750	701	775	822	775	826	800	738	780	655	765
BSN-O	130	143	130	134	130	134	130	147	154	156	170	154	162	182	181
BSTA-O	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-
BSUS-O	-	-	-	-	-	-	-	-	30	-	30	31	40	37	49
<b>Total</b>	<b>2,332</b>	<b>2,249</b>	<b>2,280</b>	<b>2,405</b>	<b>2,482</b>	<b>2,467</b>	<b>2,535</b>	<b>2,766</b>	<b>2,626</b>	<b>2,673</b>	<b>2,682</b>	<b>2,544</b>	<b>2,715</b>	<b>2,445</b>	<b>2,605</b>

**Table A.2: Domestic Forecast and Actual Entry-year, New-to-Program Headcounts**

Program	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24		2024/25
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast
BA-O	410	381	410	392	410	481	410	555	410	463	400	433	410	400	410
BASC-O	255	245	260	268	280	255	280	340	290	325	290	272	290	344	320
BEDA-O	50	47	50	41	60	69	60	63	60	52	70	65	70	56	70
BEDC-O	50	38	50	63	60	66	60	53	60	57	70	69	70	54	70
BFA-O	30	22	25	36	30	29	35	29	35	34	35	40	40	39	40
BHES-O	200	208	200	227	200	196	200	222	200	214	200	206	200	197	200
BMGT-O	200	157	160	166	170	165	175	129	185	152	185	156	185	140	160
BMS-O	24	16	24	15	24	1	16	10	24	22	20	19	20	21	20
BNLF-O	-	-	-	-	-	-	-	-	10	9	10	9	10	8	9
BNLK-O	-	-	-	-	-	-	-	-	-	-	-	-	-	6	6
BSC-O	600	565	600	542	600	552	600	604	600	609	600	584	560	496	600
BSN-O	130	143	130	134	130	134	130	147	130	152	152	149	152	174	176
BSTA-O	-	-	-	-	-	-	-	-	-	-	-	-	-	13	-
BSUS-O	-	-	-	-	-	-	-	-	27	-	27	30	36	31	44
<b>Total</b>	<b>1,949</b>	<b>1,822</b>	<b>1,909</b>	<b>1,884</b>	<b>1,964</b>	<b>1,948</b>	<b>1,966</b>	<b>2,152</b>	<b>2,031</b>	<b>2,089</b>	<b>2,059</b>	<b>2,032</b>	<b>2,043</b>	<b>1,979</b>	<b>2,125</b>

**Table A.3: International Forecast and Actual Entry-year, New-to-Program Headcounts**

Program	2017/18		2018/19		2019/20		2020/21		2021/22		2022/23		2023/24		2024/25
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast
BA-O	100	118	100	192	200	180	200	204	200	185	210	160	240	140	145
BASC-O	50	60	60	64	80	78	90	86	90	84	90	83	90	76	80
BEDA-O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BEDC-O	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-
BFA-O	3	5	3	4	3	7	8	-	5	5	5	5	5	5	5
BHES-O	4	6	4	7	4	4	4	3	4	2	4	12	10	7	5
BMGT-O	90	65	68	106	75	101	88	101	88	81	88	89	88	61	65
BMS-O	6	5	6	5	6	-	4	2	6	6	5	2	5	4	5
BNLF-O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BNLK-O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BSC-O	130	168	130	143	150	149	175	218	175	217	200	154	220	159	165
BSN-O	-	-	-	-	-	-	-	-	24	4	18	5	10	8	5
BSTA-O	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
BSUS-O	-	-	-	-	-	-	-	-	3	-	3	1	4	6	5
<b>Total</b>	<b>383</b>	<b>427</b>	<b>371</b>	<b>521</b>	<b>518</b>	<b>519</b>	<b>569</b>	<b>614</b>	<b>595</b>	<b>584</b>	<b>623</b>	<b>512</b>	<b>672</b>	<b>466</b>	<b>480</b>

**Table A.4: Graduate Forecasted and Actual Annualized FTE**

Status	2020/21		2021/22		2022/23		2023/24		2024/25
	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast	Actual	Forecast
Domestic	563	611	616	614	617	624	637	633	627
International	325	349	349	413	410	533	556	601	621
<b>Total</b>	<b>887</b>	<b>960</b>	<b>965</b>	<b>1,027</b>	<b>1,027</b>	<b>1,157</b>	<b>1,193</b>	<b>1,234</b>	<b>1,248</b>



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TO: Senate Admissions and Awards Committee

FROM: Rella Ng, Associate Vice-President Enrolment Services and Registrar

RE: Undergraduate Admissions Application Deadline Extension

DATE: January 18, 2024

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As you are aware, the Academic Calendar sets 15 January (or the next working day) as the undergraduate admissions application deadline for undergraduate direct-entry programs at UBC for the following September's intake. This is reflected in the Calendar at <https://okanagan.calendar.ubc.ca/admissions/application-and-document-deadlines/application-deadlines-undergraduate-degree-programs>, [https://okanagan.calendar.ubc.ca/academic-year-202324-january](https://okanagan.calendar.ubc.ca/academic-year-202324/academic-year-202324-january), and elsewhere. This date is set by the Senate on the recommendation of the Senate Admissions and Awards Committee (SAAC), most recently in September 2016 (See <https://senate.ubc.ca/files/20160929-Okanagan-Senate-Materials.pdf> pp 24-27). Other programs and intakes also have their application deadlines set by Senate.

Administration recently recommended that the deadline for this year's Undergraduate Admissions application be changed from 15 Jan 2024 to 31 January 2024. This was communicated to student recruitment who informed our prospective students yesterday: the [you.ubc.ca](https://you.ubc.ca) prospective website and blog post explains that applicants are able to take advantage of this extra time to complete and submit their applications to UBC by **31 Jan 2024**.

The request was prompted by the heightened significant and complex geopolitical issues around the world, impacting many students applying this year. The change in deadline was intended to provide all students extra time to complete and submit their application. The speed of this change and its communication did not allow for consultation with SAAC regarding any necessary approvals prior to it taking effect. As you may be aware, in the past, late applications have been welcomed from some applicants and informal extensions have been made due to technical issues or low-volumes of applications from some programs. These have been viewed as extensions rather than changes to published application deadlines. Because of past flexibility taken in more limited circumstances, it was not considered that this change needed SAAC approval. We have now been advised that this change should have sought governance approval time permitting, or at least consulted with SAAC had it been not.



It is not possible to revise this change in deadlines without adversely affecting the University and its applicants, and thus we would ask for the Senate Admissions and Awards Committee to retrospectively approve the action taken. We would also suggest that the policy of the University be changed so as to allow the Registrar the authority to extend (but not shorten) the Undergraduate Admissions application deadlines without the approval of Senate or SAAC so as to deal with time-sensitive proposals to adjust deadlines due to low applications, technical difficulties, or other exigent circumstances. Such changes would be reported to SAAC at future meetings and also be clearly communicated to students and in the academic calendar, as per current practice.

Therefore, we would ask SAAC to approve the following motion:

*That the direct-entry undergraduate application deadline for the 2024 Winter Session be extended to 31 January 2024, and that any applications received between January 15 and 31 2024 be considered as having been received by the deadline for all University purposes.*



29 February 2024

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

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

Therefore, the following is recommended to Senate:

**Motion:** *That Senate approve and recommend to the Board of Governors for approval the new, revised and discontinued courses, new programs and revised program requirements as presented by the Arts and Social Sciences, Creative and Critical Studies, Science, and Management.*

- a. From the Faculties of Arts and Social Sciences and Creative and Critical Studies
  - i. Revised Program Requirements: Bachelor of Arts
  
- b. From the Faculty of Arts and Social Sciences
  - i. New Courses: ECON 496, 498
  - ii. New Course: GWST 415
  - iii. New Courses: HIST 220, 311, 320, 322, 457
  - iv. New Course: IGS 597
  - v. Revised Program Requirements: Interdisciplinary Graduate Studies Master of Arts
  - vi. New Courses: PHIL 496, 498
  - vii. New Courses: POLI 496, 498
  
- c. From the Faculty of Creative and Critical Studies
  - i. New Equivalency: DIHU/CULT 315

- ii. New Equivalency: ENGL/CULT 491
- d. From the Faculty of Science
- i. Revised Program Requirements: Bachelor of Sustainability – Green Chemistry Concentration
  - ii. Discontinued Courses: CHEM 111, 113
  - iii. Revised Courses: CHEM 121, 123
  - iv. New Program: Bachelor of Science – Minor in Communications and Rhetoric
  - v. New Program: Combined Physics and Mathematics Honours Program
  - vi. New Course: SUST 304
  - vii. Discontinued Course: SUST 301
  - viii. New Courses: BIOL 430, 431, 432, 433, 530, 531, 532, 533
  - ix. Discontinued Course: BIOL 420
  - x. New Courses: COSC 431, 432, 433, 434, 436, 437, 531, 532, 536, 537
  - xi. Discontinued Courses: COSC 416, 417, 419, 519, 516
  - xii. Revised Courses: EESC 395, 396, 448, 495, 496, 512, 551, 552
  - xiii. New Courses: EESC 447, 513, 514, 540, 541, 553
  - xiv. Revised Courses: CHEM 422, 448, 507, 521, 535, 568
  - xv. New Courses: CHEM 508, 522, 536, 537, 567
- e. Faculty of Management
- i. New Equivalency: MGMT 471/SECH 400
  - ii. New Equivalency: MGMT 571/SECH 500

For the Committee,

Dr. Yves Lucet  
Chair, Curriculum Committee





## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS/FCCS <b>Dept./Unit:</b> <b>Faculty/School Approval Date:</b> 20231215 <b>Effective Session:</b> 2024S	<b>Date:</b> 20231031 <b>Contact Person:</b> Bernard Momer/Diana Carter <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b>  Update Program Requirements	
<b>Rationale:</b>  Update to courses approved to fulfill the BA category requirements.	
<b>Proposed Academic Calendar Entry:</b>  <b>Degree Requirements for students entering the program in 2021/2022 or later</b>  [...]	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/degree-requirements-students-entering-program-20212022-or-later">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-arts-and-social-sciences/bachelor-arts-programs/degree-requirements-students-entering-program-20212022-or-later</a>
<b>Digital Literacy</b>  Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.	<b>Present Academic Calendar Entry:</b>  <b>Degree Requirements for students entering the program in 2021/2022 or later</b>  [...]
<b>Digital Literacy</b>  Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.	<b>Digital Literacy</b>  Digital literacy includes the broader capacity to participate in, and reflect upon, the use of digital communication technology in various spheres (education, work, leisure, etc.). The fulfillment of this requirement will enable students to build meaningful knowledge through the interaction with digital resources and understand human, as well as, cultural and societal issues related to the use of technology.
Students must complete 3 credits chosen from:	



ARTH 370 <sup>1</sup> , 375 <sup>1</sup> , 411 <sup>1</sup>
COSC 122
CULT <u>220<sup>1</sup></u> , 312 <sup>1</sup> , 315 <sup>1</sup> , 316 <sup>1</sup> , 317 <sup>1</sup>
DIHU 155 <sup>1</sup> , 220 <sup>1</sup> , 301 <sup>1</sup> , 302 <sup>1</sup> , 312 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup> , 407 <sup>1</sup> , 411 <sup>1</sup>
ENGL 155 <sup>1</sup> , 305 <sup>1</sup> , 306 <sup>1</sup> , 407 <sup>1</sup>
FILM 100, 103 <sup>1</sup> , 303 <sup>1</sup> , 371 <sup>1</sup>
GEOG 257
MDST 110, 120, 210, 220
SOCI 492
THTR 303 <sup>1</sup>
VISA 106
WRLD 370 <sup>1</sup> , 375 <sup>1</sup>

<sup>1</sup>Check cross-listings.

### Power, Diversity, and Cultures

The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

Students must complete 3 credits chosen from:

ANTH 100, 218, <u>227</u>
ARTH 309 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup>
CULT 100, 101, 215, 230 <sup>1</sup> , 340 <sup>1</sup> , 346 <sup>1</sup> , 380 <sup>1</sup> , 480 <sup>1</sup>
DIHU 370 <sup>1</sup> , 375 <sup>1</sup>
ENGL 224 <sup>1</sup> , 379 <sup>1</sup> , 384 <sup>1</sup>
GEOG 255

Students must complete 3 credits chosen from:

ARTH 370 <sup>1</sup> , 375 <sup>1</sup> , 411 <sup>1</sup>
COSC 122
CULT 312 <sup>1</sup> , 315 <sup>1</sup> , 316 <sup>1</sup> , 317 <sup>1</sup>
DIHU 155 <sup>1</sup> , 220, 301 <sup>1</sup> , 302 <sup>1</sup> , 312 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup> , 407 <sup>1</sup> , 411 <sup>1</sup>
ENGL 155 <sup>1</sup> , 305 <sup>1</sup> , 306 <sup>1</sup> , 407 <sup>1</sup>
FILM 100, 103 <sup>1</sup> , 303 <sup>1</sup> , 371 <sup>1</sup>
GEOG 257
MDST 110, 120, 210, 220
SOCI 492
THTR 303 <sup>1</sup>
VISA 106
WRLD 370 <sup>1</sup> , 375 <sup>1</sup>

<sup>1</sup>Check cross-listings.

### Power, Diversity, and Cultures

The notions of equality, universal respect, and justice are the basis of the Universal Declaration of Human Rights. To fulfill UBC's commitment of advancing the inclusion of all those who have been excluded historically based on gender, race, religion, sexuality, age, physical ability, or economic circumstances, these notions are at the root of this requirement. The Power, Diversity, and Cultures requirement will ensure that students can reflect upon their experiences to rethink what is normal or acceptable about the lives they live, as well as providing an opportunity for them to question their unexamined assumptions about society.

Students must complete 3 credits chosen from:

ANTH 100, 218
ARTH 309 <sup>1</sup> , 370 <sup>1</sup> , 375 <sup>1</sup>
CULT 100, 101, 215, 230 <sup>1</sup> , 340 <sup>1</sup> , 346 <sup>1</sup> , 380 <sup>1</sup> , 480 <sup>1</sup>
DIHU 370 <sup>1</sup> , 375 <sup>1</sup>
ENGL 224 <sup>1</sup> , 379 <sup>1</sup> , 384 <sup>1</sup>
GEOG 255



GWST 100, 110, 215	GWST 100, 110, 215
HIST 317	HIST 317
POLI 100, 220, 314	POLI 100, 220, 314
SOCI 121, 429	SOCI 121, 429
THTR 304 <sup>1</sup> , 309 <sup>1</sup> , 411 <sup>1</sup>	THTR 304 <sup>1</sup> , 309 <sup>1</sup> , 411 <sup>1</sup>
WRLD 100, 304 <sup>1</sup> , 310, 330, 331, 332, 340 360, 370 <sup>1</sup> , 375 <sup>1</sup> , 382, 388, 480, 482	WRLD 100, 304 <sup>1</sup> , 310, 330, 331, 332, 340 360, 370 <sup>1</sup> , 375 <sup>1</sup> , 382, 388, 480, 482
<sup>1</sup> Check cross-listings.	<sup>1</sup> Check cross-listings.
[...]	[...]



## Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP <b>Faculty Approval Date:</b> 2024-01-15 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-02-13 <b>Contact Person:</b> Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> julien.picault@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b>  This course is a requirement for the proposed PPE Honours programs.  ECON 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (ECON 498) and will be necessary for the program's completion. ECON 496 and ECON 498 will be offered as a sequence, with ECON 496 offered in Winter term 1 and ECON 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ECON 496 (3) Honours PPE Seminar Reports and group discussions of selected topics for fourth-year Honours students. Development of a research proposal. [0-0-3] Prerequisite: Admission to the PPE Honours Program with an emphasis in Economics (option C) or Law (option D).</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> N/A



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

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> EPP <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231106 <b>Contact Person:</b> Dr. Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> Julien.picault@ubc.ca
<b>Type of Action:</b>  New course	
<b>Rationale:</b>  This course is a requirement for the proposed PPE Honours programs.  ECON 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (ECON 498) and will be necessary for the program's completion. ECON 496 and ECON 498 will be offered as a sequence, with ECON 496 offered in Winter term 1 and ECON 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.	
<b>Proposed Academic Calendar Entry:</b> <u><b>ECON 498 (3) PPE Honours Thesis</b></u>  <u><b>Supervised investigation of an interdisciplinary topic relevant to PPE. Requires a significant amount of independent reading and analysis, and production of a major term paper at the end of the course.</b></u>  <u><b>Prerequisite: ECON 496 and permission of the instructor.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>



## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> CCGS/GWST <b>Faculty Approval Date:</b> 2024-01-15 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-10-30 <b>Contact Person:</b> Melissa Jacques <b>Phone:</b> 250-807-9573 <b>Email:</b> melissa.jacques@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b> <i>GWST 415: Gender, Sexuality, and Popular Culture</i> is designed to build upon the content and competencies developed in <i>GWST 215: Gender and Popular Culture</i> (one of the program's most popular courses). <i>GWST 415</i> will allow us to offer more rigorous and thematically focused senior-level courses in popular culture. In addition to meeting our students' expressed desire for course offerings in popular culture beyond second year, <i>GWST 415</i> would also support the program's goal to provide a dynamic and robust roster of courses each year. Because we are a small program in terms of our core faculty, we rely on lecturers and sessional instructors. This course would therefore allow all members of all faculty in GWST, both within and outside of the tenure track, to teach in areas of interest and expertise not represented by our current course offerings.  The course theme will be approved year-to-year by the GWST Coordinator in concert with the core faculty in the program. Consideration will be given to the following: how the topic complements other senior-level offerings, how it articulates with courses offered in the second and third year, how it addresses current gaps within the program, and how it provides opportunities for lecturers and sessional faculty to teach in their areas of expertise.	



<p><b>Proposed Academic Calendar Entry:</b> <u><b>GWST 415 (3-6) Topics in Gender, Sexuality and Popular Culture</b></u> <u><b>Explores the intersections of gender, sexuality, race, and class in popular culture, through a range of genre and media including, but not limited to, film, music, television, genre fiction, advertising, and the internet. [3-0-0]</b></u> <u><b>Prerequisite: Third-year standing.</b></u></p>	<p><b>Present Academic Calendar Entry:</b> N/A</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023.10.30 <b>Contact Person:</b> Sajjad Nejatie <b>Phone:</b> 250.807.8285 <b>Email:</b> sajjad.nejatie@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The proposed course “History of the Islamic World” reflects the specialization of the new faculty member in the history of Persianate and Islamicate cultures of Asia. This course will offer students instruction about a part of the world that is often at the fore of global consciousness but for which there are few courses offered at UBCO. The appended syllabus is a revision of a first-year undergraduate course previously taught by the faculty member at the University of Toronto. Having solicited the opinions of undergraduate students at UBCO over the past two terms (2022 & 2023), the faculty member is confident that this course will garner student interest.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 220 (3) History of the Islamic World</b></u> <u><b>A historical survey of the various lands, ideas, peoples, and cultures that contributed to the formation of the Islamic world, from the advent of Islam in the 7th century to the contemporary period. [3-0-0]</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A





## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023.10.30 <b>Contact Person:</b> Sajjad Nejatie <b>Phone:</b> 250.807.8285 <b>Email:</b> sajjad.nejatie@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> The proposed course “History of South Asia, 1500–Present” reinforces the Department of History & Sociology’s existing strengths in socio-political, cultural, and economic history while also satisfying the Department’s plans to expand its offerings, particularly of non-Euro-America courses. The appended syllabus is a revision of a third-year undergraduate course taught by the faculty member at UBCO in 2022W1 and 2023W2 as HIST 396, History of India, 1800-1914. Because the proposed course differs substantially from HIST 396 in terms of its geographic and temporal scope and is thus better suited as a standalone course, the faculty member is seeking a separate, regular course number.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 311 (3) History of South Asia, 1500–Present</b></u> <u><b>History of South Asia from the founding of the Mughal empire, through the era of British colonial rule, to the postcolonial period. Credit will be granted for only one of HIST 311, HIST 396, or HIST 397. [3-0-0]</b></u> <u><b>Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145, HIST 160, HIST 220 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023.10.30 <b>Contact Person:</b> Sajjad Nejatie <b>Phone:</b> 250.807.8285 <b>Email:</b> sajjad.nejatie@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> The proposed course “Iran: From the Safavid Empire to the Islamic Republic” reflects the specialization of the new faculty member in the history of Persianate and Islamicate cultures in Asia. The course reinforces the Department of History &amp; Sociology’s existing strengths in socio-political, cultural, and economic history while also satisfying the Department’s plans to expand its offerings, particularly of non-Euro-America courses. The appended syllabus is a revision of a third-year undergraduate course taught by the faculty member on multiple occasions at the University of Toronto. Having solicited the opinion of undergraduate students at UBCO over the past two terms (2022 &amp; 2023), the faculty member is confident that this course will garner student interest.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 320 (3) Iran: From the Safavid Empire to the Islamic Revolution The social, economic, political, and religious history of Iran from the Safavid revolution in 1501 to the Islamic revolution of 1979. [3-0-0]</b></u> <u><b>Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145, HIST 160, HIST 220 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023.10.30 <b>Contact Person:</b> Sajjad Nejatie <b>Phone:</b> 250.807.8285 <b>Email:</b> sajjad.nejatie@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> The proposed course “History of the Middle East, 1500–Present” reflects the specialization of the new faculty member in the history of Persianate and Islamicate cultures in Asia. The course reinforces the Department of History &amp; Sociology’s existing strengths in socio-political, cultural, and economic history while also satisfying the Department’s plans to expand its offerings, particularly of non-Euro-America courses. The appended syllabus is adapted from a third-year undergraduate topics course—HIST 382A, Middle Eastern History—taught by the instructor at UBCO in 2023W1. The faculty member is seeking a regular course number, as the regularization of this course will contribute to the HIST program's plans to expand its offerings.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 322 (3) History of the Middle East, 1500–Present</b></u> <u><b>A survey of the social, economic, political, religious, and cultural history of the Middle East from the Ottoman and Safavid empires to the emergence of nation states. [3-0-0]</b></u> <u><b>Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145, HIST 160, HIST 220 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> History Program, Department of History and Sociology <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023.10.30 <b>Contact Person:</b> Sajjad Nejatie <b>Phone:</b> 250.807.8285 <b>Email:</b> sajjad.nejatie@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> The proposed course “History of Afghanistan, 1700–Present” reflects the specialization of the new faculty member in the history of Persianate and Islamicate cultures in Asia. The course reinforces the Department of History &amp; Sociology’s existing strengths in socio-political, cultural, and economic history while also satisfying the Department’s need to diversify its current offerings, particularly of non-Euro-America courses. The appended syllabus is adapted from a fourth-year undergraduate topics course—HIST 495, History of Afghanistan—taught by the instructor at UBCO in 2022W2. The faculty member is seeking a regular course number, as the regularization of this course will contribute to the HIST program's plans to expand its offerings.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>HIST 457 (3) History of Afghanistan, 1700-Present</b></u> <u><b>Chronological and thematic examination of Afghanistan’s history from the emergence of the Afghan polity in the eighteenth century to the present. [3-0-0]</b></u> <u><b>Prerequisite: 6 credits of HIST; or one of HIST 115, HIST 145, HIST 160, HIST 220 and third-year standing.</b></u>	<b>Draft Academic Calendar URL:</b> N/A  <b>Present Academic Calendar Entry:</b> N/A



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

<b>Category: 1</b>	
<b>Faculty/School:</b> Faculty of Arts and Social Sciences <b>Dept./Unit:</b> CCGS <b>Faculty/School Approval Date:</b> 20231215 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231107 <b>Contact Person:</b> Dr. Mike Evans/ Shawn Wilson <b>Phone:</b> <b>Email:</b> mike.evans@ubc.ca
<b>Type of Action:</b> New Course	
<b>Rationale:</b> This new course will be a required capstone course in the Indigenous Knowledges Capstone Project Pathway Theme of the IGS program. See the executive summary and discussion document for notes on the administration and evaluation of the course.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>IGS 597 (6) Indigenous Knowledges Theme Capstone Project</b></u> <u><b>Research project engaging Indigenous communities and/or knowledge systems.</b></u> <u><b>Restricted to students in the Indigenous Knowledges Theme. Pass/Fail.</b></u> <u><b>Prerequisites: None.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b> n/a



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> CCGS <b>Faculty/School Approval Date:</b> 20231215 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231108 <b>Contact Person:</b> Mike Evans/ Shawn Wilson <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b>  Addition of a new, project-based pathway for the Indigenous Knowledge IGS theme	
<b>Rationale:</b>  <p>The Indigenization of research involving Indigenous people and communities has necessarily meant a shift in practices which support the transformation of Indigenous people from subjects into agents, and the creators of knowledge for and about themselves. One of the primary routes to this transformation has been including indigenous scholars as pro-active research partners, and increasingly now, primary researchers in and of themselves. There are two axes around which this indigenization now turns: one, the articulation and broadly based re-implementation of indigenous knowledge systems; and two, the development of Indigenous researchers fluent in both Western and Indigenous systems. The new IGS Indigenous Knowledges (IK) theme was created as a result of these conditions, and the introduction of this new pathway in the IGS program for use by the IK theme hones the UBC Okanagan response to these conditions. Indigenous learners have been underserved by the Canadian educational system, and many access post-secondary education – and especially post-graduate programs – well into their working lives; as a result, accessing post-graduate training requires an often-challenging balance between existing community, family, and work obligations. At the same time, the challenges faced by Indigenous communities are precisely those the IK theme is intended to equip learners to help address.</p> <p>In order to enhance the IK theme accessibility and relevance, we propose the introduction of a “project” pathway to run alongside the existing thesis-based option. <b>Where the existing program includes 18 credits of courses work and a 12-credit thesis, the project pathway will consist of 24 credits of courses work and a 6-credit capstone project; this is the only change to the structure or content.</b> The 6-credit capstone project will create opportunities for research that directly engages community priorities and needs both in terms of the issues addressed and the way they are addressed – i.e. the research product formats; while a research project leading to a traditional research paper (of roughly half the length expected in the thesis option - i.e. 50 pages maximum) would be possible, a host of more innovative and relevant outcomes are contemplated. Depending on community priorities, and student and supervising faculty interest and skillsets, these outcomes might range from developing a program, to a needs assessment, to program evaluation, to a direct policy intervention, to the development/curation of cultural resources, to the development of language materials or curriculum.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Program Overview</b></p> <p>Degrees offered: M.A., M.Sc., Ph.D.</p> <p>[...]</p> <p>In the Themed option, a number of defined themes have been established to assist students in focusing their studies toward particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p><b>Most</b> themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. <b><u>The Indigenous Knowledges: i? sqilx<sup>w</sup> a? cmiy<sup>7</sup> t smypnwilnsəlx offers a capstone and course-based pathway as well as the thesis option.</u></b> For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[...]</p>	<p><b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies/interdisciplinary-graduate-studies/program-overview">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies/interdisciplinary-graduate-studies/program-overview</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Program Overview</b></p> <p>Degrees offered: M.A., M.Sc., Ph.D.</p> <p>[...]</p> <p>In the Themed option, a number of defined themes have been established to assist students in focusing their studies toward particular areas of interest. A theme is defined as an area of research with courses specified to foster the education of students in that area, and with a cluster of interested faculty associated with the theme to assist students in their program. Students admitted to an IGS program (M.A., M.Sc., Ph.D.) have an option of completing a theme while completing their program of study.</p> <p><b>All</b> themes require the production of a theme-appropriate IGS thesis/dissertation and the successful completion of several courses specific to that theme of study as specified by the theme committee. For the purposes of specifying required coursework, the theme committee, in conjunction with the supervisor, approves the program plan of the student.</p> <p>[...]</p>
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## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> IGS <b>Faculty/School Approval Date:</b> 20231215 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231108 <b>Contact Person:</b> Mike Evans/ Shawn Wilson <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b> Addition of a new, project-based pathway for the Indigenous Knowledge IGS theme, addition of IGS 597.	
<b>Rationale:</b> Where the existing program includes 18 credits of courses work and a 12-credit thesis, the project pathway will consist of 24 credits of courses work and a 6-credit capstone project; this is the only change to the structure or content. This structure will need to be reflected as an option in the MA Program Requirements page.	
<b>Proposed Academic Calendar Entry:</b>  <b>Program Requirements</b>  <b>Master's Degree</b> The minimum credit requirements for IGS M.A. or M.Sc. programs are 30 in total. Specific coursework requirements may vary from Theme to Theme. Within the limits indicated in the overall IGS program guidelines, supervisors and supervisory committees may, with the approval of the relevant Theme Coordinator, require students to enrol in coursework beyond the IGS mandated minimums. Specific additional courses applicable to the student's program must be approved by the student's supervisor and supervisory committee and the Coordinator of the relevant Theme.  Minimum course requirements for the IGS M.A. and M.Sc. are as follows:	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies/interdisciplinary-graduate-studies/program-requirements">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies/interdisciplinary-graduate-studies/program-requirements</a>  <b>Present Academic Calendar Entry:</b>  <b>Program Requirements</b>  <b>Master's Degree</b> The minimum credit requirements for IGS M.A. or M.Sc. programs are 30 in total. Specific coursework requirements may vary from Theme to Theme. Within the limits indicated in the overall IGS program guidelines, supervisors and supervisory committees may, with the approval of the relevant Theme Coordinator, require students to enrol in coursework beyond the IGS mandated minimums. Specific additional courses applicable to the student's program must be approved by the student's supervisor and supervisory committee and the Coordinator of the relevant Theme.  Minimum course requirements for the IGS M.A. and M.Sc. are as follows:





- 3 credits in a Proseminar in Interdisciplinary Graduate Studies.
- 3 credits in a Theme Seminar in Interdisciplinary Approaches.
- 3 credits in Theme Methods.

**And**

1. For an MA or an MSc that requires 12 credits of thesis work, 9 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis; OR
2. For an MA or an MSc that requires 18 credits of thesis work, 3 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis; **OR**
3. **For the Indigenous Knowledges Theme: i?sqilx<sup>w</sup> a? emiy' t smypnwilnsəlx Capstone Project Pathway, that requires a 6-credit capstone project (IGS 597), 15 credits of additional course work.**

Master's students are permitted a maximum of 3 credits of "Directed Readings" or "Directed Study" coursework toward completion of their degree requirements.

Master's students are permitted a maximum of 6 credits of coursework at the upper undergraduate-level (300-400 level).

**Master's Thesis**

Master's students (MA or MSc) must complete 12 to 18 credits from the following course:

- IGS 599 - Master's Thesis.

[...]

1. 3 credits in a Proseminar in Interdisciplinary Graduate Studies.
2. 3 credits in a Theme Seminar in Interdisciplinary Approaches.
3. 3 credits in Theme Methods.
4. For an MA or an MSc that requires 12 credits of thesis work, 9 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis; OR
5. For an MA or an MSc that requires 18 credits of thesis work, 3 credits of additional coursework that is relevant to the research the student will undertake to complete the Thesis.

Master's students are permitted a maximum of 3 credits of "Directed Readings" or "Directed Study" coursework toward completion of their degree requirements.

Master's students are permitted a maximum of 6 credits of coursework at the upper undergraduate-level (300-400 level).

**Master's Thesis**

Master's students (MA or MSc) must complete 12 to 18 credits from the following course:

- IGS 599 - Master's Thesis.

[...]



## Curriculum Proposal Form

### New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> CCGS <b>Faculty/School Approval Date:</b> 20231215 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231108 <b>Contact Person:</b> Mike Evans/ Shawn Wilson <b>Phone:</b> <b>Email:</b> <a href="mailto:fasscurriculum.ubco@ubc.ca">fasscurriculum.ubco@ubc.ca</a>
<b>Type of Action:</b>  Addition of a new, project-based pathway for the Indigenous Knowledge IGS theme	
<b>Rationale:</b>  <p>In order to enhance the IK theme accessibility and relevance, we propose the introduction of a “project” pathway to run alongside the existing thesis-based option. <b>Where the existing program includes 18 credits of coursework and a 12-credit thesis, the project pathway will consist of 24 credits of coursework and a 6-credit capstone project; this is the only change to the structure or content.</b> The 6-credit capstone project will create opportunities for research that directly engages community priorities and needs both in terms of the issues addressed and the way they are addressed – i.e., the research product formats; while a research project leading to a traditional research paper (of roughly half the length expected in the thesis option - i.e., 50 pages maximum) would be possible, a host of more innovative and also relevant outcomes are contemplated. These might range from developing a program, to a needs assessment, to program evaluation, to a direct policy intervention, to the development/curation of cultural resources, to the development of language materials or curriculum.</p> <p>Alongside this curricular change, we propose to reorganize the way in which the program is offered. Instead of the current model where residency on campus is implied (if only because courses are offered face to face and primarily during business hours), we will schedule the program into a “low residency” format that combines after hours courses and intensive residential summer programming. Not only will this make our program available to a greater proportion of potential pool of Indigenous post-graduate learners, we can do so while enhancing the opportunities of students in the thesis-based cohort by augmenting the existing instructor pool with guest instructors from other institutions – potentially from around the world. The “Summer Institute” or “Summer Intensive” model has been used in similar programs at UBCO for many years with considerable success, and this initiative re-establishes the format in the Indigenous Studies Graduate space.</p>	



### Proposed Academic Calendar Entry:

## Indigenous Knowledges Theme: i? sqilx<sup>w</sup> a? cmiy' t smypnwilnsəlx

### Theme Overview

Degrees Offered: M.A., Ph.D.

The Indigenous Knowledges (IK) Theme focuses on approaches to research that train and support students to engage Indigenous communities with a particular focus on Indigenist approaches and the ongoing relevance of Indigenous Knowledge. For participating faculty see the Indigenous Knowledges Theme website.

The IK Theme offers **two** full-time, **degree options: either a thesis or a capstone project pathway**. For research interests of Theme faculty members, please consult the Indigenous Knowledges Theme website.

### Theme Admission Requirements

The overarching IGS requirements are the minimum standards required for admission to the theme. Indigenous students who bring their own Indigenous Knowledges, languages, and community experiences will be proactively considered, and preference will be given to applicants with lived experience of Indigenous communities undertaking research relevant to those communities.

Prior to completing a formal UBC Okanagan, College of Graduate Studies application for graduate studies, applicants should first identify and contact a faculty member in the Indigenous

### Draft Academic Calendar URL:

<https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/college-graduate-studies/interdisciplinary-graduate-studies/indigenous-knowledges-theme-i-sqilxw-cmiy-t-smypnwilnsxlx>

### Present Academic Calendar Entry:

## Indigenous Knowledges Theme: i? sqilx<sup>w</sup> a? cmiy' t smypnwilnsəlx

### Theme Overview

Degrees Offered: M.A., Ph.D.

The Indigenous Knowledges (IK) Theme focuses on approaches to research that train and support students to engage Indigenous communities with a particular focus on Indigenist approaches and the ongoing relevance of Indigenous Knowledge. For participating faculty see the Indigenous Knowledges Theme website.

The IK Theme offers full-time, ~~research-based~~ **degrees**. For research interests of Theme faculty members, please consult the Indigenous Knowledges Theme website.

### Theme Admission Requirements

The overarching IGS requirements are the minimum standards required for admission to the theme. Indigenous students who bring their own Indigenous Knowledges, languages, and community experiences will be proactively considered, and preference will be given to applicants with lived experience of Indigenous communities undertaking research relevant to those communities.

Prior to completing a formal UBC Okanagan, College of Graduate Studies application for graduate studies, applicants should first identify and contact a faculty member in the Indigenous Knowledges



Knowledges Theme with similar research interests in order to ascertain their potential interest in serving as the thesis research supervisor.

Refer to the Indigenous Knowledges Theme website for a list of potential supervisors.

### Theme Requirements

#### Master of Arts (M.A.) in Interdisciplinary Studies, Indigenous Knowledges Theme

##### **Thesis option:**

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Indigenous Knowledges **Thesis** Theme must complete 30 credits for the M.A. as follows:

- a 12-credit Master's Thesis (IGS 599)
- IGS 582;
- IGS 524;
- IGS 503;
- 9 credits of additional coursework selected by the student in consultation with and approval of their supervisor, of which no more than 6 credits can be at the 300/400-level, and none may be at the 100/200-level.

##### **Capstone Project Pathway:**

**In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Indigenous Knowledges Capstone Project Pathway Theme must complete 30 credits for the M.A. as follows:**

- **IGS 582;**
- **IGS 524;**
- **IGS 503;**
- **15 credits of additional coursework selected by the student in consultation with, and approval of, their supervisor, of which no more than 6 credits can be**

Theme with similar research interests in order to ascertain their potential interest in serving as the thesis research supervisor.

Refer to the Indigenous Knowledges Theme website for a list of potential supervisors.

### Theme Requirements

#### Master of Arts (M.A.) in Interdisciplinary Studies, Indigenous Knowledges Theme

In addition to the general academic regulations for graduate students set out by the College of Graduate Studies, students in the Indigenous Knowledges Theme must complete 30 credits for the M.A. as follows:

- a 12-credit Master's Thesis (IGS 599)
- IGS 582;
- IGS 524;
- IGS 503;
- 9 credits of additional coursework selected by the student in consultation with and approval of their supervisor, of which no more than 6 credits can be at the 300/400-level, and none may be at the 100/200-level.

#### Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Indigenous Knowledges Theme

In addition to the general academic regulations for graduate studies set out by the College of Graduate Studies, the minimum requirements for students in the Indigenous Knowledges Theme for the Ph.D. are:

- IGS 582;
- IGS 524;
- IGS 503;
- 3 credits of additional coursework selected by the student in consultation with and approval of their supervisor;
- successful completion of comprehensive requirements; and



**at the 300/400-level, and none may be at the 100/200-level.**

- **6 credits of IGS 597 (Capstone)<sup>1</sup>**

**<sup>1</sup>Students must complete IGS 597 with a minimum of 76% to pass the course.**

**Doctor of Philosophy (Ph.D.) in Interdisciplinary Studies, Indigenous Knowledges Theme**

In addition to the general academic regulations for graduate studies set out by the College of Graduate Studies, the minimum requirements for students in the Indigenous Knowledges Theme for the Ph.D. are:

- IGS 582;
- IGS 524;
- IGS 503;
- 3 credits of additional coursework selected by the student in consultation with and approval of their supervisor;
- successful completion of comprehensive requirements; and
- successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

- successful defence of the doctoral dissertation IGS 699 (0) Doctoral Thesis.

[...]

[...]



## Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP <b>Faculty Approval Date:</b> 2024-01-15 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-02-13 <b>Contact Person:</b> Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> julien.picault@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b>  This course is a requirement for the proposed PPE Honours programs.  PHIL 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (PHIL 498) and will be necessary for the program's completion. PHIL 496 and PHIL 498 will be offered as a sequence, with PHIL 496 offered in Winter term 1 and PHIL 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>PHIL 496 (3) Honours PPE Seminar Reports and group discussions of selected topics for fourth-year Honours students. Development of a research proposal. [0-0-3]</b></u> <u><b>Prerequisite: Admission to the PPE Honours Program with an emphasis in Philosophy (option A) or Law (option D).</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>  N/A



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

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> EPP <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231106 <b>Contact Person:</b> Dr. Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> Julien.picault@ubc.ca
<b>Type of Action:</b> New course	
<b>Rationale:</b>  This course is a requirement for the proposed PPE Honours programs.  PHIL 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (PHIL 498) and will be necessary for the program's completion. PHIL 496 and PHIL 498 will be offered as a sequence, with PHIL 496 offered in Winter term 1 and PHIL 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>PHIL 498 (3) PPE Honours Thesis</b></u> <u><b>Supervised investigation of an interdisciplinary topic relevant to PPE. Requires a significant amount of independent reading and analysis, and production of a major term paper at the end of the course.</b></u> <u><b>Prerequisite: PHIL 496 and permission of the instructor.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Arts and Social Sciences <b>Dept./Unit:</b> EPP <b>Faculty Approval Date:</b> 2024-01-15 <b>Effective Session:</b> 2024 W	<b>Date:</b> 2023-02-13 <b>Contact Person:</b> Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> julien.picault@ubc.ca
<b>Type of Action: New Course</b>	
<b>Rationale:</b>	
<p>This course is a requirement for the proposed PPE Honours programs.</p> <p>POLI 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (POLI 498) and will be necessary for the program's completion. POLI 496 and POLI 498 will be offered as a sequence, with POLI 496 offered in Winter term 1 and POLI 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 496 (3) Honours PPE Seminar Reports and group discussions of selected topics for fourth-year Honours students. Development of a research proposal. [0-0-3] Prerequisite: Admission to the PPE Honours Program with an emphasis in Political Science (option B) or Law (option D).</b></u>	<b>Draft Academic Calendar URL:</b> <a href="https://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=POLI">https://www.calendar.ubc.ca/okanagan/courses.cfm?go=name&amp;code=POLI</a>  <b>Present Academic Calendar Entry:</b>  N/A





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

<b>Category: 1</b>	
<b>Faculty/School:</b> FASS <b>Dept./Unit:</b> EPP <b>Faculty/School Approval Date:</b> 20240115 <b>Effective Session:</b> 2024W	<b>Date:</b> 20231106 <b>Contact Person:</b> Dr. Julien Picault <b>Phone:</b> 250.807.9227 <b>Email:</b> Julien.picault@ubc.ca
<b>Type of Action:</b>  New course	
<b>Rationale:</b>  This course is a requirement for the proposed PPE Honours programs.  POLI 496 is the first course of a sequence of two. The Honours Seminar will prepare students for the Honours Thesis (POLI 498) and will be necessary for the program's completion. POLI 496 and POLI 498 will be offered as a sequence, with POLI 496 offered in Winter term 1 and POLI 498 in Winter term 2. Honours students must follow the two courses in sequence during their last year of study with the final goal of the production of the Honours Thesis.	
<b>Proposed Academic Calendar Entry:</b>  <u><b>POLI 498 (3) PPE Honours Thesis</b></u> <u><b>Supervised investigation of an interdisciplinary topic relevant to PPE. Requires a significant amount of independent reading and analysis, and production of a major term paper at the end of the course.</b></u> <u><b>Prerequisite: POLI 496 and permission of the instructor.</b></u>	<b>Draft Academic Calendar URL:</b> n/a  <b>Present Academic Calendar Entry:</b>



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

<b>Category: 1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> English and Cultural Studies <b>Faculty/School Approval Date:</b> 2023 10 11 <b>Effective Session:</b> 2024S	<b>Date:</b> 20230914 <b>Contact Person:</b> Dr. D. Keyes <b>Phone:</b> 250.807.9320 <b>Email:</b> Daniel.keyes@ubc.ca
<b>Type of Action:</b> (1) New equivalent course DIHU 351. (2) Modification of course description for CULT 315 to reflect the deletion of ENGL 376 and the addition of DIHU 315.	
<b>Rationale:</b> This course's assignments deviate from the norms of English pedagogy and content. It no longer supports the typical term research essay that characterizes most upper level ENGL classes. Instead it relies on a major group assignment where students make and broadcast content for a client. Thus it is less a fit with English studies approaches to TV studies that focus on formalist screen analysis of specific genres, forms, etc. This course's cornerstone group assignment where students pitch, develop, broadcast a public service announcement for a client is a good fit with the Digital Humanities (DIHU) where students make and reflect on the making of digital objects. The course continues to operate as Cultural Studies course with its focus on media and issues of social justice related to representation so it is only the ENGL side of the course that is being deleted.	
<b>Proposed Academic Calendar Entry:</b>  <b>CULT 315 (3) Television Studies</b>  The medium of television from a global perspective, and the investigation of how genres in different television broadcast regimes shape content and reception. Credit will be granted for only one of CULT 315 or <b>DIHU 315</b> . [3-2-0]  Prerequisite: Third-year standing. CULT 201, CULT 215, or CULT 220 recommended.  Equivalency: <b>DIHU 315</b> .  <b><u>DIHU 315 (3) Television Studies</u></b>  <b><u>The medium of television from a global perspective, and the investigation of how</u></b>	<b>Present Academic Calendar Entry:</b>  <b>CULT 315 (3) Television Studies</b> The medium of television from a global perspective, and the investigation of how genres in different television broadcast regimes shape content and reception. Credit will be granted for only one of CULT 315 or <del>ENGL 376</del> . [3-2-0]  Prerequisite: Third-year standing. CULT 201, CULT 215, or CULT 220 recommended.  Equivalency: <del>ENGL 376</del> .



<p><b><u>genres in different television broadcast regimes shape content and reception. Credit will be granted for only one of CULT 315 or DIHU 315 [3-2-0]</u></b></p> <p><b><u>Prerequisite: Third-year standing. CULT 201, CULT 215, or CULT 220 recommended.</u></b></p> <p><b><u>Equivalency: CULT 315.</u></b></p>	
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## Curriculum Proposal Form New/Change to Course/Program – Okanagan campus

<b>Category: 1</b>	
<b>Faculty/School:</b> FCCS <b>Dept./Unit:</b> ECS <b>Faculty/School Approval Date:</b> 2023 11 06 <b>Effective Session:</b> 2024S	<b>Date:</b> 2023/06/28 <b>Contact Person:</b> Sakiru Adebayo <b>Phone:</b> 250.859.5115 <b>Email:</b> sakiru.adebayo@ubc.ca
<b>Type of Action:</b> New Course	
<p><b>Rationale:</b> This course supports the English and Cultural Studies Department’s mission to introduce students to a diverse range of content and materials on the contributions of Black scholars from different parts of the world to questions of race, nationality, colonialism, decolonization, justice, reparations, feminism, modernity etc. This course takes a transdisciplinary and transcontinental approach in examining the heterogenous histories, cultures, literatures, and epistemologies of the people of African descent. We will explore themes such as Black social movements, Black Marxism, Black existentialism, Black history, Afro/Black-pessimism, Black radicalism, Black (trans)nationality/global Blackness, Black theology, Black consciousness, slavery, decolonization and many more. In all, this course introduces students to the intellectual influences on, and responses to, Black experiences and lives in our modern world. <b>NOTE:</b> The course will be cross-listed between English and Cultural Studies– that is, the same course will be taught in both the ENGL and CULT programmes, but under different course codes.</p>	
<b>Proposed Academic Calendar Entry:</b>  <u><b>ENGL 491 (3) Black Intellectual Traditions</b></u> <u><b>Intellectual influences on, and responses to, Black experiences in our modern world. Credit will be granted for only one of ENGL 491 or CULT 491.</b></u> <u><b>Prerequisite: Third-year standing</b></u> <u><b>Equivalency: CULT 491</b></u>  <u><b>CULT 491 (3) Black Intellectual Traditions</b></u> <u><b>Intellectual influences on, and responses to, Black experiences in our modern world. Credit will be granted for only one of CULT 491 or ENGL 491.</b></u> <u><b>Prerequisite: Third-year standing</b></u> <u><b>Equivalency: ENGL 491</b></u>	<b>Draft Academic Calendar URL:</b>  N/A  <b>Present Academic Calendar Entry:</b>  N/A



## Curriculum Proposal Form

### New or Revised Course/Program – Okanagan campus

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Science	<b>Date:</b> 2023-10-27
<b>Dept./Unit:</b> BSUST	<b>Contact Person:</b> Robert Godin
<b>Faculty Approval Date:</b> 2023-12-01	<b>Phone:</b> 250-807-8438
<b>Effective Session:</b> 2024 W	<b>Email:</b> Robert.godin@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<p><b>Rationale:</b> Change to 100-level PHYS courses</p> <p>As more students are entering the BSUST Green Chemistry program, it has become evident that the current PHYS111/121 required courses complicate entry into the Green Chemistry concentration. The Bachelor of Sustainability program has an entry requirement of one grade 12 Science. Students who choose the Green Chemistry stream will likely have Chemistry 12 to satisfy the program entry requirements. It is less likely that they have taken Physics 12 or even Physics 11, one of which is a pre-requisite requirement for PHYS 111. Thus, it is currently possible for a student to satisfy the Bachelor of Sustainability entry requirements, yet not be able to follow the necessary first year course plan in the Green Chemistry concentration.</p> <p>Changing the required courses to PHYS112/122 solves this problem and aligns the Bachelor of Sustainability entry requirements with what is needed to follow the first-year course load in the Green Chemistry concentration. PHYS112 does not require high school Physics (Physics 12 is strongly recommended, however).</p> <p>The change of required 100-level PHYS courses has no bearing on the upper-level classes. The 100-level PHYS pre-requisites for all CHEM classes, including the required CHEM201, can be satisfied by both PHYS121 and PHYS122.</p> <p>To determine whether this change would affect student success, we performed an analysis of the final grades of CHEM201 and CHEM211 students who had PHYS121 or PHYS122 as their first-year courses. A dataset of students who took CHEM201, CHEM211, PHYS121, or PHYS122 in the past 5 years (2017-2022) was obtained from the Chief Information Officer. Student info was anonymized but still individualized so the same student could be identified in different classes. The final grade data was filtered and sorted to determine whether the 100-level PHYS course had an impact on student success. This analysis showed that CHEM201 students who completed PHYS122 had an average final grade that is 0.7% higher compared to those who took PHYS121. CHEM211 students that took PHYS122 had an average grade that is 5.0% higher compared to those who took PHYS121. The percentage of students that fail the class is also lower for those that complete the PHYS122 course.</p>	



Student success will certainly not be diminished, and might even improve, with the proposed change to the PHYS112/122 courses.

We are not giving an option between the PHYS111/121 and PHYS112/122 pathways to keep in the spirit of the cohort model of the Bachelor of Sustainability.

<p><b>Proposed Academic Calendar Entry:</b></p> <p><b>Green Chemistry Concentration</b> Upon successful completion of this Concentration, the notation "Concentration in Green Chemistry" will be placed on the student's transcript and degree parchment.</p> <table border="0"> <thead> <tr> <th>First Year</th> <th>Credits</th> </tr> </thead> <tbody> <tr><td>ENGL 112</td><td>3</td></tr> <tr><td>INDG 102</td><td>3</td></tr> <tr><td>SUST 100</td><td>3</td></tr> <tr><td>SUST 104</td><td>3</td></tr> <tr><td>CHEM 121</td><td>3</td></tr> <tr><td>CHEM 123</td><td>3</td></tr> <tr><td>MATH 100</td><td>3</td></tr> <tr><td>MATH 101</td><td>3</td></tr> <tr><td><b>PHYS 112</b></td><td>3</td></tr> <tr><td><b>PHYS 122</b></td><td>3</td></tr> <tr><td><b>Total Credits (minimum)</b></td><td><b>30</b></td></tr> </tbody> </table>	First Year	Credits	ENGL 112	3	INDG 102	3	SUST 100	3	SUST 104	3	CHEM 121	3	CHEM 123	3	MATH 100	3	MATH 101	3	<b>PHYS 112</b>	3	<b>PHYS 122</b>	3	<b>Total Credits (minimum)</b>	<b>30</b>	<p><b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-sustainability-bsust/green-chemistry-concentration">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-sustainability-bsust/green-chemistry-concentration</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>Green Chemistry Concentration</b> Upon successful completion of this Concentration, the notation "Concentration in Green Chemistry" will be placed on the student's transcript and degree parchment.</p> <table border="0"> <thead> <tr> <th>First Year</th> <th>Credits</th> </tr> </thead> <tbody> <tr><td>ENGL 112</td><td>3</td></tr> <tr><td>INDG 102</td><td>3</td></tr> <tr><td>SUST 100</td><td>3</td></tr> <tr><td>SUST 104</td><td>3</td></tr> <tr><td>CHEM 121</td><td>3</td></tr> <tr><td>CHEM 123</td><td>3</td></tr> <tr><td>MATH 100</td><td>3</td></tr> <tr><td>MATH 101</td><td>3</td></tr> <tr><td><del>PHYS 111</del></td><td><del>3</del></td></tr> <tr><td><del>PHYS 121</del></td><td><del>3</del></td></tr> <tr><td><b>Total Credits (minimum)</b></td><td><b>30</b></td></tr> </tbody> </table>	First Year	Credits	ENGL 112	3	INDG 102	3	SUST 100	3	SUST 104	3	CHEM 121	3	CHEM 123	3	MATH 100	3	MATH 101	3	<del>PHYS 111</del>	<del>3</del>	<del>PHYS 121</del>	<del>3</del>	<b>Total Credits (minimum)</b>	<b>30</b>
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### New or Revised Course/Program – Okanagan campus

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<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> Chemistry <b>Faculty Approval Date:</b> 2023-12-01 <b>Effective Session:</b> W2024	<b>Date:</b> 2023-09-18 <b>Contact Person:</b> W. Stephen McNeil <b>Phone:</b> 250.807.8751 <b>Email:</b> Stephen.mcneil@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<p><b>Deletion of CHEM 111 and CHEM 113 AND Change to Pre-req and Calendar Descriptions of CHEM 121 and CHEM 123</b></p> <p>First-year chemistry courses are separated into two streams: CHEM 111/113 and CHEM 121/123. Students with CHEM 11 (or its equivalent) are registered in CHEM 111/113 and students with CHEM 12 (or equivalent) are registered in CHEM 121/123. This provided students with a CHEM 11 background a softer entry into university chemistry by offering a modified curriculum and an extra contact hour each week. CHEM 11X was originally taught as a distinct cohort, with the intention that the different course stream would “catch up” students with CHEM 11 background, placing them on an equal footing with CHEM 12X students and offering them equal opportunity for success.</p> <p>10 years ago, we realized that this approach was not resulting in equal footing: for example, students who completed CHEM 113 received grades in CHEM 203 that were on average a full letter grade lower than students who completed CHEM 123 with the same grade. As well, a smaller proportion of CHEM 11X students completed the entire first-year sequence. In response, we combined the lecture and lab for the two course sequences, so that students from both course streams were taught the same learning objectives and were assessed with the same tests. CHEM 11X students were offered an optional supplemental one-hour tutorial each week, but this tutorial session was difficult to schedule and saw lower attendance each year.</p> <p>We have since revised learning objectives, course content, learning activities, and assessment of our first-year chemistry sequence. We also introduced a pedagogy focused on active learning, guided inquiry, and small-group peer-learning. With these changes, we have seen an increase in success rates in first-year chemistry for both cohorts, but especially for CHEM 11X students. The gap in success rates between CHEM 11X and CHEM 12X students has decreased. (i.e. a +23% relative increase in completion rates for CHEM 12X students but a +34% relative increase for CHEM 11X). And, the first-year course sequence is no longer a statistically significant predictor of performance in later grades: CHEM 11X and CHEM 12X students who complete first-year chemistry with the same grade now (on average) achieve equal grades in second-year chemistry courses. This evidence suggests that the new combined first-year chemistry course structure</p>	



prepares both groups of students equally, which eliminates the need for separate course designations.

Accordingly, we wish to discontinue offering CHEM 111 and CHEM 113. This change offers additional advantages in scheduling and course administration, and simplifies registration for first-year students. While it is still true that the more complete background afforded by CHEM 12 does provide an advantage that we wish to emphasize and recommend, we do not wish to restrict entry into the BSc program to those with CHEM 12. This requires a change to CHEM 121 prerequisites.

The course descriptions of CHEM 121 and CHEM 123 should also be updated to reflect the new curriculum.

**Draft Academic Calendar URL:**

<https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/chem>

**Present Academic Calendar Entry:**

~~**CHEM 111 (3) Principles of Chemistry I**  
**Stoichiometry, atomic and molecular structure, chemical periodicity, gases, liquids, solids, and solutions. Not open to students with Chemistry 12. Credit will be granted for only one of CHEM 111 or CHEM 121. [3 3 1]**~~

~~**Prerequisite: Chemistry 11. Principles of Mathematics 12 or Pre-Calculus 12 is strongly recommended.**~~

~~**CHEM 113 (3) Principles of Chemistry II**  
**General and ionic equilibrium, solubility, thermodynamics. Introductory organic chemistry: stereochemistry; substitution, elimination, and oxidation reduction reactions. Not open to students with CHEM 121. This course or CHEM 123 is prerequisite to all subsequent courses in Chemistry. Credit will be granted for only one of CHEM 113 or CHEM 123. [3 3 1]**~~

~~**Prerequisite: CHEM 111.**~~

**Proposed Academic Calendar Entry:**

CHEM 121 (3) Atomic and Molecular Chemistry  
**Gases, atomic structure and quantum theory of atoms, molecular structure and bonding, intermolecular forces.** Credit will be granted

CHEM 121 (3) Atomic and Molecular Chemistry  
~~**Stoichiometry, atomic and molecular structure, chemical periodicity, gases, liquids, solids, and solutions. Required course for all students needing a first-year Chemistry**~~





<p>for only one of CHEM 121 or CHEM 111. [3-3-0]</p> <p><b>Prerequisite: Chemistry 11. Chemistry 12 is strongly recommended. Principles of Mathematics 12 or Pre-Calculus 12 is strongly recommended.</b></p> <p>CHEM 123 (3) Physical and Organic Chemistry <b>Chemical kinetics, equilibrium, thermodynamics and energy changes, acid and base equilibria, introductory organic chemistry.</b> Credit will be granted for only one of CHEM 123 or CHEM 113. [3-3-0]</p> <p>Prerequisite: CHEM 121.</p>	<p><del>course who have Chemistry 12.</del> Credit will be granted for only one of CHEM 121 or CHEM 111. [3-3-0]</p> <p>Prerequisite: <del>CHEM 12 and one of MATH 12, PREC 12.</del></p> <p>CHEM 123 (3) Physical and Organic Chemistry <del>Principles of equilibrium and chemical thermodynamics. Introductory organic chemistry: stereochemistry, substitution, elimination, and oxidation-reduction reactions. This course or CHEM 113 is prerequisite to all subsequent courses in Chemistry.</del> Credit will be granted for only one of CHEM 123 or CHEM 113. [3-3-0]</p> <p>Prerequisite: CHEM 121.</p>
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THE UNIVERSITY OF BRITISH COLUMBIA

## Curriculum Proposal Form New or Revised Course/Program – Okanagan campus

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<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> All <b>Faculty Approval Date:</b> 2023-12-01 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-08-03 <b>Contact Person:</b> Megan Lochhead <b>Phone:</b> 2508078558 <b>Email:</b> <a href="mailto:megan.lochhead@ubc.ca">megan.lochhead@ubc.ca</a>
<b>Type of Action: New Program</b>	
<b>Rationale:</b> The introduction of a CORH minor to BSc students will allow those interested to focus on studies in rhetoric and communication. Courses taken for this minor have an interdisciplinary focus and encourage collaboration, reflection, and experiential learning. The minor will foster conceptual and theoretical understanding of rhetoric and communication, while honing skills relevant to communicating persuasively and precisely through different platforms in interpersonal, cross-cultural, social, professional and digital contexts.	
<b>Proposed Academic Calendar Entry:</b>  ... <b>Faculty of Creative and Critical Studies</b>  <b>Minor in Communications and Rhetoric</b>  To earn a Minor in Communications and Rhetoric, students must complete a minimum of 30 credits as set out below:	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/minor-programs">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/minor-programs</a>  <b>Present Academic Calendar Entry:</b>  ... <b>Faculty of Creative and Critical Studies</b>



THE UNIVERSITY OF BRITISH COLUMBIA

<ul style="list-style-type: none"> <li>• 3-6 credits of first year English or communications depending on the student’s Major requirements</li> <li>• Minimum 6 credits of 200- level CORH courses</li> <li>• Minimum 15 credits of 300- and 400-level CORH courses</li> <li>• 3 credit CORH 499, Communication Capstone</li> </ul> <p>See the list of approved CORH courses <a href="#">here</a> (note: that some of these courses have cross-listings and/or prerequisites).</p>	
<p>Students may complete either the 15-credit Certificate in Communications and Rhetoric or the 30-credit Minor in Communications and Rhetoric, but cannot receive both credentials.</p>	
<p>Students must have completed the communications requirement for their degree program before registering for the Minor.</p>	
<p><b>Minor in Fine Arts</b></p> <p>B.Sc. students may earn a Minor in Visual Arts. Note: due to the number of credits required, adding this program to a degree of study may result in it requiring more than four years to complete.</p> <p>...</p>	<p><b>Minor in Fine Arts</b></p> <p>B.Sc. students may earn a Minor in Visual Arts. Note: due to the number of credits required, adding this program to a degree of study may result in it requiring more than four years to complete.</p>

**Commented [LM1]:** Link to here: <https://okanagan.calendar.ubc.ca/faculties-schools-and-colleges/faculty-creative-and-critical-studies/undergraduate-certificate-communications-and-rhetoric>

**Commented [LM2]:** Link to here: <https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/other-opportunities/communications-and-rhetoric-undergraduate-certificate>



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

<b>Category: 1</b>											
<b>Faculty/School:</b> Faculty of Science <b>Dept./Unit:</b> CMPS <b>Faculty/School Approval Date:</b> 20231201 <b>Effective Session:</b> 2024W	<b>Date:</b> 2022-10-19 <b>Contact Person:</b> Dan Vollick <b>Phone:</b> 250.807.9512 <b>Email:</b> dan.vollick@ubc.ca										
<b>Type of Action: New Program</b>											
<b>Rationale:</b> At present the Combined Physics and Mathematics Program does not have an honours option. An honours degree in this program will enable high-achieving students to gain research experience, which is especially important for those students intending to pursue graduate studies. This is not a double degree program. It is aimed at physics students who have a strong interest and ability in mathematics. The admission and graduation requirements are, therefore, closely aligned with the honours physics admission and graduation requirements.											
<b>Proposed Academic Calendar Entry:</b>  <p style="color: red; font-weight: bold; font-size: 1.2em;">Combined Physics and Mathematics Honours Program</p> <p style="color: red;">This program enables high-achieving students to gain research experience through the completion of an Honours Thesis. It is particularly recommended to students intending to pursue graduate studies.          The course requirements for first and second year are the same as in the Combined Majors in Physics and Mathematics.</p> <p style="color: red; font-weight: bold;">Third and Fourth Years</p> <table style="width: 100%; border: none;"> <tr> <td style="color: red;">MATH 220, 319, 327, 350, STAT 303</td> <td style="color: red; text-align: right;">15</td> </tr> <tr> <td style="color: red;">PHYS 301, 304, 328</td> <td style="color: red; text-align: right;">9</td> </tr> <tr> <td style="color: red;">One of PHYS 401<sup>1</sup>, 402<sup>1</sup>, 418<sup>1</sup></td> <td style="color: red; text-align: right;">3</td> </tr> <tr> <td style="color: red;">Two of MATH 303, 408, 459; STAT 403</td> <td style="color: red; text-align: right;">6</td> </tr> <tr> <td style="color: red;">Three of ASTR 321; PHYS, 331, 400, 401<sup>1</sup>, 402<sup>1</sup>, 403, 407, 408, 418<sup>1</sup>, 420,</td> <td></td> </tr> </table>	MATH 220, 319, 327, 350, STAT 303	15	PHYS 301, 304, 328	9	One of PHYS 401 <sup>1</sup> , 402 <sup>1</sup> , 418 <sup>1</sup>	3	Two of MATH 303, 408, 459; STAT 403	6	Three of ASTR 321; PHYS, 331, 400, 401 <sup>1</sup> , 402 <sup>1</sup> , 403, 407, 408, 418 <sup>1</sup> , 420,		<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/physics-and-astronomy">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/faculties-schools-and-colleges/faculty-science/bachelor-science-programs/major-programs/physics-and-astronomy</a>  <b>Present Academic Calendar Entry:</b>  n/a
MATH 220, 319, 327, 350, STAT 303	15										
PHYS 301, 304, 328	9										
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425, 441, 474	9
Non-science electives <sup>2</sup>	12
PHYS 449 or MATH 448	6
Total Credits	60
Minimum credits for degree	120

<sup>1</sup>Each of PHYS 401, 402, 418 may only fulfill one requirement.

<sup>2</sup>Students entering the B.Sc. in 2024 and later will be required to take 3 credits of an indigenous content course to partially fulfill this requirement.

### Admission Requirements

- Fourth-year standing in the Combined Major in Physics and Mathematics program;
- Students with a minimum grade average of 76% in all courses taken to date may apply to be considered for the Honours program. Admission is at the discretion of the Department Head, and may be subject to a ranking of those students applying;
- Students taking PHYS 449 must have the thesis proposal and research supervisor approved by the Academic Department.

In exceptional cases, such as transferees from another institution, a student may be admitted by permission of the Academic Department notwithstanding the above criteria.

### Graduation Requirements

- Minimum cumulative grade average of 76% for all second-, third-, and fourth-year non-elective science courses taken to fulfill the requirements of the Combined Physics and Mathematics Honours Program; and
- Six credits of either PHYS 449 or Math 448 with a minimum grade of 76%.



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<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> BSUST <b>Faculty Approval Date:</b> 2023-11-20 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-10-18 <b>Contact Person:</b> Astrida Neimanis <b>Phone:</b> 250-807-9185 <b>Email:</b> astrida.neimanis@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<p><b>Rationale:</b> Change of Course Code, Change to Course Title, Revision to Vectors, and Change to Calendar Description</p> <p>These proposed revisions, including the modified title and description, reflect a refining of the course's focus since it was initially proposed in 2020. The course has not yet been taught. The revisions take into consideration content covered in SUST 100, 101, 104, 200, and 201, which have now all been taught, and address a methodological gap viz interdisciplinary place-based method. The proposed refined focus and vector change (to include a practice-led workshop) incorporate evolving, state-of-the art priorities for academic undergraduate training in sustainability, as well as expertise of newly-hired faculty in the BSUS program. While the course format is changing, total course hours remain unchanged. The workshop will be a 2-hour section once per week, while the lecture will be a 1-hour section once per week. The proposed change from "301" to "304" is to align with other SUST-coded courses at the 100 and 200 levels ending in -04 that are also methods courses related to environmental humanities and social sciences. An exclusion statement is not needed in the calendar description as SUST 301 was never offered.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p><b><u>SUST 304 (3) Place-based Methods for Interdisciplinary Research</u></b></p> <p>A practice-led methods course that draws on interdisciplinary sustainability literatures on place. Includes a focus on ethics, values, social equity, accessibility and inclusion in addressing multi-scale, multi-stakeholder problems related to sustainability.</p> <p>Restricted to students in the Bachelor of Sustainability program. [1-0-2]</p> <p>Prerequisite: SUST 200.</p>	<p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/sust">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/sust</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><del>SUST 304 (3) Methods in Solving Wicked Problems</del></p> <p><del>Interdisciplinary methods to address challenges of finding sustainable solutions to. We begin with the premise that these problems are 'wicked' problems that have no single, correct solution, and where any solution is intertwined with issues of human ethics, values, and social equity. Restricted to students in the Bachelor of Sustainability program. [3-0-0]</del></p> <p><del>Prerequisite: SUST 300 and one of BIOL 202, STAT 230, SUST 201.</del></p>
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<b>Category: 1</b>	
<b>Faculty:</b> Science <b>Dept./Unit:</b> All <b>Faculty Approval Date:</b> 2023-12-01 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-10-18 <b>Contact Person:</b> Trudy Kavanagh <b>Phone:</b> 250.807.XXXX <b>Email:</b> trudy.kavanagh@ubc.ca
<b>Type of Action: Other/Multiple (Please Specify)</b>	
<b>Rationale:</b> This proposal articulates the instructional formats of Special Topics courses in the Faculty of Science to ensure compatibility with Workday. Additional courses have been created to accommodate offerings of several Special Topics courses with different instructional formats in an academic year.	
<b>Proposed Academic Calendar Entry:</b>  <b>BIOL 430 (3-9) Special Topics in Biology, Lecture Format</b> With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.  <b>BIOL 431 (3-9) Special Topics in Biology, Laboratory Format</b> With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431,	<b>Draft Academic Calendar URL:</b> <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/biol">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/biol</a>  <b>Present Academic Calendar Entry:</b>  <del><b>BIOL 420 (3-9) d Special Topics in Biology</b></del> <del>With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 420 and BIOL 520 when the subject matter is of the same nature.</del>





432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 432 (3-9) Special Topics in Biology, Lecture and Laboratory Format**

With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 433 (3-9) Special Topics in Biology, Experiential Learning Format**

With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 530 (1-9) Special Topics in Biology, Lecture Format**

With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 531 (1-9) Special Topics in Biology, Laboratory Format**

With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 532 (1-9) Special Topics in Biology, Lecture and Laboratory Format**

**~~BIOL 520 (1-9) d Special Topics in Biology~~**

~~With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 520 or BIOL 420 when the subject matter is of the same nature.~~



With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**BIOL 533 (1-9) Special Topics in Biology, Experiential Learning Format**

With permission of the department head, this course may be taken more than once with a different topic. Credit will be granted for only one of BIOL 430, 431, 432, 433, 530, 531, 532, 533 when the subject matter is of the same nature.

**Proposed Academic Calendar Entry:**

**COSC 431 (3-9) Special Topics in Databases, Lecture Format**

Advanced or specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of COSC 416, 431, 432, 516, 531, 532 when the subject matter is of the same nature.

Prerequisite: COSC 304 and third-year standing.

**COSC 432 (3-9) Special Topics in Databases, Lecture and Laboratory Format**

Advanced or specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of COSC 416, 431, 432, 516, 531, 532

**Draft Academic Calendar URL:**

<https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/cosc>

**Present Academic Calendar Entry:**

**COSC 416(3-9) ~~d~~Special Topics in Databases**

Advanced or specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of ~~COSC 416 or COSC 516~~ when the subject matter is of the same nature.

Prerequisite: COSC 304 and third-year standing.



<p>when the subject matter is of the same nature.</p> <p>Prerequisite: COSC 304 and third-year standing.</p> <p><b>COSC 531 (3-6) Special Topics in Databases, Lecture Format</b></p> <p>Specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of COSC 416, 431, 432, 516, 531, 532 when the subject matter is of the same nature.</p> <p><b>COSC 532 (3-6) Special Topics in Databases, Lecture and Laboratory Format</b></p> <p>Specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of COSC 416, 431, 432, 516, 531, 532 when the</p> <p><b>COSC 433 (3-6) Topics in Computer Networks, Lecture Format</b></p> <p>Advanced or specialized topics in emerging network technologies. With different topics, this course may be taken twice for credit. Credit will be granted for only one of COSC 417, 433, 434 when the subject matter is of the same nature</p> <p>Prerequisite: All of COSC 315, COSC 328.</p> <p><b>COSC 434 (3-6) Topics in Computer Networks, Lecture and Laboratory Format</b></p> <p>Advanced or specialized topics in emerging network technologies. With different topics, this course may be taken twice for credit. Credit will be granted for only one</p>	<p><b>COSC-516 (3/6) &amp; Special Topics in Databases</b></p> <p>Specialized topics in database design, modelling, and implementation. This course may be taken more than once for credit. Credit will be granted for only one of <del>COSC 416 or COSC 516</del> when the subject matter is of the same nature.</p> <p><b>COSC-417 (3/6) &amp; Topics in Computer Networks</b></p> <p>Advanced or specialized topics in emerging network technologies. With different topics, this course may be taken twice for credit. [<del>3-2-0</del>]</p> <p>Prerequisite: All of COSC 315, COSC 328.</p>
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of COSC 417, 433, 434 when the subject matter is of the same nature.

Prerequisite: All of COSC 315, COSC 328.

**COSC 436 (3-9) Topics in Computer Science, Lecture Format**

Advanced or specialized topics in computer science. Consult the department for the specific topic to be offered in any given year. Credit will be granted for only one of COSC 419, 436, 437, 519, 536, 537 when the subject matter is of the same nature.

Prerequisite: Fourth-year standing.

**COSC 437 (3-9) Topics in Computer Science, Lecture and Laboratory Format**

Advanced or specialized topics in computer science. Consult the department for the specific topic to be offered in any given year. Credit will be granted for only one of COSC 419, 436, 437, 519, 536, 537 when the subject matter is of the same nature.

Prerequisite: Fourth-year standing.

**COSC 536 (3-6) Topics in Computer Science, Lecture Format**

Specialized topics in computer science. Credit will be granted for only one of COSC 419, 436, 437, 519, 536, 537 when the subject matter is of the same nature.

**COSC 537 (3-6) Topics in Computer Science, Lecture and Laboratory format**

Specialized topics in computer science. Credit will be granted for only one of COSC 419, 436, 437, 519, 536, 537 when the subject matter is of the same nature.

**Proposed Academic Calendar Entry:**

**COSC 419(3-9) & Topics in Computer Science**

Advanced or specialized topics in computer science. Consult the department for the specific topic to be offered in any given year. Credit will be granted for only one of COSC 419 or COSC 519 when the subject matter is of the same nature.

Prerequisite: Fourth-year standing.

**COSC 519(3/6)-& Topics in Computer Science**

Specialized topics in computer science. Credit will be granted for only one of COSC 419 or



<p><b>EESC 395 (1-6) Special Topics in Earth and Environmental Sciences, <u>Lecture Format</u></b></p> <p>Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic.</p> <p>Prerequisite: Third-year standing and permission of the department head.</p> <p><b>EESC 396 (1-6) Special Topics in Earth and Environmental Sciences, <u>Lecture and Laboratory Format</u></b></p> <p>Specialized topics in Earth and environmental sciences. Format includes required labs. Course may be taken more than once with a different topic.</p> <p>Prerequisite: Third-year standing and permission of the department head.</p> <p><b>EESC 447 (3-6) Directed Studies in Earth and Environmental Sciences, <u>Independent Study Format</u></b></p> <p>Investigation of a specific topic as agreed upon by the student and a faculty supervisor.</p> <p>Prerequisite: Third-year standing and permission of the department head and faculty supervisor.</p> <p><b>EESC 448 (3-6) Directed Studies in Earth and Environmental Sciences, <u>Lecture and Independent Study Format</u></b></p> <p>Investigation of a specific topic as agreed upon by the student and a faculty supervisor.</p> <p>Prerequisite: Third-year standing and permission of the department head and faculty supervisor.</p>	<p>COSC 519 when the subject matter is of the same nature.</p> <p><b>Draft Academic Calendar URL:</b>  <a href="https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/eesc">https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm.ca-1.platformsh.site/course-descriptions/subject/eesc</a></p> <p><b>Present Academic Calendar Entry:</b></p> <p><b>EESC 395 (1-6) <del>d</del>-Special Topics in Earth and Environmental Sciences</b></p> <p>Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic. [3-1-0]</p> <p>Prerequisite: Third-year standing and permission of the department head.</p> <p><b>EESC 396 (1-6) Special Topics in Earth and Environmental Sciences-H</b></p> <p>Specialized topics in Earth and environmental sciences. Format includes required labs. <del>May include required field trips.</del> Course may be taken more than once with a different topic. [3-1-0]</p> <p>Prerequisite: Third-year standing and permission of the department head.</p>
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**EESC 495 (1-6) Advanced Special Topics in Earth and Environmental Sciences, Lecture Format**

Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic.

Prerequisite: Third-year standing and permission of the department head.

**EESC 496 (1-6) Advanced Special Topics in Earth and Environmental Sciences, Lecture and Laboratory Format**

Specialized topics in Earth and environmental sciences. Format includes required labs. May include required field trips. Course may be taken more than once with a different topic.

Prerequisite: Third-year standing and permission of the department head.

**EESC 512 (3) Applied Data Analysis in Geosciences, Lecture Format**

Quantitative analytical methods used in data-rich branches of geosciences including: data acquisition, mining and quality assessment; data transformation strategies; data representation and pattern discovery; and alternative data models. Practical problem solving.

**EESC 513 (3) Applied Data Analysis in Geosciences, Lecture and Lab Format**

Quantitative analytical methods used in data-rich branches of geosciences including: data acquisition, mining and quality assessment; data transformation strategies; data representation and pattern discovery; and alternative data models. Practical problem solving.

**EESC 514 (3) Applied Data Analysis in Geosciences, Independent Study Format**

**EESC 448 (3-6) Directed Studies in Earth and Environmental Sciences**

Investigation of a specific topic as agreed upon by the student and a faculty supervisor.

Prerequisite: Third-year standing and permission of the department head and faculty supervisor.

**EESC 495 (1-6) Advanced Special Topics in Earth and Environmental Sciences**

Specialized topics in Earth and environmental sciences. May include required field trips. Course may be taken more than once with a different topic.

Prerequisite: Third-year standing and permission of the department head.

**EESC 496 (1-6) Advanced Special Topics in Earth and Environmental Sciences H**

Specialized topics in Earth and environmental sciences. Format includes required labs. ~~May include required field trips.~~ Course may be taken more than once with a different topic.

Prerequisite: Third-year standing and permission of the department head.

**EESC 512 (3) Applied Data Analysis in Geosciences**

Quantitative analytical methods used in data-rich branches of geosciences including: data acquisition, mining and quality assessment; data transformation strategies; data representation and pattern discovery; and alternative data models. Practical problem solving.



Quantitative analytical methods used in data-rich branches of geosciences including: data acquisition, mining and quality assessment; data transformation strategies; data representation and pattern discovery; and alternative data models. Practical problem solving.

**EESC 540 (1-6) Directed Readings in Earth and Environmental Sciences, Independent Study Format**

Individual exploration of aspects of earth and environmental sciences outside of the lecture course offerings.

**EESC 541 (1-6) Directed Readings in Earth and Environmental Sciences, Lecture and Independent Study Format**

Individual exploration of aspects of earth and environmental sciences outside of the lecture course offerings.

**EESC 551 (1-6) d Special Topics in Earth and Environmental Sciences, Lecture Format**

Explores aspects of earth and environmental sciences outside of the core offerings.

**EESC 552 (1-6) Special Topics in Earth and Environmental Sciences, Lecture and Lab Format**

Explores aspects of earth and environmental sciences outside of the core offerings.

**EESC 551 (1-6) d Special Topics in Earth and Environmental Sciences**

Explores aspects of earth and environmental sciences outside of the core offerings.

**EESC 552 (1-6) d Directed Readings in Earth and Environmental Sciences**



**EESC 553 (1-6) Special Topics in Earth and Environmental Sciences, Experiential Learning Format**  
Explores aspects of earth and environmental sciences outside of the core offerings.

**Proposed Academic Calendar Entry:**

**CHEM 422 (3-12) Special Topics in Chemistry, Lecture Format**

An advanced or specialized topic in chemistry, generally with an emphasis on recent literature. Topics will usually vary with each course offering. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 422, 507, 508 when the subject matter is of the same nature.

[3-0-0]

Prerequisite: To be determined by special topic; third-year standing in Science; and permission of the department head.

**CHEM 448 (3-6) Directed Studies in Chemistry, Independent Study Format**

Original research under the direction of a faculty member for either one (3 credits) or two (6 credits) semesters. Includes a written thesis and poster presentation. It is recommended that CHEM 448 not be taken until a student's final year of study.

Prerequisite: Fourth-year standing in the Chemistry or Environmental Chemistry Major with a minimum overall grade average of 72%, and approval of both the Chemistry Curriculum Committee and a faculty supervisor.

**Individual exploration of aspects** of earth and environmental sciences outside of the lecture course offerings.

**Draft Academic Calendar URL:**

<https://draft-content-okanagan-bezdfny-6hlqu3vk3sihm-ca-1.platformsh.site/course-descriptions/subject/chem>

**Present Academic Calendar Entry:**

**CHEM 422 (3-12) ~~4~~ Special Topics in Chemistry**

An advanced or specialized topic in chemistry, generally with an emphasis on recent literature. Topics will usually vary with each course offering. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. [3-0-0]

Prerequisite: To be determined by special topic; third-year standing in Science; and permission of the department head.

**CHEM 448 (3/6) ~~4~~ Directed Studies in Chemistry**

Original research under the direction of a faculty member for either one (3 credits) or two (6 credits) semesters. Includes a written thesis and poster presentation. It is recommended that CHEM 448 not be taken until a student's final year of study.

Prerequisite: Fourth year standing in the Chemistry or Environmental Chemistry Major with a minimum overall grade average of 72%, and approval of both the Chemistry





<p><b>CHEM 507 (3-9) Topics in Physical Chemistry, Laboratory and Lecture Format</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 507, 508, 422 when the subject matter is of the same nature.</p> <p><b>CHEM 508 (3-9) Topics in Physical Chemistry, Lecture Format</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 507, 422 when the subject matter is of the same nature.</p> <p><b>CHEM 521 (3-9) Topics in Inorganic Chemistry, Laboratory and Lecture Format</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 521, 522, 422 when the subject matter is of the same nature.</p> <p><b>CHEM 522 (3-9) Topics in Inorganic Chemistry, Lecture Format</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 521, 522, 422 when the subject matter is of the same nature.</p>	<p>Curriculum Committee and a faculty supervisor.</p> <p><b>CHEM 507 (3-9) Topics in Physical Chemistry</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 507 or CHEM 422 when the subject matter is of the same nature. [<del>3-0-0</del>]</p> <p><b>CHEM 521 (3-9) Topics in Inorganic Chemistry</b></p> <p>Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 521 or CHEM 422 when the subject matter is of the same nature. [<del>3-0-0</del>]</p>
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**CHEM 535 (3-9) Topics in Analytical Chemistry, Independent Study Format**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 535, 536, 537 when the subject matter is of the same nature.

**CHEM 536 (3-9) Topics in Analytical Chemistry, Lecture and Laboratory Format**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 535, 536, 537 when the subject matter is of the same nature.

**CHEM 537 (3-9) Topics in Analytical Chemistry, Lecture Format**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 535, 536, 537 when the subject matter is of the same nature.

**CHEM 567 (3-9) Topics in Organic Chemistry, Laboratory and Lecture Format**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 567, 568, 422 when the subject matter is of the same nature.

**CHEM 535 (3-9) Topics in Analytical Chemistry**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. [~~3-0-0~~]

**CHEM 568 (3-9) Topics in Organic Chemistry, Lecture Format**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 568, 567, 422 when the subject matter is of the same nature.

**CHEM 568 (3-9) Topics in Organic Chemistry**

Seminar presentation required based on current literature in the field. With different topics, the course can be taken more than once for credit. Each offering will normally be 3 credits. Credit will be granted for only one of CHEM 568 or CHEM 422 when the subject matter is of the same nature. [~~3-0-0~~]



## Curriculum Proposal Form New or Revised Course/Program

Proponents are encouraged to review the [Curriculum Submission Guidelines](#) prior to drafting their proposals. Please contact Senate & Curriculum Services at [okanagan.curriculum@ubc.ca](mailto:okanagan.curriculum@ubc.ca) for further assistance.

<b>Category: 1</b>	
<b>Faculty:</b> Management <b>Dept./Unit:</b> Dept./Unit <b>Faculty Approval Date:</b> 2023-12-06 <b>Effective Session:</b> 2024W	<b>Date:</b> 2023-11-14 <b>Contact Person:</b> Sandy Hilton <b>Phone:</b> 250-258-8241 <b>Email:</b> sandy.hilton@ubc.ca
<b>Type of Action: New Course</b>	
<p><b>Rationale:</b> The Faculty is adding MGMT 471 (and the graduate level version MGMT 571) which will be an equivalent, cross-listed version of an existing course, SECH 400/SECH500. The purpose of cross-listing the course as a MGMT course is to increase awareness of the course by BMGT students, MGMT minor students, and other undergraduate students (or graduate students) with an interest in management topics who are already familiar with MGMT courses. Adding this cross-listed version should make the course slightly easier for students to find and it will help students more clearly understand how the course fits into their degree requirements.</p> <p>This course proposal includes the two new course proposals (Category 1) for MGMT 471 and MGMT 571, as well as the two course revisions (Category 2) to update the equivalencies or SECH 400 and SECH 500. All of these items are interrelated and therefore are presented on a single curriculum proposal form.</p>	



<p><b>Proposed Academic Calendar Entry:</b></p> <p>SECH 400 (3) Applied Health Economics</p> <p>Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of <b><u>MGMT 471</u></b>, <b><u>MGMT 571</u></b>, SECH 400 or SECH 500.</p> <p>Prerequisite: Third-year standing.</p> <p><b><u>Equivalency: MGMT 471</u></b></p> <p>SECH 500 (3) Applied Health Economics</p> <p>Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of <b><u>MGMT 471</u></b>, <b><u>MGMT 571</u></b>, SECH 400 or SECH 500.</p> <p><b><u>Equivalency: MGMT 571</u></b></p>	<p><b>Draft Academic Calendar URL:</b> <b>URL</b> [URL from the draft Academic Calendar <a href="http://www.calendar.ubc.ca/okanagan/proof/edit">www.calendar.ubc.ca/okanagan/proof/edit</a> – <b>not</b> the current, posted Academic Calendar. <b>Note:</b> URL not required for individual courses.]</p> <p><b>Present Academic Calendar Entry:</b> (Cut and paste from the draft Academic Calendar.)</p> <p>SECH 400 (3) Applied Health Economics</p> <p>Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of SECH 400 or SECH 500. Prerequisite: Third-year standing.</p> <p>SECH 500 (3) Applied Health Economics</p> <p>Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of SECH 400 or SECH 500.</p>
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**MGMT 471 (3) Applied Health Economics**

**Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of MGMT 471, MGMT 571, SECH 400 or SECH 500.**

**Prerequisite: Third-year standing.**

**Equivalency: SECH 400**

**MGMT 571 (3) Applied Health Economics**

**Methods to assess the efficiency of health-related programs; theoretical and practical empirical methods for conducting, analyzing and interpreting applied economic evaluations in the context of health and healthcare. Credit will be granted for only one of MGMT 471, MGMT 571, SECH 400 or SECH 500.**

**Equivalency: SECH 500**