

A Guide to Curriculum Submissions for UBC's Okanagan campus

Compiled and maintained by the Senate Secretariat under the guidance of
the Okanagan Senate Curriculum Committee

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Questions: okanagan.senate@ubc.ca

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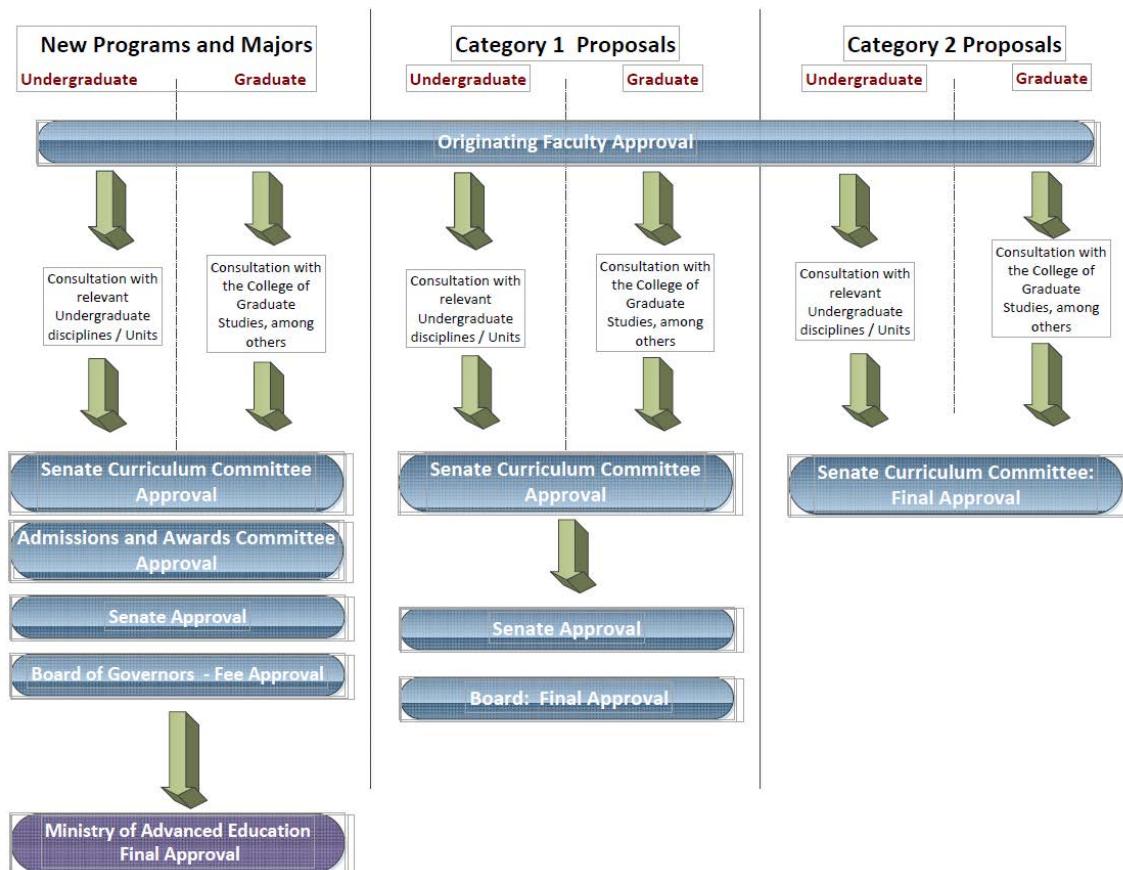
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A. Overview

This document is designed to assist Faculty Curriculum Chairs and those who frequently work with curriculum changes. It outlines the steps necessary for curriculum approval at UBC Okanagan. It is maintained by the Okanagan Senate Curriculum Committee and the Senate Secretariat.

All proposed changes to curricula must be approved by the Okanagan Senate before they can be implemented. This includes new courses, changes to existing programs and/or courses, and the closing of courses and discontinuation of programs. In the case of new degree programs, majors, specializations, and some new minors, approval by the Ministry of Advanced Education is also required.

There are numerous steps that must be taken prior to Senate approval. These are outlined in greater detail throughout this document. The approval process following Faculty approval is depicted below:



B. Types of Proposals

There are three main types of curriculum proposals. If you are unsure of which type of proposal your change belongs to, please consult with your Faculty Curriculum Chair or with the Senate Secretariat at okanagan.senate@ubc.ca.

1. New Programs

New degree programs requiring Ministry of Advanced Education approval include new undergraduate programs and majors; new graduate programs; or new degree credentials or significant revisions of a program that warrant credential renaming.

Non-degree programs (i.e., Certificates and Diplomas) do not require Ministry approval, but must be approved by Senate. For more information on new programs, see [Section C: New Degree Programs](#) and [Section D: New Non-Degree Programs](#).

2. Category 1

Category 1 proposals include new courses or cases in which an existing course or program is subject to substantive and extensive change.

For more information on Category 1 changes, see [Section E: Category 1 Proposals](#).

3. Category 2

Category 2 proposals concern less substantive changes to existing courses and programs, and the closing of courses.¹

NOTE: Changes submitted as Category 2 may be reconsidered as a Category 1 change at the discretion of the Curriculum Committee.

For more information on Category 2 changes, see [Section F: Category 2 Proposals](#).

4. Important Milestones

The groups involved in the curriculum approval process meet regularly between September and May; accordingly, the ability to approve major proposals (i.e., new programs) throughout the summer months is limited. The timing of the process is largely driven by the date of Faculty-level approval and type and the complexity of the proposal. In thinking about the timing of your submission, it is important to consider that the Academic Calendar is released two times annually in February and June.

Generally, Category 1 submissions for a new course take 6 – 8 weeks for the full Senate approval process from submission to the Senate Secretariat till Senate approval. A Category 2 submission averages 4 - 6 weeks in length for final approval. See www.senate.ubc.ca/okanagan/proposal for submission deadlines on proposals needing Senate approval and corresponding dates for Academic Calendar inclusion.

¹ If closing a course impacts other Faculties, this would be elevated to a Category 1 proposal.

For new program proposals in particular, other important considerations are admissions and recruitment cycles. For new programs and complex proposals, it is best to contact the Senate Secretariat early in the process to have a clear idea of the important milestones. The Secretariat can help you to strategize with regard to the timing and steps of the process.

C. New Degree Programs

New programs require University-level approval, including the approval of the Okanagan Senate and Board of Governors; please contact the [Senate Secretariat](#) for a discussion on this process. New degree programs will usually require Ministry of Advanced Education approval subsequent to University approval as spelled out below; for advice on whether Ministry approval will be required, please contact the Office of the Provost at ubco.provost@ubc.ca.

Note: Where a pre-existing similar program exists on the Vancouver campus, Ministry approval may not be required; see the Office of the Provost for advice.

Consideration of loans and loan eligibility should be an essential step when creating a new program, particularly when the program's schedule falls outside the regularly-scheduled Summer or Winter Term Dates. For more information, contact Enrolment Services.

For a detailed description of the New Program Approval Process, please see [Appendix A: Guidelines for New Program Development and Approval Process](#). By following the process set out below and in Appendix A, the resulting submission should meet most of the criteria for a new program proposal as established by the Ministry.

Note: The Ministry approval process has changed as of January 2016. This process involves Stage 1 (part 1 and part 2) and Stage 2. The Office of the Provost can provide detailed information about the specific requirements. To avoid duplication, the Senate Curriculum Committee requires Stage 1, part 1 (one-page executive summary) to be submitted as part of the Senate approval process.

Detailed information on the Ministry's revised new degree program approval process is available at the following site:

www.aved.gov.bc.ca/degree-authorization/public/welcome.htm

New degree programs requiring Ministry of Advanced Education approval include:

- a. A new credential or significant revision of a program that warrants credential renaming;
- b. A new major or field of specialization (although a new honours program in a field in which a major is currently offered will not require review);
- c. An interdisciplinary major for which the majority of the courses are substantially altered to conform to the program's objectives;
- d. A joint major, if one or more of the fields in the joint major is not already represented by an approved major;
- e. A new graduate program (i.e., a new specialization); or,

f. Revision of a program's major objectives resulting in significant changes.

Some new minors may also be considered new degree programs. The Ministry determines whether a new minor needs to be reviewed under the new degree program procedures. For advice on whether Ministry approval will be required, please contact the Office of the Provost at ubco.provost@ubc.ca.

A new honours program in a field in which a major is currently offered (and that major is Ministry-approved), then the honours program is not considered a new program by the Ministry of Advanced Education; however, it is considered a Category 1 change by the University. Please see [Section E: Category 1 Proposals \(other than new programs\)](#) for more information on the Category 1 process.

1. University-level Approval

University-level approval includes Faculty and Office of the Provost approvals, approval by the Okanagan Senate Curriculum and Admissions & Awards Committees, approval of the Okanagan Senate, and approval of the Board of Governors.

i. Faculty-level Approval

Faculties establish their own processes and methods for approval ensuring that they are consistent with the [Appendix A: Guidelines for New Program Development and Approval Process](#). The Okanagan Senate Curriculum and Admissions Committees accept whatever methods of approval are deemed to be appropriate by the proposing Faculty as long as they adhere to these guidelines. However, a schematic diagram providing guidance as to the sequence of steps to take in this process is provided in [Appendix B: New Program Approval –Faculty Approval Checklist](#).

Graduate programs that are administered by Faculties are proposed by the administering Faculty. For all other graduate programs, the proposing 'Faculty' is the College of Graduate Studies.

New programs often involve new fee or tuition amounts. While fees are not within the jurisdiction of the Senate, the Senate Curriculum Committee will not approve a submission unless it is ensured that its budget can be supported through fees and other means. For assistance with these matters, proponents are advised to consult AVP Finance through the Finance Managers embedded within each Faculty early in the process of preparing their proposal. Prior to submitting a new program proposal to the Okanagan Senate Curriculum Committee, proponents of curriculum change must discuss the new program budget and any fee implications with the Provost or delegate. The completion of this consultation is demonstrated by having the appropriate signatures on the Budgetary Impact of Curriculum Changes form.

ii. Senate Curriculum Committee Approval

The following documents are required for consideration of new program proposals by the Okanagan Senate Curriculum Committee.

Regardless if a program needs Ministry approval, an Executive Summary is required by the Senate Curriculum Committee for Senate approval.

- a. The Executive Summary² of the new program

The Executive Summary should be *maximum one page*.

Include the following information:

1. Faculty offering the proposed new degree program
2. Proposed credential to be awarded
3. Program credits
4. Expected time to completion
5. Program concentrations
6. Delivery methods
7. Targeted students
8. Learning outcomes
9. Aims, goals and/or objectives of the proposed program
10. Employment prospects (required in the Executive Summary for the Ministry but can be included in an appendix “Program Overview” document for the UBC Senate approval process if relevant)

- b. Appendix to the Executive Summary (Not required for the Ministry but for internal UBC purposes only)

1. Optional (Strongly recommended) “Program Overview” introduction document: Elaboration on any points from the one-page Executive Summary or any other relevant information the Faculty deems necessary.
2. Briefly describe the resources that will be required, such as budget (including proposed tuition fee), space considerations, and library.

- c. The Calendar statement presented on the standard 2-column curriculum change form (“Change to Course or Program”) outlining program requirements, including:

² An example of an Executive Summary can be found in [Appendix D](#).

- An introduction to the program;
- Academic advising information;
- Admission requirements, either as amendments to the undergraduate Admissions or Graduate Admissions section, and/or their own section as context requires;
- Any academic regulations unique to the program;
- Degree/program requirements, broken down on an yearly basis (tables are preferable if a program is highly structured); and,
- Program contact information.

NOTE: The above list is highly variable depending on how a program integrates with other programs and Faculty regulations already published in the Calendar. It is not necessary to include redundant information.

- d. Any associated courses and their documentation (see [Section E: Category 1](#)).
- e. Consultation with other affected or related units, and units to which the subject matter may be of interest. *The onus is upon the Department or Faculty originating a new program to ensure that appropriate consultation is done.*
- f. Library consultation form. The Library Consultants list is maintained on the UBC Okanagan Library website: www.library.ok.ubc.ca/librarians
- g. Budgetary Impact of Curriculum Changes form signed by the Department Head, the Faculty Dean, and the Provost.

NOTE: Forms (Consultation, Library, Budget) should be completed, and signed, and any potential issues resolved, prior to submission. The Senate Curriculum Committee will not process incomplete applications.

iii. Senate Admissions & Awards Committee Approval

A new degree program may also need to have its admissions requirements approved by the Okanagan Senate Admissions & Awards Committee before the proposal may be submitted to Senate. The Senate Secretariat can advise as to whether this approval is necessary. Where necessary, use of the 2-column calendar change form is appropriate for this purpose.

For undergraduate degree programs with new admissions requirements, please consult with Undergraduate Admissions, Enrolment Services on the Okanagan campus before the new degree program proposal is to be considered by the Admissions & Awards Committee.

The admission requirements of graduate programs must meet the University minimums as set out in the Academic Calendar at
www.calendar.ubc.ca/okanagan/index.cfm?tree=18,285,998,0

Proponents of new program proposals may engage in the Senate Curriculum Committee and Senate Admissions & Awards Committee review processes in parallel. The Senate Secretariat can help to coordinate the approval processes.

iv. Senate Approval

Once a new program has been approved by both the Okanagan Senate Curriculum and Admissions & Awards Committees, it is presented as a joint report from the Committees to Senate. Proponents of new programs are encouraged to attend the Okanagan Senate meeting at which their program will be presented.

v. Board of Governors Approval

After Senate approval, the Senate Secretariat will forward a copy of the new program proposal to the Board of Governors.

Fee or tuition proposals must be presented to the Board of Governors for approval. These submissions have to be ready at the time the Program proposal will be presented to the Board.

To prepare fee or tuition proposals, units must contact the Office of the Provost early in the approval process. The fees must be determined before the Provost approval.

2. Ministry of Advanced Education Approval

University-level approval is required before the Ministry will consider the program. Once university-level approval has been given, the Office of the Provost will submit the proposal to the Ministry along with the documentation used in the university-level approval process, including the 3-5 page Executive Summary. Further information about Ministry approval is available at:

www.provost.ok.ubc.ca/welcome.html (see link to 'New Degree Program Proposals' under the QuickLinks tab). No action on behalf of the Faculty is required. The Office of the Provost will advise the program proponents once the approval has been received. For related inquiries, please contact the Director of Academic Operations, Office of the Provost at ubco.provost@ubc.ca.

Please note that **no new degree program may be offered prior to UBC receiving the Ministry's approval**. If needed, recruitment to the program may commence once

the program has been approved by the Senate and the Board of Governors, but only with a clear proviso that the program offering is contingent upon Government approval. Final unconditional admission offers can be made only once the program has received the Ministerial sign-off.

3. New Program Proposal Submission

Please ensure that all Calendar changes (additions and deletions) are set out on the standard 2-column Curriculum Proposal form (“New/Change to Course/Program”). Examples of how to properly format a Calendar change using this form can be found in [Appendix E: Examples of UBC Curriculum Proposal Form](#). All forms are available for download at: senate.ubc.ca/okanagan/curriculum/forms

vi. Timing of the Submission

In order for a new program to be offered in a given September, Senate approval must be granted **by the previous February at the latest**. Allow for a minimum of eight weeks for the Okanagan Senate Curriculum and Admissions & Awards Committees’ consideration (i.e., Faculty-approved submissions should come from the Faculty to the Senate Secretariat in December at the latest). The deadlines to submit documents for the Senate approval process can be found at: www.senate.ubc.ca/okanagan/proposal

In order for a new program to be included in promotional publications, it is highly recommended that proposals be submitted much earlier than the latest possible timelines described above. It is optimal to submit new program proposals **14 to 16 months prior to the desired first cohort start date**.

Promoting a new program

New program information can be included in informational messaging once Senate approval is obtained; however, it must include a disclaimer that the program is pending approval from the Board of Governors and Ministry of Advanced Education. Informational messaging would include university materials such as the Academic Calendar. New programs should *not* be promoted by paid advertising in any publications outside the university (such as magazines or websites) until Ministry approval has been granted, which could take up to six months. The Office of the Provost can provide more specific advice, as each program’s promotional plan would vary case by case.

vii. Where to Submit Proposals

Faculty-approved new program proposals may be submitted to the Okanagan Senate Curriculum Committee (via the Senate Secretariat at okanagan.senate@ubc.ca). The Chair of a Faculty Curriculum Committee (or equivalent) submits the proposal after Faculty-level approval has been granted and all required sign-offs have been obtained following the process described in [Appendix A: Guidelines for New Program Development and Approval Process](#). The date of Faculty approval is documented in the

submission. The Senate Secretariat will forward the proposal to the appropriate committees. Please note that incomplete submissions will not be forwarded; they will be returned to the Faculty for completion.

New program proposals are to be submitted in electronic format only. It is preferable that one, complete, electronic curriculum package is submitted by email (either as a zip file or simply as .docx and .pdf attachments) that incorporates all Faculty-approved course/changes proposals. Electronic files are to be emailed to okanagan.senate@ubc.ca.

[Appendix I: Suggestions for Creating File Names](#) provides a suggestion of how to name files submitted for Senate approval. Faculties do not need to follow this convention; however, submitted files should have logical and clear names.

Text-editable files are required for the Executive Summary and the 2-column Change to Course or Program form, and are preferred for any syllabus included in the proposal; PDFs are acceptable for the consultations. Electronic signatures on consultation forms are accepted.

The entire submission consists of:

- a) Executive Summary;
- b) Change to Course or Program (2-column form);
- c) Any new course proposals (for each course: 2-column form, syllabus³, course-related consultations, course-related budgetary impact form, and course-related Library Consultation form);
- d) signed program-related consultations;
- e) signed program-related Library Consultation form; and,
- f) signed program-related Budgetary Impact of Curriculum Proposals form.

³ An example of a properly formatted and comprised syllabus and a suggested template can be found in [Appendix H](#). Assistance with course design, articulation of learning outcomes, assessment and use of learning technology that can help develop a course syllabus is available through the Centre for Teaching and Learning www.ctl.ok.ubc.ca. Resources related to the development of assessable learning outcomes can also be accessed through www.ctl.ok.ubc.ca.

D. New Non-Degree Programs

Please contact the Senate Secretariat should you have any questions regarding non-degree programs, such as Diploma or Certificate Programs.

E. Category 1 Proposals (other than new programs)

Category 1 proposals include new courses or cases in which an existing course or program is subject to substantive and extensive change. The following cases are considered Category 1 proposals:

- A new course;
- A change to an existing course or program that affects Faculties outside of the proposing Faculty;
- A change to an existing course or program with budgetary implications beyond the Faculty's available resources;
- Reopening a deleted course;
- Creation of a new subject code;
- Deletion, dissolution, or suspension of a program;
- Deletion of courses where other Faculties are impacted;
- A program name change; or,
- Any case that, upon review, is considered to be Category 1 in the opinion of the Okanagan Senate Curriculum Committee.

1. New Courses - Approval

A new course requires Senate approval, but does not require the approval of the Ministry of Advanced Education. Senate approval consists of the approval of the Faculty, Senate Curriculum Committee, and Senate in sequence.

A proposal for a new course requires:

- a. The standard 2-column Curriculum Proposal form ("New/Change to Course/Program") outlining the course description (Academic Calendar entry) for the UBC Calendar. The form includes the following information:
 - Subject code and course number;
 - Credit value;
 - Course title;
 - Course description (Academic Calendar entry);
 - Vectors (if vectors are used by the Faculty);
 - Prerequisites and/or corequisites;
 - A notation in the course description if the course is marked on a pass/fail basis;
 - A rationale providing a brief explanation supporting the change, describing the academic merit for the proposal;
 - The date of Faculty approval; and,
 - Contact information for the proponent.

b. A course syllabus⁴ using the Senate-approved Course Syllabus template⁵ that outlines the following:

- The Academic Calendar entry (copied from the 2-column Curriculum Proposal form);
- The course format, describing the course structure / method of presentation of course material (lecture, lab, tutorial, etc.; how many hours per week);
- A clear statement of course overview, content, and objectives describing the purpose of the course (a lengthier course description that ‘unpacks’ the Academic Calendar entry);
- A clear statement of learning outcomes⁶;
- Additional course requirements, such as field trip participation (optional section);
- Evaluation criteria and grading, with a mark breakdown linked to learning outcomes;
- Required readings and videos;
- Recommended readings (optional if applicable, not required for Senate approval);
- A detailed weekly schedule with topics to be covered;
- A Final Examinations paragraph with a link to the Academic Calendar policy about Academic Concession
www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0
- A section on Academic Integrity is strongly recommended for all UBC course syllabi. Faculties can devise their own statements on Academic Integrity, or copy the language included here:

⁴ For an example of a properly formatted and comprised syllabus and a suggested template, please see [Appendix H](#). Assistance with the creation of a course syllabus is available through the Centre for Teaching and Learning, www.ctl.ok.ubc.ca.

⁵ The Senate-approved Course Syllabus Template must be used as a minimum requirement. Some courses, Units, or Faculties may require additional sections. The Senate-approved template can be found at www.senate.ubc.ca/okanagan/curriculum/forms

⁶ Resources related to the development of assessable learning outcomes can be accessed through the Centre for Teaching and Learning at www.ctl.ok.ubc.ca/support.html

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at

www.okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0.

- Sections about student services:

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earlene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UBC Vancouver Ombuds Office:

email: ombuds.office@ubc.ca

Web: www.ombudsoffice.ubc.ca

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca
Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337

Web: www.students.ok.ubc.ca/health-wellness

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see:

<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>

- c. Library Consultation. The Library Consultants' list is maintained on the UBC Okanagan Library website: www.library.ok.ubc.ca/librarians. The approval of the Chief Librarian must be indicated on the Curriculum Budget Impact form if the course cannot be supported with existing Library resources. Electronic signatures are acceptable.
- d. Consultation with other affected or related units for approval, and units to which the subject matter may be of interest in order to share information. *The onus is upon the Department or Faculty originating a Category 1 proposal to ensure that appropriate consultation is done.* Electronic signatures are acceptable.

The Consultation Report Form should list to whom the Consultation Request Forms were sent as well as any comments received from them. The second part of the Consultation Report Form should include the originator's response to the respondent's comments to indicate what action, if any, was taken by the originator as a result of the consultation process. This is required for the Senate Curriculum Committee.

A consultation should take place, at a minimum, in the following instances:

- If a course is linked to another discipline, or touches on it
- If a course impacts another Faculty
- Any course that touches shared courses, such as Service courses and first-year B.A. courses
- If a course is for graduate students, the College of Graduate Studies must be consulted to inform them of the proposal. This includes Category 2 proposals.
- Humanities should consult with Social Sciences
- Social Sciences should consult with Humanities
- Bachelor of Arts-related proposals should have consultation with both the Faculty of Arts and Sciences (Units related to Arts) and the Faculty of Creative and Critical Studies
- Bachelor of Science-related proposals should have consultation with the Units related to Science in the Faculty of Arts and Sciences.
- If a proposal may be of interest to another Faculty or Unit. If a consult is over two years old, a courtesy follow-up email to the same department originally consulted is required to ensure they still stand behind their original consult.

Consultation would be a benefit, but is not required:

- If the course overlaps with topics related to various Research Institutes (the Institute for Community-Engaged Research, the Regional Socio-economic Development Institute, the Okanagan Institute for Biodiversity, Resilience and Ecosystem Services, or the Institute for Healthy Living and Chronic Disease Prevention), then the applicable Institute should be consulted as a courtesy.

Beyond these instances, consultation is at the discretion of the Faculty. Note that the Senate Curriculum Committee reserves the right to request consultations.

- e. Budget Impact Form. Signatures on the Curriculum Budget Impact form are required from the Department Head and Dean. The signature of the Provost is also required when the course cannot be supported with existing Faculty funding (and Chief Librarian if additional library budget is required). Electronic signatures are acceptable. A Budget Impact Form is required if a lab portion in the vector of a course is increasing, even if the proposal is a Category 2.

NOTE: Forms (Consultation Request and Report, Library, Budget) should be completed, and signed, and any potential issues resolved, prior to submission. Electronic signatures are acceptable. The Senate Curriculum Committee will not process incomplete applications.

2. Guidelines for New Courses

i. Academic Calendar Entry

The Academic Calendar entry course descriptions convey the general topic of a course. Ideally, the description provides students with a general idea of the subject and focus of the course without being so specific as to require frequent changes (e.g., with new advances in the field of study or new instructors). Academic Calendar Entry course descriptions are not intended to be summaries of syllabi.

In delivering a given course, the University is bound to the topics described in the Academic Calendar. Therefore, any material that may be “variable” in a given year should be set out in the course syllabus, not the formal description.

Academic Calendar Entry course descriptions: Maximum 500 characters

The software system (CMS) will not allow for an Academic Calendar Entry course description to be over 500 characters (including spaces, but not including vectors or prerequisites). Therefore, it should be as brief as possible while still being informative (aim for 40 words or less). If length is an issue, full sentences are not required.

Initial phrases such as “This course..,” “Students will learn..,” “An examination of..,” etc. are not necessary. The use of “examples include” in the description is discouraged, except when necessary for clarity.

Undergraduate level: If the content of a course is adequately covered by its title, a short description is still required to enable students to understand the course content.

Graduate level: Descriptions are not required at the graduate level; the titles may speak for themselves.

Credit Exclusion Statements

The standard credit exclusion statement for the Okanagan campus is stated in the positive (since early 2016): **“Credit will be granted for only one of COURSE 1 or COURSE 2.”** Course 1 should be the originating course.

For three or more courses, the statement should read, “Credit will be granted for only one of COURSE 1, COURSE 2 or COURSE 3”.

Other options where applicable may read, “Credit will be granted for either COURSE 1 and COURSE 2, or COURSE 3” or “Credit will be granted for only one of COURSE 1 and either COURSE 2 or COURSE 3”.

A credit exclusion statement may also be required between a specifically-defined course and a Special Topics course, which should read: **“Credit will be granted for only one of COURSE 1 or COURSE 2(A-Z) when the subject matter is of the same nature”**. The Special Topics course should be listed with both the course number and letter, such as ‘495g’.

See also [Appendix G: Guide to Writing Academic Calendar Entry Course Descriptions.](#)

ii. Course Numbering

The Senate Curriculum Committee’s expectation is a minimum of a ten-year period before the course code is reused. Proponents of curriculum change must provide a reasonable rationale if they wish to reuse a course number before such a period has elapsed.

If the subject shares course codes with UBC Vancouver, the Faculty is expected to discuss appropriate course numbering with Vancouver colleagues before submission. Additionally, a note should be added under the ‘rationale’ section of the Proposal Form regarding this issue.

Proposals should be submitted with a course number after consultation with the Senate Secretariat regarding course code availability.

Please note that in the Curriculum Management System, changing a subject code or number entails closing one version of a course and opening another. This will affect the registration system and any classroom reservations held under the (old) course code.

iii. Credit Value Determination

In course listings published in the Academic Calendar, the credit value of a course is shown in parentheses following the course number. In general, one credit represents one hour of instruction or two to three hours of laboratory work per week throughout one term of a Winter Session (September to December or January to May). In the summer terms, which represent half of a Winter session term, one credit would represent approximately two instruction hours per week.

For non-lecture, non-laboratory learning activities (e.g., problem-based learning, community service learning, graduating essays, seminars, student-directed research) the determinants of a course's credit value will vary with the department. For all new courses incorporating non-lecture, non-laboratory learning activities, a rationale for the proposed credit value should be included in the course proposal.

Credit value should be expressed as either a fixed value, or a variable value. For a variable credit value, a slash [/] indicates an option and a hyphen [-] indicates a range. For variable credit courses, please specify a "D" after the variable credit notation if the credit value is to be set by the unit, or a "C" if it can be selected by the student in consultation with the unit.

Assigning a course zero (0) credits is used for courses that relate to theses and dissertations, practica, and exchange terms. The use of the zero (0) credit option for other types of activities is not encouraged by the Senate Curriculum Committee.

iv. Vectors

Some Faculties describe the distribution of their contact hours across learning activities through the use of a vector. The number of hours assigned each week to lectures or primary activity (first digit), and to laboratories or secondary activity (second digit) are shown in square brackets at the end of a course description. Where a third digit appears it refers to periods where discussions, tutorials, or assigned problems are done (tertiary activity). An asterisk (*) indicates alternate weeks. The first set of digits refers to the first term (September to December) and the second set following a semi-colon refers to the second term (January to May); when only one set is given it means either term.

For specific details, please see the Academic Calendar
www.calendar.ubc.ca/okanagan/courses.cfm?go=intro

- E.g.: [3-0-1*] would mean the course had a weekly total of 3 hours of lectures, no laboratories, and a 1 hour tutorial per two-week period.
[3-0-1; 3-0-1] would mean that the course continues over two terms with 3 hours of lectures and a 1 hour tutorial weekly.

Typically there is a 1:1 ratio between the primary activity and the credit value; a 2:1 or 3:1 ratio between the secondary activity and the credit value; and credit value is seldom assigned to the tertiary activity. In the example provided above, the course would likely have a credit value of 3.

Vectors for Graduate Courses: It is at the discretion of the Graduate program should they choose to use vectors for improved transparency of expected course hours and workload.

v. Subject Code Assignment/Creation

The creation of a new subject code is considered a Category 1 change. An academic rationale supporting the choice of the 2-, 3-, or 4-letter code must be included. There is no need for a library or budgetary sign-off for the subject code creation. Consultation with Senate Secretariat (okanagan.senate@ubc.ca) at an early stage is required. If there is overlap with an existing subject code used on the Vancouver campus or with a historic subject code, consultation with the affected units is required.

vi. Prerequisites and Corequisites

Prerequisites and corequisites should be noted in the Academic Calendar entry course description.

A **prerequisite** is a course that the student must have completed *prior to* registering for the selected course.

A **corequisite** is a course that the student must take *prior to or concurrently with* the selected course.

Prerequisites and corequisites may be waived for individual students at the discretion of the Administrative Unit. General prerequisites that apply to all courses with a particular subject code are frequently given just before the Calendar listing for that subject code.

In all cases where prerequisites are indicated, the assumption is that an equivalent course or the permission of the Administrative Unit is also acceptable; an explicit statement to that effect should not be included in the prerequisite or corequisite statement.

vii. Restrictions

Courses may be restricted to particular student groups. This should not be indicated (incorrectly) as a prerequisite but as a restriction. A sentence should be added to the Academic Calendar entry stating, “Restricted to students in the X program”. Enrolment Services will enter a restriction code into the registration system to enforce the restriction.

viii. Equivalency

When two differently coded courses are taught with the same content, they are equivalent. In this instance, the Faculties prefer to have different subject codes and course numbers. Equivalent courses are indicated on the course proposal. The proponent may choose to also use the credit exclusion statement to indicate students may not receive credit for both in the event students may not fully understand the implications of equivalent courses. However, usage of the credit exclusion statement only does not imply courses are equivalent; it implies the courses are similar enough in nature to not allow credit for both courses.

ix. Versions

Some types of courses such as directed studies, topics, or variable credit courses are scheduled as different versions. Versions (represented by a detail code: suffixed letters A-Z after a course number such as BIOL 448A, BIOL 448B, etc.) are not new courses; rather, they represent different foci or ways of approaching a course’s content. A course version has no standing on its own.

A version of a course cannot:

- have a course description that is different from other versions;
- be a prerequisite that excludes other versions;
- have prerequisites that differ from other versions⁷; or,
- be used to satisfy degree requirements of any of the other versions of the course that do not satisfy the same degree requirements.

Only the course itself can have these attributes and all versions of a course are deemed to be the same in these respects (except for where there are differences in credit value).

All courses with titles including “[Special] Topics in...”, “Readings in...”, “Issues in...” or “[Directed] Studies in...” are assumed to be able to have versions, as are all courses with variable credits.

⁷ If in need of this situation, then use ‘permission of Unit’ as prerequisite.

See [Appendix K: Course Schedule \(student course registration system\)](#) for information on how to add notes to the course registration system that will provide these version details to students.

x. Piloting Courses

A version of a Topics course can be used to ‘pilot’ a potential new course. If a unit uses a Topics course for three times consecutively about the same topic, it would normally be brought forward for Senate approval.

xi. Cross-listing

A cross-listed course is offered jointly by two or more teaching units (such as different Faculties or departments). Regardless of the offering Faculty or discipline identified by the course prefix of a cross-listed course, every offered section of a cross-listed course is substantially the same as every other and all are therefore recognized as instances of the “same” course. They are considered equivalents and credit will not be granted for the various listings of the equivalent course.

If the cross-listed course is offered at both an undergraduate and graduate level, the outcomes at either level should be commensurate to the expectations of that level and course syllabi should explicitly show this (e.g., the graduate listing has extra assignments, readings, and/or a different grading scheme).

3. Other Category 1 Proposals (substantive changes)

Examples of Category 1 proposals other than new courses include:

- A deletion or change to an existing course or program that affects Faculties outside of the proposing Faculty;
- A change to an existing course or program that engenders budgetary implications beyond the available resources of the proposing Faculty;
- Reinstating a deleted course;
- Creation of a new subject code;
- Deletion, dissolution, or suspension of a program;
- Changing a program name; or,
- Any case that, upon review, is considered to be Category 1 in the opinion of the Okanagan Senate Curriculum Committee.

Generally, only material relevant to the change is required in the proposal. For instance:

- To change a course used by other faculties, consultation with those faculties is required.

- To substantively change a course requires a new syllabus outlining the added/changed material, a new library consultation (if the reading list has changed), and if needed, a new budget sign-off. The proponent should email the Senate Secretariat (to be distributed to the Curriculum Committee) as to why a new budget sign-off is not being submitted.
- The creation of a new subject code requires a consultation with Senate Secretariat (okanagan.senate@ubc.ca), but does not require a library consultation or budget sign-off.
- The deletion, dissolution, or suspension of a course or program, or a program name change, requires consultation with units, licensing bodies, or professional associations, and any other group that may be affected, but does not require a library consultation or budget sign-off. The effective date for program deletion should not be until after all students registered in the program have had a reasonable time in which to complete the program requirements or accommodate the change. When considering shutting down a program, consultation with current students is a prudent step to consider.

The ‘effective date’ field on the Curriculum Proposal form for course deletions should be the last session the course is run / the last session it should appear in the Calendar. The course is then officially deleted at the *end* of that session noted in the ‘effective date’ field.

i. Curriculum Renewal

Proponents who are considering significant curriculum renewal projects are advised that these proposals can be as extensive as a new program proposal. Significant curriculum renewal would include projects to change the degree requirements for each year of a program, or to rearrange a large proportion of the program’s degree requirements among year levels. Some approaches to curriculum renewal are more complex than others. Being in contact with the Senate Secretariat as early as possible in the process is the best approach to be prepared for all of the necessary steps.

A key consideration that must be taken into account when engaging in significant curriculum renewal of a program is the Calendar policy on [Program Requirements](#), which states that: *“Unless a student takes an extraordinary number of years to complete prescribed studies, the student is usually given the option of meeting requirements in effect when first enrolled or of meeting revised requirements subsequently approved by Senate.”* Therefore, when implementing a new version of a program it is incumbent on proponents to consider how to phase out the old version without negatively impacting current students. In particular, consideration should be given to students who, for whatever reason,

fall behind a reasonable pace for completing the program requirements as stated in the Calendar year in which they first enrolled. How will students be accommodated in order to meet exit requirements if previous courses are no longer available?

4. Rationale of Curriculum Change

Curriculum proposals will be evaluated by the Okanagan Senate Curriculum Committee on the basis of academic content and merit. Proposals should be written for an audience that may not have much background regarding the proposal's topic and to that end, discipline-specific abbreviations or slang should be avoided.

The following points should be covered in all proposals:

- Objectives of the course or program change.
- Academic merit.
- The nature of the proposed change and its relationship to the rest of the curriculum of the department or Faculty.
- The need for the proposed change.

Faculties must consider faculty suitability and readiness to offer the proposed course (i.e., professional background, experience, and scholarly interest and attainments). Additionally, Faculties should consider the sustainability of a course, including the ability to offer the course in the long-term.

5. Curriculum Forms

Proponents of curriculum change should download the appropriate forms from the Senate website:

www.senate.ubc.ca/okanagan/curriculum/forms

The Curriculum Proposal Form itself may be done in landscape format if this proves helpful to the proponent.

The Senate Curriculum Committee recommends that each Faculty have a single person designated to consolidate departmental submissions into a Faculty Curriculum Report. Normally it is expected that this is the Faculty Curriculum Chair. For current Curriculum-related contacts per Faculty, see the contact list at: www.senate.ubc.ca/okanagan/curriculum/forms

i. Change to Course or Program

Most of the instructions you will need to fill out a (2-column) Curriculum Proposal form “New/Change to Course/Program” appear on the form itself. Examples of how to properly format a Calendar change using this form can be found in [Appendix E: Examples of UBC Curriculum Proposal Form](#) . A single form is used for all types of curriculum changes.

ii. Consultation Request Form

This form is for consulting colleagues, departments, and/or Faculties who may be affected by, or interested in, the proposed curriculum changes.

iii. Library Consultation Form

This form is used to indicate the adequacy of Library needs. The Library Consultants list is maintained on the UBC Okanagan Library website: www.library.ok.ubc.ca/librarians

The approval of the Chief Librarian must be indicated on the Curriculum Budget Impact form if the course cannot be supported with existing Library resources.

iv. Curriculum Budget Impact Course / Program Form

The adequacy of the available resources to permit the proposal to be implemented must be indicated on the Curriculum Budget Impact form. All Curriculum Budget Impact forms must be signed by the Department Head (or equivalent) and the Dean of the proposing unit. The signature of the Provost is also required when the course cannot be supported with existing Faculty funding.

If the Library Consultation form indicates that additional Library resources are required to support the proposal, then the signature of the Chief Librarian must be obtained on the Curriculum Budget Impact Course / Program form.

The above forms are all available at:

www.senate.ubc.ca/okanagan/curriculum/forms

6. How to Submit a Category 1 Proposal other than New Program Proposals

i. Faculty-level Approval

Before Category 1 proposals are forwarded to the Okanagan Senate Curriculum Committee, they must be approved by the proposing Faculty. The Faculty may

approve the proposal using appropriate Faculty-approved procedures (e.g., a full Faculty meeting, a Faculty curriculum committee, a program committee). Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

Courses that are part of graduate programs that are administered by Faculties are proposed by the administering Faculty. For courses in all other graduate programs, the proposing Faculty is the College of Graduate Studies.

ii. Timing of the Submission

The effective session for curriculum proposals other than new programs should be a subsequent (not current) session (Winter or Summer). Changes submitted with the current session (or mid-session Term 2) as the effective session will only be considered in cases where the rationale for the urgent change is compelling, as current session changes can affect registered students.

Although the Calendar is updated two times annually, proposals can be submitted throughout the year for better management of committee workloads.

Senate-approved new and changed courses and programs are published in the online Calendar two times yearly, in February and June. The online Calendar is the official University Academic Calendar. There is no print version. See [Section K: Academic Calendar](#) for more information on the Calendar proofing and publication process.

iii. Where to Submit Proposals

Proposals may be submitted to the Okanagan Senate Curriculum Committee only by the chair (or their assistant) of a Faculty/College curriculum committee (or equivalent) after Faculty-level approval has been granted.

Category 1 proposals are to be submitted in electronic format only. It is preferable that one, complete, electronic curriculum package is submitted by email (either as a zip file or simply as .docx and .pdf attachments) that incorporates all Faculty-approved course/changes proposals. For ease of consideration, such reports should be divided into two (2) sections, one for each type of proposal (i.e., Category 1 new and changed courses, and Category 1 changed programs) and further divided by internal unit (e.g., school, department). Electronic files are to be emailed to okanagan.senate@ubc.ca.

[Appendix I: Suggestions for Creating File Names](#) provides a suggestion of how to name files submitted for Senate approval. Faculties do not need to follow this convention; however, submitted files should have logical and clear names.

Text-editable files (.docx preferred) are required for the 2-column Curriculum Proposal form and for any syllabus included in the proposal; PDFs are acceptable for the consultations. Electronic signatures on consultation forms are accepted.

Each new course should have its own Curriculum Proposal form.

The Curriculum Proposal form and its corresponding syllabus should be submitted as separate (.docx) documents.

The entire submission for new or substantially changed *courses* consists of:

- a) Curriculum Proposal Form (2-column form);
- b) Course syllabus;
- c) Signed course-related consultations;
- d) Signed course-related Library Consultation form;
- e) Signed course-related Budget Impact form; and
- f) Any supporting documents such as flowcharts that assist the Curriculum Committee understand the changes.

The entire submission for changed *programs* consists of:

- a) Curriculum Proposal Form (2-column form);
- b) Signed program-related consultations;
- c) Signed program-related Library Consultation form;
- d) Signed program-related Budget Impact form; and
- e) Any supporting documents such as flowcharts that assist the Curriculum Committee understand the changes.

F. Category 2 Proposals

Category 2 proposals concern less substantive changes to existing courses and programs than the changes described in [Section E: Category 1](#) above. These include, but are not limited to, the following:

- Changes in a course title or description to clarify or reflect updates in the field, or changes to a course's credit value (where any of these changes imply a significant change in course content, the proposal is viewed as a Category 1 proposal);
- Changes to pre/corequisites or vectors (unless the changes narrow or restrict access to other Faculties or departments using the course);
- Change from a 6-credit course to two 3-credit courses without change in course content (submission of the 6-credit course syllabus and both new 3-credit course syllabi is requested in such cases);
- Changes to grading method (Pass/Fail to Percentage or vice versa);
- Changes to subject heading or course numbers (provided that new numbers still reflect the scope and depth of the course); or,
- The deletion of courses. *However, these proposals may require a consultation to show that the closure does not affect other programs if the course has been in active use toward other programs.*

NOTE: Changes in the instructor or in the delivery method generally do not require Senate approval unless there is a concurrent change in the course's stated learning outcomes.

NOTE: Changes submitted as Category 2 may be reconsidered as a Category 1 change at the discretion of the Senate Curriculum Committee.

1. Category 2 Proposal Requirements

Category 2 changes, by virtue of their having no increased resource implications outside of a given Faculty, do not require consultations, library, or budget approval. As such, the standard 2-column Curriculum Proposal form "New/Change to Course/Program") is all that is required unless the Okanagan Senate Curriculum Committee requests further documentation (e.g., the syllabus of 6-cr and both 3-cr versions of a course when a Category 2 change is requesting a two-term course be split into two one-term courses). Please refer to the guidelines under the [Guidelines for New Courses](#) section for more detail on course descriptions, course numbering, credit value determination, subject code assignment, prerequisites and corequisites, versions, and cross-listing.

2. Changes to Course Titles

Changes to course titles are considered Category 2 changes only where the course content has not undergone significant change. A rationale should be provided in the appropriate box near the top of the 2-column form to explain why the title is being changed.

3. Inactive Courses

Each Faculty Curriculum Committee should ensure that genuinely inactive courses that have not been offered for four or more years are removed from the Calendar through the submission of a Category 2 proposal to close these courses.

Inactive courses that have been closed are removed from the Calendar, but are maintained in the Senate records. They may be reopened through the submission of a Category 1 proposal.

A course number should have been inactive for a minimum of ten years before it may be reused for a new course.

4. How to Submit a Category 2 Proposal

Please ensure that all Calendar changes (additions and deletions) are set out on the standard 2-column Curriculum Proposal form New/Change to Course/Program.

Examples of how to properly format a Calendar change using this form can be found in [Appendix E: Examples of UBC Curriculum Proposal Form](#). All forms are available for download at: www.senate.ubc.ca/okanagan/curriculum/forms

i. Faculty-level Approval

Before Category 2 proposals are forwarded to the Okanagan Senate Curriculum Committee, they must be approved by the proposing Faculty. The Faculty may approve the proposal using whatever procedures it considers appropriate (e.g., a full Faculty meeting, a Faculty curriculum committee, a program committee). Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

Changes to graduate-level courses or programs that are administered by Faculties are proposed by the administering Faculty. For all other graduate programs, the proposing Faculty becomes the College of Graduate Studies.

ii. Consultation

Consultations for Category 2 proposals are required in the following instances:

- If a course is for graduate students, the College of Graduate Studies must be consulted.
- If the deletion of a course may affect other programs.

iii. Timing of the Submission

The effective session for curriculum proposals should be a subsequent (not current) session (Winter or Summer). Changes submitted with the current session (or mid-session Term 2) as the effective session will only be considered in cases where the rationale for the urgent change is particularly compelling, as current session changes can affect registered students.

Although the Calendar is updated two times annually (February and June), proposals can be submitted throughout the year for better management of committee workloads.

Senate-approved new and changed courses and programs are published in the online Calendar two times yearly, in February and June. The online Calendar is the official University Academic Calendar. There is no print version. See [Section K: Academic Calendar](#) for more information on the Calendar proofing and publication process.

iv. Where to Submit Proposals

Proposals may be submitted to the Okanagan Senate Curriculum Committee only by the chair of a Faculty/College curriculum committee (or equivalent) after Faculty-level approval has been granted.

Category 2 proposals are to be submitted in electronic format only. It is preferable that one, complete, electronic curriculum package is submitted by email (either as a zip file or simply as .docx and .pdf attachments) that incorporates all Faculty-approved course/changes proposals. For ease of consideration, such reports should be divided into two (2) sections, one for each type of proposal (i.e., Category 1 new and changed courses, and Category 1 changed programs) and further divided by internal unit (e.g., school, department). Electronic files of the entire submission are to be emailed to okanagan.senate@ubc.ca.

[Appendix I: Suggestions for Creating File Names](#) provides a suggestion of how to name files submitted for Senate approval. Faculties do not need to follow this convention; however, submitted files should have logical and clear names.

Text-editable files (.docx preferred) are required for the 2-column Curriculum Proposal Form.

The entire submission consists of:

- For changed courses:
 - a) Curriculum Proposal Form (2-column form); and,
 - b) course syllabus if necessary, depending on the nature of the requested change.
- For changed programs:
Curriculum Proposal Form (2-column form).

G. Program Nomenclature

1. Specializations

Specializations are mechanisms to show discrete and defined groups of courses. The terms honours, major, minor, concentration, option, specialization, and sub-specialization may be displayed on a student's transcript. However, there are other terms in use that may not be displayed on a student's transcript.

The terms outlined above are often used synonymously. For instance, a major in the Faculty of Arts is the same as a concentration at the Faculty of Management. The term that is employed will depend upon the level of attainment that the term is meant to signify as well as the traditions/practices of the department.

NOTE: Notwithstanding the above, the Ministry of Advanced Education considers any new specialization referenced on a degree parchment or transcript to be a "new degree" under their guidelines. If a corresponding credential is not already offered by the University, Ministry approval will be required before the new specialization can be offered.

2. Joint Degrees, Dual Degrees, and Programs offered in Partnership with other Institutions

Most academic programs are offered by one Faculty at one institution. However, new and creative arrangements are being proposed with increasing frequency between Faculties, and between different institutions. In such cases, more complicated approval mechanisms and processes are generally required. The two most common arrangements are joint degrees and dual degrees.

i. Joint Degrees

Joint degrees are commonly understood to mean programs that are offered jointly by two Faculties or institutions, where the student would receive one parchment upon the completion of the program. Submission of a proposal for a joint degree would follow the same course as a New Programs and Majors or Category 1 proposal, depending on the type of joint degree.

Ministry approval of the new joint program may be required, depending upon the nature of the proposal. Coordination of submissions and approvals with participating Faculties and/or institutions is required (for items such as amendments or program changes). The Senate Secretariat should be consulted early to determine the procedure.

ii. Dual Degrees

NOTE: In some instances, this type of program has been referred to as a “combined” degree; however, this language is discouraged for reasons of consistency.

Dual degree programs refer to two degrees being taken concurrently as part of a combined course of study. The result of such an activity is two separate credentials representing two distinct programs. The benefits of such a program generally include efficiencies in meeting program requirements, program administration, and scheduling. If the two degrees in question are already offered by UBC, Ministerial approval is not required. However, the dual program needs approval of the Okanagan Senate as a Category 1 curriculum proposal, including all other necessary approvals and forms outlined in [Section E: Category 1 Proposals](#).

Submission and approval of all necessary forms should be coordinated between the participating faculties.

If the two degrees in question are in different faculties, each Faculty still formally offers its own degree; however, any amendments to a participating degree program should be sent to the other Faculty for consultation. If the other Faculty does not find the change acceptable, it may elect to discontinue the dual program with the consent of the Okanagan Senate.

Proposals for dual degrees internal to UBC should specify:

- Arrangements for admission to the dual degree program as differentiated from its component degrees. (This should include information on how a student may be admitted to the dual program either *de novo* or from one of the two component degrees if applicable.);
- Advising and program administration information; and,
- Any differences in program requirements or regulations for the dual program versus the two component degrees taken separately. Note that the program requirements for both degrees should be respected (i.e., if a requirement is omitted from one degree, it must be accounted for by similar content in the other).

iii. Programs offered in Partnership with other Institutions

Programs may be offered in partnership with other institutions, whether this be as a dual degree, a joint degree, or through some other arrangement.

These programs require additional steps for approval including the following:

- Coordination of approvals with the other institution is required (for items such as amendments or program changes);
- As per the [*Senate Policy on the Evaluation of Joint Degree Proposals*](#), the proposal is also considered by the Okanagan Senate Academic Policy Committee prior to consideration by Senate; and,
- The terms of affiliation with the other institution must be reviewed by the Office of the University Counsel before being approved by the Council of Senates and the Board of Governors. The Council of Senates *Policy C-2: Affiliations with Other Institutions of Learning* www.senate.ubc.ca/council/policies governs UBC affiliations with other institutions.

Except as explicitly set out in the program proposal or the affiliation agreement, all UBC academic regulations and requirements - and all University policies - apply to the joint program and students therein.

Depending on the nature of the agreement with the other institution(s), the University may not be free to discontinue the program without a suitable notice period.

H. Reorganization of Academic Units

The reorganization of academic units (e.g., unit mergers, departmental name changes) do not come through the Curriculum Committee for Senate Approval. Rather, these requests flow from the Office of the Provost. In some cases, consideration by the Okanagan Senate Academic Policy Committee is necessary. However, the Curriculum approval process is required for the concomitant Calendar updates.

If a departmental name change does not engender program or course changes, a Category 2 change form should be completed, laying out the unit's Calendar entry in the 2 column format, identifying all instances where the new department name should appear, and listing the "type of action" as: Replace all instances of the departmental name in the Calendar with the new departmental name.

If a unit merger or other reorganization engenders substantial changes to a program, a Category 1 submission will be required see [Section E: Category 1 Proposals](#).

The creation of a new subject code is a Category 1 change (see [Subject Code Assignment/Creation](#)).

I. Noteworthy Implications When Changing a Course & Course Scheduling

1. Closing Courses and Registration Woes

There is an important consideration to note when any changes are made to a course, namely, *students may no longer be able to register for that course*. After Senate approval of the course change, whether this be a prerequisite change, an updated Academic Calendar entry course description, or a subject code change, the old course is officially “closed” in the system. A new course is then “opened” with the updated, approved information. “Closing” a course may throw out any academic scheduling for that course, such as classroom reservations and course registration.

Faculty scheduling designates should inform the Academic Course Scheduling unit of any scheduled courses that will be “closed” in order to prevent registration and room booking issues.

2. Academic Scheduling

Senate-approved course creation or closing does not initiate any action by the Academic Course Scheduling unit in Enrolment Services. Requests to schedule a course (including newly approved courses) are to be made to the appropriate Dean/Unit Head or designate. The Dean/Unit Head or designate is responsible for communicating request to the Academic Course Scheduling unit via academic.scheduling@ubc.ca.

3. Adding a Newly Approved Course to the Course Schedule

The following information is required in order for the Academic Course Scheduling unit to complete a course scheduling request.

- Subject (e.g., BIOL)
- Course (e.g., 101)
- Credit value (e.g., 3 credits)
- Instructor (e.g., Bob Smith)
- Session (e.g., Summer, Winter)
- Term 1, Term 2, Term All as outlined in the Calendar
- Days and times as outlined in the meeting pattern
- Room requirements (e.g., Computer lab)
- Total # seats released (# students allowed to register for course)
- Meeting type (e.g., Lecture, Lab, Tutorial)

J. Changes to the UBC Parchment

Changes to the UBC Parchment must be approved by the Okanagan Senate, via the Senate Curriculum Committee as per their Term of Reference #3: “Responsible for recommending the following to Senate [...] Materials presented on credentials (including degree, diploma, and certificate parchments, and students’ transcripts of academic record).”

1. Parchment Format

The UBC Parchment has 4 available lines:

- Line 1 is used for the credential (e.g., “Bachelor of Science”);
- Line 2 – 4 are currently under review by the Senate Curriculum Committee.

Line 1 is mandatory – all UBC Parchments must include the credential. Lines 2, 3, and 4 are optional, and units wishing to add, delete, or change one or both of these lines on their parchments must submit a proposal to the Okanagan Senate Curriculum Committee requesting the change.

Units are strongly encouraged to consult with Enrolment Services in order to discuss options related to information presentation on the UBC Parchment.

2. Proposal

Proposals to add or delete material presented on degree and diploma parchments should include the following sections. An example of a properly formatted and comprised proposal can be found in [Appendix J.](#)

i. Background and Rationale

A description of the unit’s motivation for the change. The date of Faculty approval must be included.

ii. Proposed Change

A description of the change to the UBC Parchment, indicating what should appear on Lines 2, 3, and 4.

iii. Explanation

A detailed explanation of the proposed changes to Lines 2 and/or 3, including examples.

3. How to Submit a Change to Degree and Diploma Parchments

i. Faculty-level Approval

Before Change to Degree and Diploma Parchments proposals may be forwarded to the Okanagan Senate Curriculum Committee, they must be approved by the proposing Faculty. The Faculty may approve the proposal using whatever procedures it considers acceptable (e.g., a full Faculty meeting, a Faculty curriculum committee, a program committee). Proposals without Faculty approval will not be considered.

Graduate programs that are administered by Faculties are proposed by the administering Faculty. For all other graduate programs, the proposing 'Faculty' becomes the College of Graduate Studies.

ii. Timing of the Submission

In order for the changed parchment to be issued at May Congregation ceremonies, the proposed changes must be approved by the Okanagan Senate no later than the preceding February.

iii. Where to Submit Proposals

Proposals may be submitted to the Okanagan Senate Curriculum Committee only by the chair of a Faculty/College curriculum committee (or equivalent) after Faculty-level approval has been granted, or in their absence, the Dean of the proposing Faculty.

Parchment change proposals are to be submitted in electronic format only, emailed to okanagan.senate@ubc.ca. Text-editable files are required.

K. Academic Calendar

1. Proofreading

The Senate Secretariat facilitates proofreading of the Academic Calendar once per year. The proofreading cycle starts in July and ends in January. Faculties are prompted in three phases to proofread their sections of the Calendar, including Academic Staff Lists and approved curriculum changes.

2. Calendar Releases

The Okanagan Academic Calendar is released two times per year, in February and June. The February release is the first release for the following academic year.

3. Submitting Calendar Changes

Curriculum and admission changes must be submitted through the appropriate approval process. Calendar releases are timed with Senate meetings to ensure that all approved material is included in the following release.

Proposals needing Ministry of Advanced Education review (e.g., new programs) are generally not entered in the Calendar prior to receipt of the Ministry's approval. See the Senate Secretariat for specific details and guidance.

Please refer to [Section C: New Degree Programs](#) for more information on timing of proposal submissions.

Non-curricular Calendar changes (e.g., changes to Academic Staff Lists) may be submitted at any time to the Calendar Editor by contacting calendar.okanagan@ubc.ca.

The changes will appear in the official online Calendar in the following release, unless submitted in the week prior to a Calendar release. Many changes can be viewed in the Draft Calendar as soon as they are entered (please contact calendar.okanagan@ubc.ca for more information on accessing the Draft Calendar).

Appendix A: Guidelines for New Program Development and Approval Process

1. An Academic Unit starts to develop a new program (or a major change to an existing program). See [Section C: New Degree Programs](#).
2. The Academic Unit informs its Faculty Dean's Office of their intent and provides preliminary materials to the Dean. The Dean's Office informs the Office of the Provost's Director of Academic Operations and, if a Graduate program, the Dean of the College of Graduate Studies.
3. If the program is related to the establishment of a new academic unit - (e.g., School), the Office of the Provost's Director of Academic Operations will arrange for a consultation with the Deans' Council, as required.
4. The Academic Unit develops the proposal. In doing so, it should consult early with units that are expected to contribute to, support, or be impacted by the new program (e.g., other departments/ Faculties, the Library, etc.). Academic Units are encouraged to seek support from the Centre of Teaching and Learning (www.ctl.ok.ubc.ca) and the Finance Managers embedded in the Faculties in the development of the program and its budget. For programs involving international collaboration/partnerships, support is also available through the Office of the Provost.
5. The proposal is presented to the relevant Academic Unit committees for review and approvals (Curriculum Committee or their equivalents).
6. The proposal is presented for Academic Unit approval.
7. The Academic Unit's proposal is submitted to the Dean's Office for review. This review includes formal consultation with the embedded Finance Managers and Office of the Provost which leads to development of the program budget.
8. The proposal, reflecting feedback obtained in step #7, inclusive of Senate-required program and course information and budget and fee information, is prepared for approval by Faculty committees.
9. Ministry Executive Summary is drafted and added to the package.
10. The proposal, including the Executive Summary, is presented to relevant Faculty Committees for Approvals (Curriculum Committee or their equivalents).
11. Formal consultations are conducted with:
 - a. Other academic units, including the College of Graduate Studies for graduate programs, as necessary (see section: [New Courses - Approval](#))
 - b. The Library, for resources (see www.library.ok.ubc.ca/librarians for a list of Library Consultants).
 - c. The Senate Secretariat (okanagan.senate@ubc.ca), for form, format, and completeness.

- d. Office of the Provost, Director of Academic Operations. The proposal must include the Finance Manager-reviewed program budget in this submission to obtain budgetary approval from the Provost.
12. A final Faculty proposal is prepared taking into consideration any feedback received under step #11. This proposal now also includes:
- a. The Ministry-required Executive Summary
 - b. Signed consultations/approvals, from those groups listed in step #11.
13. The proposal is presented for Faculty approval (note that any amendments made at the Faculty stage need to be communicated to relevant consultants prior to Senate Curriculum Committee consideration).
14. The proposal is submitted to the Senate Curriculum Committee (via the Senate Secretariat okanagan.senate@ubc.ca) with a copy to the Office of the Provost's Director of Academic Operations.
15. The proposal is forwarded by the Senate Secretariat to the appropriate committees (Curriculum and Admissions & Awards Committees, and others as appropriate).
16. The proposal is submitted as a joint proposal by the Senate Curriculum Committee together with the Senate Admissions & Awards Committee for Senate consideration.
17. The Senate Secretariat forwards the Senate-approved proposal to the Board of Governors.
18. The Office of the Provost prepares the submission of tuition/fee approval request to Board of Governors.
19. The Office of the Provost forwards the proposal for Ministry approval.
20. After Ministerial consent is granted, the Office of the Provost informs the proposing Faculty and academic Unit.

NOTE: No degree program can be offered prior to UBC receiving the Ministry approval. If needed, recruitment to the program may commence once the program has been approved by both the Senate and the Board of Governors, but only with a clear proviso that the program offering is contingent upon Government approval. Final unconditional admission offers can be made only once the program has received the Ministerial sign-off.

Appendix B: New Program Approval –Faculty Approval Checklist

New Program Approval –Faculty Approval Checklist

Phase 1 - Generating Ideas, Building Support



- Describe idea for a new program; create a preliminary proposal
- Consult colleagues - is the idea worthwhile and feasible?
- Are there similar programs in BC, Canada, or elsewhere?
- When can you reasonably expect to begin to offer the program?



Before moving ahead, you should have the tacit approval of your Unit Head (or equivalent) and Dean.



Now would be a good time to contact the Office of the Provost to inform them of the program ideas and the Senate Secretariat to learn more about the necessary steps and anticipated timelines for approval.

Phase 2 - Creating your Initial Program Proposal



- Consult the Curriculum Guidelines
- Are there examples in your Faculty that you can draw from?
- Consider consulting the Centre for Teaching and Learning (CTL) for advice on curriculum design and technology support
- Begin consulting with related Units and Faculties



Before moving ahead, you should have a reasonably complete proposal, with any Calendar change forms prepared.



At this point, the Office of the Provost should be aware of your plans, and the budget should be in development.

Phase 3 - Unit Approval



The proposal receives iterative review and approval by the following groups, in order:

- Unit Curriculum Committee or equivalent
- Unit
- Faculty Curriculum Committee or equivalent



Before moving ahead, you should have the Unit Head's sign-off on the proposal.

Phase 4 - Preparing for Faculty Approval



The proposal receives iterative review by the following groups as necessary:

- Dean's Office
- Senate Secretariat (for completeness, form, and grammar)
- College of Graduate Studies (if program is a graduate program)
- Office of the Provost

Formal consultations with the Library, partners and other Faculties are undertaken using the prescribed forms.



Before moving ahead, you should have the proposal and all necessary forms ready for Faculty approval.



Submit proposal for Faculty approval.



After Faculty approval, proposals are submitted to Okanagan.senate@ubc.ca. The Senate Secretariat conducts a second review. Please highlight any changes that have taken place during the faculty approval process.

Appendix C: New Degree Program Approval – Senate, Board and Ministry

New Degree Program Approval – Senate, Board, and Ministry



At this point, much of the work handled by the proponents is near complete. The coordination of the final steps for approval is handled by the Senate and Board Secretariat and the Office of the Provost.

Phase 5 - Senate Secretariat and Committees

- Submit Faculty approved package and all necessary forms to Okanagan.senate@ubc.ca
- Senate Secretariat conducts a second review for completeness and clarity.
- Secretariat will coordinate with the necessary committees and sub-committees for review and advise proponents on timing.

Note: Committees may suggest changes, and depending upon the extent of these changes, the proposal may require an additional review and approval at the Faculty level.



The Senate Secretariat will coordinate any changes to the proposals made at Committee-level, and prepare them for the Senate meeting for final Senate approval. Proponents may wish to attend the Senate meeting.



Senate does not consider matters related to budget and fees. However, a request for tuition/fee approval needs to be submitted to the Board in tandem with the Senate approved program proposal. The tuition/fee submission is prepared, in collaboration with the Strategic Decision Support group and the Office of the Provost, to be ready by the time Senate approved the program proposal.

Phase 6 – Senate and Board Approval

- The Proposal will be proposed jointly to Senate by the reviewing Committees.
- Senate Secretariat will forward the Senate-approved proposal to the Board of Governors.
- The Office of the Provost will prepare the tuition/fees proposal for the Board of Governors.



The Office of the Provost will submit University-approved degree proposals to the Ministry for review if required.

Phase 7 – Ministry Approval

- Allow 3 – 6 months for review
- Students cannot be enrolled in the program and the program cannot be offered until Ministry approval has been received.



The Senate Secretariat will make all of the necessary Calendar updates for the newly approved program, as set out in the proposal.

Appendix D: Sample Executive Summary for a New Degree Program Proposal

General Ministry guidelines for submission of an Executive Summary for a New Degree Program Proposal as part of the Ministry's Stage 1 for New Degree Proposals include:

- The total Executive Summary document must be one page maximum
- There are no specific Ministry guidelines regarding fonts or margins
- For more examples, see UBC's submissions to the Ministry dated 2016 or later on the Ministry webpage of applications under review:
<https://www.aved.gov.bc.ca/psips/public/report/applicationsUnderReview.faces>

NOTE: The Ministry's Stage 1 for New Degree Proposals includes a Part 2 following the Executive Summary. This second part requires answering specific questions. This is not required by the Senate Curriculum Committee to be submitted as part of the UBC Senate approval process, although it may assist Faculties while preparing Part 1, the Executive Summary. For more information, contact the Senate Secretariat.

The following sample fit on one page in the submission package to the Ministry:

EXECUTIVE SUMMARY
BACHELOR OF SCIENCE MAJOR IN DATA SCIENCE
FACULTY OF ARTS AND SCIENCES
UNIVERSITY OF BRITISH COLUMBIA - OKANAGAN
APRIL 2016

The University of British Columbia is a comprehensive research-intensive university, consistently ranked among the 40 best universities in the world. Since 1915, it has created an exceptional learning environment that fosters global citizenship, advances a civil and sustainable society, and supports outstanding research.

UBC Okanagan departments of Computer Science and Statistics propose to offer a new Major in Data Science in the Bachelor of Science (B.Sc.) program as a 120 credits 4-years program. Faculty members in Computer Science, Mathematics, Physics, and Statistics (Unit 5) have been offering B.Sc. degrees in Computer Science, Mathematics, Mathematical Sciences, Physics, and Statistics along with Honours degrees, minors, B.A. degrees, and graduate programs. Unit 5 now proposes to redeploy resources allocated to the current B.Sc. major in Statistics into a B.Sc. major in Data Science (BSDS). This profound refocus creates an exciting opportunity to innovate.

In the 20th century, Mathematics gave birth to Computer Science and Statistics. The 21st century brought challenges in the analysis of data that requires both computational and statistical skills. Data Science emerged as the child of Computer Science and Statistics; it is the discipline that focuses on gathering, cleaning, transforming, interpreting, and visualizing data. The BSDS targets students with an interest in Computer Science, Mathematics, or Statistics who wish to apply to a growing number of data scientist positions.

The objective of the BSDS is to train students in Statistics (to formulate relevant questions and determine the answer based on data) and Computer Science (to manipulate and visualize data

efficiently). The emphasis is on deep understanding of the limitation of a model, formulating the right questions, and building the right visualization (i.e. critical thinking skills).

The BSDS aims at training students who wish to either work in industry or continue their studies toward a graduate program. Its specific goals are as follows:

- ✓ Provide practical skills: solid foundation in Statistics and Computer Science with practical data manipulation skills.
- ✓ Fulfill high demand: in-demand jobs now require significant expertise in Computer Science and Statistics i.e. in Data Science.
- ✓ Leverage faculty expertise: The BSDS is part of a refocus of our faculty members on Data Science. A Minor was first introduced, followed by a Data Science cluster in the proposed M.Sc. in Computer Science. The BSDS provides the relevant Data Science education at the undergraduate level. The range of degree provided reflects the commitment of Computer Science and Statistics to the growing field of Data Science.
- ✓ Make an economic impact: Computer Science graduates have a strong record of working in local and international companies. Graduates of the BSDS degree will find similar success on the job market. Considering that our B.Sc. Major in Computer Science has been growing by 23% per year (see Appendix C), the proposed program is anticipated to be in high demand.

Building from the first-year breadth foundation in the B.Sc., a good foundation in Mathematics, and solid bases in Computer Science and Statistics, graduates will be able to:

- demonstrate a solid foundation in core computer science: artificial intelligence, databases, data structure, parallel computing, programming, modeling and simulation;
- demonstrate a solid foundation in core statistics: regression, error analysis, statistical learning, and model validation;
- demonstrate a good foundation in mathematics: numerical analysis, linear algebra;
- write efficient computer code using the latest computer architectures;
- apply the scientific method: formulate a question, build a model, gather/clean/transform data, obtain and visualize the result;
- evaluate the ethical, privacy, and security issues involved in working with data.

These students will be well-prepared to enter the industry or further their studies at the graduate level. Graduates who enter the industry will be in high-demand for well-paying jobs (undergraduates' median income is over \$70,000). The best jobs of 2015 list in #6 Data Scientist (\$124K/yr) ahead of #8 Software Engineer (\$83K/yr) and #10 Computer System Analyst (\$81K/yr). There is currently a high demand for data scientists, with a current and future shortage of data scientist identified as problematic for some sectors of the economy. Data Visualization is quickly becoming a required skill while analyzing, interpreting, and applying the findings from large data sets have created value across all sectors of the industry. Businesses want deeper insights leading to better business decisions since "the use of big data has become a key basis of competition and growth for individual firms". The Closing Canada's Big Data Talent Gap report estimates "Canada's Big Data Talent Gap of 10,500 to 19,000 professionals with deep data and analytical skills while the gap for professionals with solid data and analytical literacy to make better decision is estimated at 150,000". It predicts a growing lack of talented professionals with data skills and calls for an expansion of academic curriculum at all levels, including undergraduate.

Appendix E: Examples of UBC Curriculum Proposal Form

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

Category: 1 or 2	
Faculty/School: Faculty / School Dept./Unit: Unit Faculty/School Approval Date: YYYYMMDD Effective Session: 20XXW or S	Date: YYYYMMDD Contact Person: Dr. X Phone: 250.807.XXXX Email: XXX@ubc.ca
Type of Action: [delete other choices] New Course Discontinuation of Course Revision to Calendar Description Revision to Vectors Revision to Prerequisite New Program New Course Code Other:	
Rationale: [explain why type of action is needed (e.g. is the new course filling a gap? Is a new faculty member bringing expertise? Is the course content being updated?); please provide context and rationale as intended audience is from various Faculties]	
TEXT	
Proposed Academic Calendar Entry:	Draft Academic Calendar URL: URL [URL from the draft Academic Calendar http://www.calendar.ubc.ca/okanagan/prof/edit – <u>not</u> the current, posted Academic Calendar. Note: URL not required for individual courses.] Present Academic Calendar Entry: (Cut and paste from the draft Academic Calendar.)

Appendix F: UBCO Curriculum Consultation Request



a place of mind
THE UNIVERSITY OF BRITISH COLUMBIA

No response will be taken as no interest
Allow 15 calendar day minimum turnaround

Please respond by:

YYYYMMDD

Curriculum Consultation Request Course/Program – Okanagan campus

Originating from:
Faculty/School/Unit:

First & Last Name:

Email & Phone:

@ubc.ca

7-

Proposing Curriculum Changes to Course #s / Program Title(s): (See attachments)

To be completed by respondent:

Respondent:

Faculty/School/Unit:

First & Last Name:

Email & Phone:

@ubc.ca

7-

Response: (X a box)

- Support
 No Relevance
 DO NOT Support (reasons must be detailed below)

Comments:

**Respondent's
Signature, Date:**

Please return signed form to originator.

For a list of Curriculum-related contacts in each Faculty (to email this form), see: <http://senate.ubc.ca/okanagan/curriculum/forms>

UBC's Okanagan campus – Curriculum Consultation Request Form

Version: August, 2015

Curriculum Consultation Report Course/Program – Okanagan Campus



Curriculum Consultation Report Course/Program – Okanagan campus

Provide an overview of the sent consultation requests and received responses.

Originating from:

Faculty/School/Unit: _____ **Report Date:** YYYYMMDD
Name: _____

Course(s) / Program:

1. **What is the primary purpose of the study?**

Consultation overview:

If responses above included comments or revision suggestions, indicate below how you responded and what revisions (if any) were made:

Do both parties feel the issue has been resolved?

Name	Faculty / School	Department / Unit	Your Response to their Comments

¹ APSO (Applied Science), ARSC (Arts & Sciences), EDUO, FCCS, HSD (HMKN, NRSG, SOCW), MGMT, GSTO (College of Graduate Studies), ENRO (Enrolment Services), OPRO (Office of the Provost)

Appendix G: Guide to Writing Academic Calendar Entry Course Descriptions

A. Basic philosophy:

- *Undergraduate level*: If the content of a course is adequately covered by its title, a short description is still required to enable students to understand the course content.
- *Graduate level*: Descriptions are not required at the graduate level; the titles may speak for themselves.
- Write in sentence fragments for brevity
- Eliminate anything that is obvious
- Eliminate redundancies
- State clearly and precisely what the course IS about
- Keep descriptions succinct and easy to understand (maximum 500 characters)

B. A selection of discouraged words and phrases

Discouraged Word or Phrase	Rationale for Exclusion
"A study of", "Study of"	Implied by: all courses involve study, review, and/or analysis of particular topics
"An analysis of", "Analysis of"	Implied by: all courses involve study, review, and/or analysis of particular topics
"An introduction to"	Implied by: all courses will introduce students to new topics
"Continues to", "continuation"	Implied by Course Number, description, place in course listings
"Examines" "examines how"	Implied
"Focuses on", "this course focuses on"	Implied by: all courses focus on particular areas; "focus" or "emphasis" should only be used to highlight a special area of importance within a larger overarching course description
"Introduction to", "Introduces"	Implied by: all courses will introduce students to new topics
"Involves the study of"	Implied by: all courses Involve study, review, and/or analysis of particular topics
"Issues include", "The following issues will be explored"	Implied by: the list of topics will be-understood as included issues or areas for study
"Literature course"	Redundant: if it is clear from the title that it is obviously so
"Reviews", "A review of"	Implied by: all courses Involve study, review, and/or analysis of particular topics
"Special focus/emphasis"	Redundant: "Focus" or "emphasis" is enough;
"Students will learn"	Implied by: students are assumed to learn about topics specific to a particular course

"This course", "This course is", "In this course"	Redundant: course descriptions naturally describe courses
"To cope with", "deal with"	Superfluous: "address" is a better usage
"Very unique"	Redundant: you cannot intensify "unique"

C. Examples

1. Eliminate superfluous words

e.g., "KLNG 275 (3) Readings in Klingon Narrative

Introduces students to a variety of narrative forms ..."

- It is implied that students will be taking the course.
- "A variety of" is not necessary, as "forms" implies more than one narrative type.
- Recommended revision: delete the superfluous phrase and use entire course description to focus on specific elements of the course, for example, "Introduces students to Klingon narrative forms, particularly fantasy, epic poem, nonlinear narrative and short story".

e.g., "KLNG 317 (3) Introduction to Popular Klingon Narrative

Introduction to popular Klingon literary genres ..."

- It is already clear from the course title that popular narratives are studied in an introductory manner.
- "Narrative" in title is more specific than "literary genres", making the second descriptor unnecessary.
- Recommended revision: delete the superfluous phrase and use entire course description to focus on specific elements of the course, for example, "The Klingon narrative, *The Legend of Kahless*, will be emphasized".

e.g., "KLNG 144 (3) Backgrounds to Classical Klingon Texts

Survey course to acquaint students with Classical Klingon texts that have influenced Western literature. Students will study Classical Klingon texts ..."

- It is already clear from the course title that Classical Klingon texts are involved.
- It is already implied that students will be taking the course.
- Recommended revision: "Survey, focusing on Classical Klingon texts that have influenced Western literature, including ... [lists examples of texts]".

2. Use economical language; eliminate ambiguous language

e.g., "Develops students' communicative competence in listening, speaking, reading, and writing"

- "Skills" is preferable to "communicative competence in".

- Recommended revision: "Develops listening, speaking, reading, and writing skills".

e.g., "Consult course listings for current year's offerings"

- Statement should specify where such listings can be found.
- Recommended revision: "Consult department for current year's offerings".

e.g., "KLNG 321 (3) Business Klingon I

An advanced Klingon language course: Practical business-focused reading, writing, and presentation will be organised to build up students' comprehensive abilities, for deal with business interactions and documents."

- Problems with tense, prepositions, awkward verbiage.
- Unnecessarily complicated sentence structure.
- More redundancy and stating of the obvious.
- Recommended revision: "Practical business-focused reading, writing, and presentation skills addressing business interactions and documents."

e.g., "KLNG 401 (3) Media Klingon

Focuses on further developing students' abilities to read and understand the Klingon language used in the context of media primarily through newspapers as well as radio/TV broadcasts and Internet news."

- Problems with prepositions, verbiage.
- Serial comma is required.
- Recommended revision: "Reading and understanding Klingon as used in newspapers, radio/TV, and Internet news."

3. Use transparent and sensible subject groupings and descriptions

e.g., "KLNG 115 (6) Intensive Basic Klingon II

Continues to develop students' communicative competence in listening, speaking, reading and writing in spoken Klingon and modern written Klingon, with special emphasis on reading and writing."

- Sort communication skills by medium (i.e., one listens to and speaks a spoken language; one reads and writes a written one).
- A continuing course will "continue" to develop whatever skill is on offer; there is no need to say so.
- Listening, speaking, etc., are communication skills.
- Serial comma is required.
- Recommended revision: "Skills in listening to and speaking Klingon, reading and writing modern written Klingon; emphasis on reading and writing".

Appendix H: Course Syllabus Template and Example

A. Template

[Course Code & Number (Credits) Full Course Title]

[Recommended for inclusion but not required for Senate approval:
(Lab) Instructor & TA contact information and office hours, class meeting time, and location (if known)]

Academic Calendar Entry

[copy / paste the Academic Calendar Entry here, *including vectors, pre/co-requisites, equivalencies:*

Course Code & Number (Credits) Full Course Title;
Academic Calendar Description, Vectors; Pre-requisites: Co-requisites:]

Course Format

[How is the course structured (e.g., method of presentation of course material - lecture, labs, tutorials, seminars, learning management system / use of Blackboard, etc.)?]

Course Overview, Content, and Objectives

[purpose of the course; a lengthier course description to ‘unpack’ the Calendar Entry]

- [What general objectives is the course designed to achieve? Teacher perspective on the course.]
- [What concepts or topics will be covered? The course will examine.....; The course will provide students with.....]

Learning Outcomes

[Student-centered view of the course. Outcomes are achieved results of what was learned, which implies they will be evaluated.]

After completing this course, students should be able to:

- Demonstrate....
- [What other skills or knowledge will students acquire?]

Additional Course Requirements

- [Optional section. Are there any other requirements students should be made aware of at the start of the course (e.g., participation in a field trip)?]

Evaluation Criteria and Grading

- [Provide a grading rubric (i.e. type / name of evaluation, value / percentage, date of assessment).]
- *Link the learning outcomes to the assessments to show demonstrable skills. For further information and support, see the Centre for Teaching and Learning:*
ctl.ok.ubc.ca/support.html
- What assignments, mid-terms, or exams will be required of students? Provide a one-to-two sentence description of each component.
- What will each component of the course evaluation be worth (mark breakdown)?
- Is the course graded on a numeric (percentage) or pass/fail basis?
- What percentage constitutes a pass?



- Are the exams oral or written?
- Is the final exam cumulative?
- *If participation counts for over 5%, provide an explanation of how grade was arrived at.]*

Required Readings and Videos

[Only *required* readings and videos; to correspond with course schedule, readings can be numbered. Ensure the citation style used is consistent throughout the entire course syllabus and consistent with the citation style being requested from the students in their assignments.]

Recommended Readings

[Recommended readings if any; an exhaustive bibliography not required for Senate approval.]

Course Schedule

[A table detailing the week and lecture topic covered, any required readings, textbook chapters, exam dates - for example:]

	Topics	Required Reading(s)
Week 1		1 & 2

Final Examinations

The examination period for Term X of Winter 201X is XXXX. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at
<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.



UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities and chronic medical conditions. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Diversity Advisor for the Disability Resource Centre located in the University Centre building (UNC 214).

UNC 214 250.807.9263

email: earlene.roberts@ubc.ca

Web: www.students.ok.ubc.ca/drc

Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UBC Vancouver Ombuds Office:

email: ombuds.office@ubc.ca

Web: www.ombudsoffice.ubc.ca

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, or to get involved in human rights work on campus, please contact the Equity and Inclusion Office.

UNC 216 250.807.9291

email: equity.ubco@ubc.ca

Web: www.equity.ok.ubc.ca

Health & Wellness

At UBC Okanagan health services to students are provided by Health and Wellness. Nurses, physicians and counsellors provide health care and counselling related to physical health, emotional/mental health and sexual/reproductive health concerns. As well, health promotion, education and research activities are provided to the campus community. If you require assistance with your health, please contact Health and Wellness for more information or to book an appointment.

UNC 337

Web: www.students.ok.ubc.ca/health-wellness

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076.

For more information, see: www.security.ok.ubc.ca

B. Example (from April, 2014)

POLI 358 (3) Politics and Religion

Instructor: Prof. Thomas Heilke

Office: 2133 EME

Phone: (250) 807-8539

Email: thomas.heilke@ubc.ca

Academic Calendar Entry

POLI 358 (3) Politics and Religion

Perspectives, arguments, and questions at the intersection of political and religious thought and practice. Works in various religious and political-philosophical traditions will be considered. Credit will not be granted for both POLI 358 and POLI 391 when the subject matter is of the same nature. [3-0-0]

Prerequisites: 3 lower-level POLI credits and third-year standing.

Course Format

Lectures.

Course Overview, Content and Objectives

Tension and conflict alongside alliances and harmonization between the claims of religious traditions on the one hand and political rulers, regimes, and authorities on the other are long-standing historical phenomena. Debates amongst and between the proponents of various religious, political, and philosophical perspectives are not only of theoretical or historical interest, but continue as a part of current public policy, legal, and other political debates in many contemporary states and sub-state institutions. This course will provide an overview of some of the perspectives, arguments, and questions at the intersection of political and religious thought and practice. We will consider works in the Jewish, Muslim, Christian, and liberal traditions. We begin, however, with an overview of the place of religion in Canadian politics and society as a way of establishing a familiar, contemporary context for the historical and theoretical questions we will consider in the remainder of the course.

Learning outcomes

By the end of this course, students will be able to:

- (1) Articulate an informed opinion of what constitutes “politics”
- (2) Articulate an informed opinion of what constitutes “religion”
- (3) Construct the beginnings of a measured and thoughtful, yet thoroughgoing and critical approach to the analysis of politics, which includes the ability to judge among different interpretations of texts, arguments, or phenomena

- (4) Construct the beginnings of a measured and thoughtful, yet thoroughgoing and critical approach to the study of religion, which includes the ability to judge among different interpretations of texts, arguments, or phenomena, and which includes a deeper historical understanding of what is meant by “religion.”
- (5) Analyze central questions at the nexus of politics and religion through composition
- (6) Read difficult texts with comprehension and critical engagement

A note on civility

Discussions concerning religion and politics are often difficult, spawning all manner of stereotyping, emotional heat, and animosity. In this class, we seek understanding by way of measured, critical engagement. Such a search precludes: preaching, proselytizing, moralizing, pontificating, propagandizing, or campaigning. The search requires that you be skeptical toward secularism and religious dogma alike. It obliges you to respect the views of others, with particular attention to the integrity of their intellect as well as your own. A search is an orderly activity that requires rules of engagement. If you do not believe you can follow the ones outlined here, you are advised to seek a different course to fulfill your credit requirements.

Evaluation Criteria and Grading

We will read from several texts in this course, including six (6) that you will need to purchase. Few of the weekly readings are lengthy, but all are difficult. None can be mastered without effort. Class meetings (for three hours, once per week) will consist of a combination of lectures and class discussion. Lectures will seldom consist of direct line-by-line commentaries on the texts, but will be comprised largely of complementary discussion. A complete preparation for examinations therefore presupposes a thorough knowledge of both the readings and the complementary lecture materials. Success in this course requires conscientious attendance and disciplined reading of the texts.

The course grade will be assessed as follows:

Midterm Examination # 1(September 30: in-class)	20%
Midterm Examination # 2 (November 4: in-class)	30%
Final Examination (Scheduled by Registrar)	50%
OR	
Final Research Paper (Due same day as final exam)	50%

Final Exam vs. Research Paper Option

Students in this course will have the option of either sitting the three-hour final exam or writing a research paper for the course. If they wish to explore the latter option, they should speak with the instructor concerning expectations for such a paper. In order to qualify for this option, students must submit a paper proposal of no more than 250 words by the beginning of class, October 21.

Grading Rubric for Research Paper Option



The purpose of the rubric is to provide consistency in grading, and also to clarify expectations. This rubric contains five essential criteria by which your paper is judged. Those criteria are equally weighted with 20 points each. Total points you earned on those five criteria will be your mark on the term paper. However, the instructor reserves the right to assign a grade to material on the basis of criteria that are not listed in the rubric. For example: while there is no criterion listed for the use of discriminatory language, the use of discriminatory language will be penalized heavily.

	Thesis/Problem/ Question	Information Seeking>Selecting and Evaluating	Analysis	Synthesis/Organization	Documentation
4 : (16 - 20 points)	Student posed a thoughtful, creative question that engaged her/him in challenging or provocative research.	Student gathered information from a variety of quality electronic and print sources, including appropriate licensed databases. Sources are relevant, balanced, and include critical readings relating to the thesis or problem. Relationship to course material is well established.	Student carefully analyzed the information collected and drew appropriate and inventive conclusions supported by evidence. Interpretation of evidence demonstrates a clear understanding of all relevant concepts.	Student's paper shows a logical structure appropriate to paper's subject, purpose and audience. Paper guides the reader through the chain of reasoning or progression of an idea. Information is logically and creatively organized with smooth transitions.	Student documents all sources. Sources are properly cited and documentation is error-free.
3: (11 -15 points)	Student posed a focused question involving her/him in challenging research.	Student gathered information from a variety of relevant sources--print and electronic. Relationship to course material is partially established.	Student analyzed the information collected and demonstrated an understanding of all relevant concepts.	Student's paper shows logical progression of ideas. Each paragraph is clearly related to paper's central idea.	Student documents sources with some care. A few errors noted.
2: (6 -10 points)	Student constructed a question that lends itself to readily available answers	Student gathered information from a limited range of sources and displayed minimal effort in selecting quality resources. Relationship to course material is poorly established.	Student conclusions could be supported by stronger evidence. Level of analysis could have been deeper.	Student's paper lacks logical structure. While each paragraph related to central idea, logic was not always clear.	Student needs to use greater care in documenting sources. Documentation is poorly constructed or absent.
1: (0 - 5 points)	Student developed a question requiring little creative thought, or relied on questions asked in class.	Student gathered information that lacked relevance, quality, depth and balance. Relationship to course material is not established.	Student conclusions simply involved restating information. Conclusions were not supported by evidence offered in the paper.	Student's paper is not logically or effectively structured. Lack of planning and revision is evident.	Student does not document sources.
Instructor Comments					

The instructor for this course will use the grading practices outlined under ‘Grading Practices’ in the *Okanagan Calendar 2014/15*. It can be found here:

<http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,41,90,1014>

Required Readings

These texts may be purchased on-line or ordered through your bookstore of choice. If you already own or wish to order editions different from those indicated here, feel free to do so. You may, however, have trouble keeping up in lectures from time to time, if I am citing from a different edition than the one you possess.

Audi, Robert, and Nicholas Wolterstorff. *Religion in the Public Square*. Rowman and Littlefield, 1997.

Augustine. *The Political Writings of St. Augustine*. Paolucci, ed. Regnery, 1962.

Brown, L. Carl. *Religion and State: The Muslim Approach to Politics*, 2000.

Locke, John. *A Letter On Toleration*. Hackett, 1983.

Luther, Martin. *Martin Luther: Selections from his writings*, John Dillenberger, ed. Doubleday, 1961.

Plato, “Euthyphro” and “Apology,” in *Plato: Five Dialogues*, G.M.A. Grube, ed. and trans. Hackett, 1981.

Additional of readings for each week listed in the section below will be posted on Blackboard.

Course Schedule and Reading Assignments

(Please note: the reading portions of this schedule may be altered slightly at the discretion of the instructor)

September 9: Introduction I: Religion and Politics in Canada and elsewhere

Reginald W. Bibby, *A New Day: The Resilience & Restructuring of Religion in Canada* (e-Book posted on Blackboard)

John von Heyking, “From Here to Eternity or From Eternity to Here? Religion, Politics, and Law in Canada” (posted on Blackboard)

John von Heyking, “Civil Religion and Associational Life under Canada’s ‘Ephemeral Monster’” (posted on Blackboard)

Philip Jenkins, “The Next Christianity” in *Atlantic Monthly*, 2002. (posted on Blackboard)

September 16: Introduction II: ideas, texts, narrative, and political action: what is politics? what is political philosophy? what is religion? what is doctrine, dogma, and theology? what is secularization and secularism?

Sheldon Wolin, *Politics and Vision* (chpts. 1) (posted on Blackboard)

Eric Voegelin, *The New Science of Politics* (chpt 1, §1-6a; chpt 2, §1-6) (posted on Blackboard)

Elizabeth Shakman Hurd, “Varieties of Secularism,” in *The Politics of Secularism in International Relations* (chpt. 2) (posted on Blackboard).

September 23

Genesis (Bible) (chpts 1-11): the nature of man, God, and the city. (posted on Blackboard)

Midterm Exam # 1

September 30

Egypt, “A Dispute Over Suicide” (cosmos and empire). (posted on Blackboard)

Amos (Bible) (posted on Blackboard)

October 7

Plato -- *Euthyphro*: philosophy and the gods.

Plato -- *Apology of Socrates*: nomos/city/philosophy/gods.

October 14

Augustine -- *Political Writings*, 1-57, 118-183, 184-240.

October 21

Gelasius I “On Spiritual and Temporal Power,” 494 C.E. (posted on Blackboard).

Thomas Aquinas -- excerpts from *Summa Contra Gentiles* and *Summa Theologica* in D’Entrèves, ed. *Aquinas: Selected Political Writings* (pp. 99-133) (posted on Blackboard).

Thomas Aquinas -- “On Princely Government” in D’Entrèves, ed. Aquinas: Selected Political Writings (pp. 1-83) (posted on Blackboard).

Research Paper Proposals due

October 28

Brown, L. Carl. *Religion and State: The Muslim Approach to Politics* (pp. 1-142, 175-180).

One of the following (tba):

Alfarabi -- “On Political Science, Jurisprudence and Dialectical Theology” (in *Medieval Political Philosophy*, pp. 24-30) (posted on Blackboard)

Alfarabi -- “The Political Regime” (in *Medieval Political Philosophy*, pp. 31-57) (posted on Blackboard)

Avicenna “Healing: Metaphysics X,” (in *Medieval Political Philosophy*, pp. 98-111) (posted on Blackboard)

Averroes, -- “The Decisive Treatise, Determining What the Connection is Between Religion and Philosophy” (in *Medieval Political Philosophy*, pp. 163-186)
(posted on Blackboard)

November 4

Luther, “An Appeal to the Ruling Class of German Nationality as to the Amelioration of the State of Christendom,” in Dillenberger, ed. *Martin Luther: Selections*. Doubleday, 1961. (403-485)

Luther, “Secular Authority: To What Extent it Should be Obeyed,” in Dillenberger, ed. *Martin Luther: Selections*. Doubleday, 1961. (363-402)

Calvin: *Institutes of the Christian Religion*, Bk IV, ch. 20 (posted on Blackboard)

Midterm Exam # 2

November 11: Mid-term break and Remembrance Day (no class)

November 18

John Locke, *A Letter Concerning Toleration*.

November 25

Robert Audi and Nicholas Wolterstorff, *Religion in the Public Square* (Rowman and Littlefield)

December 2-17: Final Exam (scheduled by Registrar)

Final Examinations

The examination period for Term X of Winter 201X is XXXX. Except in the case of examination clashes and hardships (three or more formal examinations scheduled within a 24-hour period) or unforeseen events, students will be permitted to apply for out-of-time final examinations only if they are representing the University, the province, or the country in a competition or performance; serving in the Canadian military; observing a religious rite; working to support themselves or their family; or caring for a family member. Unforeseen events include (but may not be limited to) the following: ill health or other personal challenges that arise during a term and changes in the requirements of an ongoing job.

Further information on Academic Concession can be found under Policies and Regulation in the *Okanagan Academic Calendar* <http://www.calendar.ubc.ca/okanagan/index.cfm?tree=3,48,0,0>

Academic Integrity

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are

imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the Academic Calendar at
<http://okanagan.students.ubc.ca/calendar/index.cfm?tree=3,54,111,0>.

UBC Okanagan Disability Resource Centre

The Disability Resource Centre ensures educational equity for students with disabilities, injuries or illness. If you are disabled, have an injury or illness and require academic accommodations to meet the course objectives, please contact Earlene Roberts, the Diversity Advisor for the Disability Resource Centre located in Commons Corner in the University Centre building (UNC 227).

UNC 227A 250.807.9263

email: earlene.roberts@ubc.ca

Web: www.ubc.ca/okanagan/students/drc

UBC Okanagan Ombuds Office

The Ombuds Office offers independent, impartial, and confidential support to students in navigating UBC policies, processes, and resources, as well as guidance in resolving concerns related to fairness.

UNC 227B 250.807.9818

email: ombuds.office.ok@ubc.ca

Web: <http://ombudsoffice.ubc.ca/ubc-okanagan-2/>

UBC Okanagan Equity and Inclusion Office

UBC Okanagan is a place where every student, staff and faculty member should be able to study and work in an environment that is free from discrimination and harassment. UBC prohibits discrimination and harassment on the basis of the following grounds: age, ancestry, colour, family status, marital status, physical or mental disability, place of origin, political belief, race, religion, sex, sexual orientation or unrelated criminal conviction. If you require assistance related to an issue of equity, discrimination or harassment, please contact the Equity and Inclusion Office.

UNC 227C 250.807.9291

email: equity.ubco@ubc.ca Web: www.ubc.ca/okanagan/equity

Health & Wellness:

SAFEWALK

Don't want to walk alone at night? Not too sure how to get somewhere on campus? Call Safewalk at 250-807-8076. For more information, see:

<http://www.ubc.ca/okanagan/students/campuslife/safewalk.html>

Appendix I: Suggestions for Creating File Names

Please use a consistent approach with file naming for curriculum proposals submitted to the Senate Secretariat. Below is a description of the Okanagan Senate Secretariat file naming conventions.

The things most useful for the Senate Secretariat in a file name are:

- Lowercase 4 letter code for the faculty
 - Category level (1, 2)
 - Uppercase 4 letter code for the subject / course code
 - Three number course code if applicable and/or
 - Lowercase 4 letter subject qualifier (see abbreviations below)
 - Date format YYYYMMDD; the date original proposal received by Senate Secretariat
-
- No spaces; use hyphens
 - Append versions when document content changes
 - apsc-NAME-523-20140208.docx
 - apsc-NAME-523-20140208-v2.docx
 - Same filename with different date is new proposal
 - apsc-NAME-523-20140208.docx
 - apsc-NAME-523-20150920.docx
 - Add document properties in metadata for both Category (1, 2, Senate, Supporting) and Comments (as required)
 - File > Info > Show All Properties
 - Batched proposals would use CURR for subject, after the proposing faculty code lowercase (e.g. scie-CURR-GRAD-20130810.docx)

Example File Names (Okanagan campus):

Category 1 Engineering course proposal form: apso-1-ENGR-406-20140404.docx

Category 1 Creative Writing syllabus: fccs-1-CRWR-205-syll-20140408.docx

Category 1 Education library consultation for 2 courses: eduo-1-EPSE-433-565-libc-20140211.pdf

Category 1 Indigenous Studies consultations (multiple courses in one consultation form):

arsc-1-INDG-cnsl-20140409.pdf

(any further INDG consultation submissions can be distinguished by the submission date)

Category 1 Masters of Management program consultation report form:

mgmt-1-MGMT-MA-cnsl-rpt-20140317.pdf

Category 1 Political Science course budget consultation: arsc-1-POLI-317-finc-20140314.pdf

Category 1 Biochemistry major program revision: arsc-1-BIOC-major-rprg-20140314.docx

Category 1 Human Kinetics degree requirement change: hsd-1-hmkn-degr-rqmt-20140403.docx

Category 2 Education (Graduate level) program requirement, version 1 (after one change):

eduo-2-GSTO-prog-rqmt-20140211-v1.docx

Category 2 Nursing Academic Calendar addition (a paragraph in the Calendar, as opposed to course description change): hsd-2-NRSG-cal-20140316.docx

ABBREVIATIONS FOR OKANAGAN UNITS

College of Graduate Studies - GSTO

Faculty of Applied Science – APSO

Faculty of Arts and Sciences – ARSC

Faculty of Creative and Critical Studies – FCCS

Faculty of Education – EDUO

Faculty of Health and Social Development – HSD

Faculty of Management – MGMT

Irving K Barber School of Arts and Sciences – ARSC

School of Health and Exercise Sciences – HMKN

School of Nursing – NRSG

School of Social Work – SOCW

ABBREVIATIONS FOR FILE NAMING

(what is submission about / what is proponent changing?)

adms	Admissions
cal	Calendar Entry
cnsl	Consultation
crse	Course
curr	Curriculum
degr	Degree
finc	Budget Consultation
libc	Library Consultation
libr	Library
nprg	New Program
preq	Prerequisite
prgm	Program
prop	Proposal
rprg	Revise Program
rqmt	Requirement
syll	Syllabus or Course Outline

Appendix J: Example of a change to a UBC Parchment

To: Senate Curriculum Committee

From: Associate Dean, Faculty of Science

Date: Oct. 30, 2007

The following proposal was approved today at the meeting of the Faculty of Science council.

Re: Change to UBC degree parchment for students in the Faculty of Science

Background & Rationale

Currently the parchment for the B.Sc. degree uses only one of three possible lines to describe the degree and states only “Bachelor of Science”. Some other faculties already provide more descriptive information about the program of study on the parchment. Science is a rich and diverse field of study and students increasingly identify with their discipline within Science which may include one or more major or honours programs as well as one of several minors. Students have expressed interest in seeing more information on their parchments but to more describe some of the complex combinations of areas of study now pursued would go beyond the level of detail envisioned by Senate when it set out provisions for modifying the parchment in 1997.

Therefore, whereas Senate has allowed for a Faculty that wishes to change what appears on the parchment for an existing degree to make a proposal to the Senate Curriculum Committee for consideration and approval by Senate, *and whereas* Senate has allowed for “inclusion of information about the field of study” on the second line of the parchment (recommendation #8 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),

and whereas Senate similarly allowed for “information in addition to the degree name and field of study” to appear on the third line of the parchment, such as “Co-operative Education Program” and “standing achieved” (recommendation #9 of the report on Degree Names and Parchments, approved by Senate on October 15, 1997),

and whereas the existing provision for “standing” which is limited for the B.Sc. degree to the acknowledgement of completion of an “Honours Program” does not conform to the practices in the Faculty of Science,

PROPOSAL

The Faculty of Science respectfully requests approval to use all three available lines on the parchment, as follows:

- Line 1: “Bachelor of Science” (unchanged)
- Line 2: Field of Study, as described below
- Line 3: Other information, specifically “Co-operative Education Program” and the Graduating Standing “with Distinction” as described below and in a separate proposal to the Senate Curriculum Committee.

EXPLANATION

Line 2: Field of Study

Each B.Sc. student will have a primary specialization and some will have a secondary specialization. The primary specialization will be of one of the following types: Major, Combined Major, General Science, Integrated Sciences, Honours, and Combined Honours. Each of those types is offered in many different fields of study. Although the Major is the standard type and therefore might be understood even if it were not stated on the parchment (the option would be to state “Bachelor of Science in X” for a Major program in the field of X), its inclusion is required for reasons stated below. The proposed representation of the various types of primary specializations is shown in the table below.

Primary Specialization Type	Appearance on Parchment Line 2
Major	Major in Physics
Combined Major	Combined Major in Computer Science and Biology
General Science Route A (two areas of concentration)	In General Science, Life Science and Earth Science Concentrations
General Science Route B (one major area of concentration)	In General Science, Chemistry Concentration
Integrated Sciences (prior to creation of the Major in Integrated Sciences)	In Integrated Sciences
Honours	Honours in Physiology
Combined Honours	Combined Honours in Biochemistry and Chemistry

Some B.Sc. students will have a secondary specialization which normally will be a Major or Honours either in a second Science discipline or one in the Faculty of Arts. The second specialization should appear after the first specialization using the standards in the table above. Examples would be:

- Two programs in Science disciplines: Major in Physics and Major in Cell Biology and Genetics,
- One Science program and one Arts program: Honours in Mathematics and Major in German.
-

The second example demonstrates the need to include the “type” even if it is “Major” for if “Major” were omitted the nature of the student’s studies could be misrepresented (i.e., “Honours in Mathematics and in German” would imply a double honours program).

B.Sc. students can also be approved to complete one of many types of Minor programs in addition to a primary specialization (sometimes even in addition to primary and secondary specializations). No request is being made to include a description of a Minor on the parchment because although such study is indicative of a student's interests and accomplishments, it is not core to the B.Sc. degree and it will be acknowledged on the transcript.

Line 3: Other Information

- a) "Co-operative Education Program" should appear to acknowledge a significant component of a graduate's educational experience which amounts to from three to five terms without contributing to the academic credits required for the B.Sc. degree. The office of Science Co-op determines when the requirements for the designation have been met.
- b) Standing: The Faculty is requesting Senate through a separate proposal to institute a graduating standing ("with Distinction") for scholars who meet certain requirements.

Line three, therefore, may be blank or it may include one or both of the above, as appropriate. If both, separating them by a comma may be the clearest way to represent the student's status so that the "standing" will not seem to apply only to "Co-operative Education Program".

Appendix K: Course Schedule (student course registration system)

The UBC Course Schedule, part of the Student Service Centre, found at courses.students.ubc.ca/cs/main allows students to browse courses, view timetables, and register for courses.

Should Faculties wish to publish course specific information that appears in the Course Schedule, there are applicable areas:

1. Course Comments

Course comments are restricted to registration-specific information that affects all sections of a course.

2. Section Published Notes

Section Published Notes should be restricted to registration-specific information, but may be used to describe specific topics covered in a given offering of a topics course. To provide students with course-specific information, Faculties are encouraged to put course syllabi online and include a link to each course's syllabus from the Course Schedule. For assistance in using any of the fields described here, please contact Scheduling Services at [schedulingervices@students.ubc.ca](mailto:schedulingservices@students.ubc.ca).

a. Section Published Note Example: Registration-specific note **ENGL 112 01A (3) Strategies for University Writing**

Study and practice of the principles of University-level discourse, with multidisciplinary readings and emphasis on processes of research-based writing. Essays required.

-LPI level 5 or approved LPI exemption required to remain registered in this class. For further details on the LPI requirement [including exemptions and deadlines], please visit www.lpitest.ca-No student may take two First-Year English courses at the same time.

b. Section Published Note Example: Topics description **HIST 402E 101 (3) Problems in International Relations**

Selected topics such as trade, migration, diplomacy, war, migration, colonialism, and post- colonialism. Priority for registration to majors in History or International Relations.

- In 2012W, the topic for HIST 402E, section 101 is The Nuclear Century: Scientists, Atoms, and the World Order since 1900. Science and the

military-industrial complex; quantum and relativistic revolutions in physics; nuclear energy and weapons of mass destruction; international tensions, environmental damage, and global perils.