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THE UNIVERSITY OF BRITISH COLUMBIA

A Guide to Curriculum Submissions for UBC Vancouver

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

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Questions: ubc.curriculum@ubc.ca



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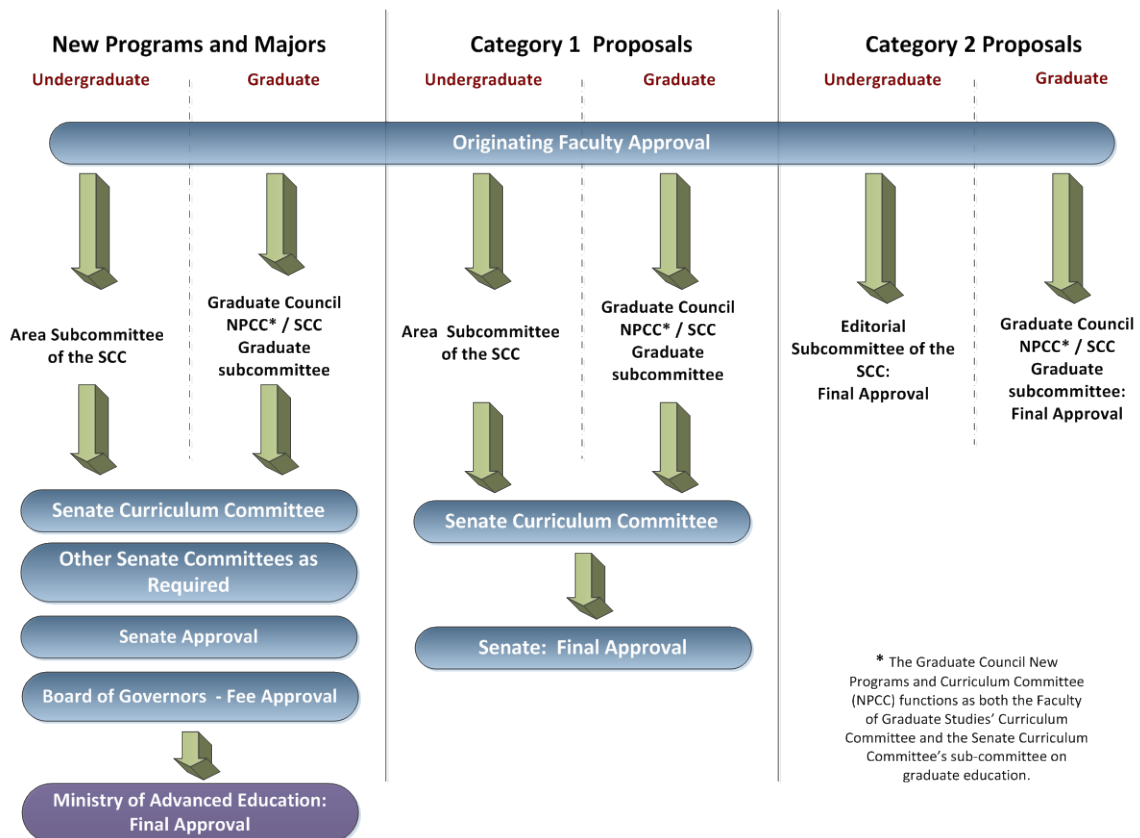
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A. Overview

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 Vancouver¹. It is maintained by the Vancouver Senate Curriculum Committee and the Senate Secretariat.

All proposed changes to curricula must be approved by the Vancouver 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:



¹ While this guide is for UBC Vancouver, there are UBC Vancouver programs that are distributed throughout the province. This guide also applies to these programs.

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 ubc.curriculum@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.²

NOTE: Changes submitted as Category 2 may be reconsidered as a Category 1 change at the discretion of the sub-committee charged with the review.

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; however, 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 twice annually in February and June. 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.

² If closing a course impacts other faculties, this would be elevated to a Category 1 proposal.

C. New Degree Programs

New programs require University-level approval, including the approval of the Vancouver Senate and Board of Governors. New degree programs also require Ministry of Advanced Education approval subsequent to University approval. 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 will meet the criteria for a new program proposal as established by the Ministry.

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 unless all of the fields in the joint major are 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 Vice Provost and AVP Academic.

A new honours program in a field in which a major is currently offered 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 D: Category 1 Proposals](#) for more information on the Category 1 process.

1. University-level Approval

University-level approval includes Faculty and Provost's Office approvals, approval by the Vancouver Senate Curriculum and Admissions Committees, approval of the Vancouver 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 Vancouver 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](#).

Graduate programs that are administered by disciplinary faculties (e.g., Pharm.D. administered by the Faculty of Pharmaceutical Sciences, M. Eng. administered by the Faculty of Applied Science) are proposed by the administering Faculty. For all other graduate programs, the proposing Faculty is the Faculty 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. Therefore, prior to submitting a new program proposal to the Vancouver Senate Curriculum Committee, proponents of curriculum change must discuss the new program budget and any fee implications with the Vice-Provost and AVP Academic. Prior to this consultation, a review of the proposed budget by the [Strategic & Decision Support group](#) is required. The completion of this consultation is demonstrated 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 Vancouver Senate Curriculum Committee.

- a. The Executive Summary³ of the new program as required by the Ministry.

The Executive Summary must include the following information:

1. An overview of the offering unit's history, mission and academic goals
2. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study
3. Location
4. Faculty(ies) offering the proposed new degree program
5. Anticipated program start date
6. A description of the proposed program, including:
 - i. Aims, goals and/or objectives of the proposed program;
 - ii. Anticipated contribution to the mandate and strategic plan of the institution;
 - iii. Program learning outcomes;

³ An example of a properly formatted and comprised Executive Summary can be found in [Appendix D](#).

- iv. Linkages between the learning outcomes and the curriculum design, including an indication whether a work experience/work place term is required for degree completion; and if so, a description of the purpose and role of the work experience within the program;
- v. Delivery methods;
- vi. Program strengths;
- vii. An overview of the level of support and recognition from other post-secondary institutions, (including plans for admissions and transfer within the British Columbia post-secondary education system) and relevant regulatory or professional bodies, where applicable; and,
- viii. Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.

7. The name, title, phone number and email address of the institutional contact person in case more information is required.

b. Appendix to the Executive Summary (for internal UBC purposes only)

Briefly describe the resources that will be required for the program:

- i. Budget (including proposed tuition fee)
- ii. Space
- iii. Library
- iv. Other (please specify)

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

- 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. Sustainability Consultation. Developers of all new programs that contain sustainability-related content are encouraged to consult with the University Sustainability Initiative's (USI) Teaching and Learning Office (TLO). This consultation is required for programs seeking "sustainability" designation. This consultation is intended to ensure proper listing in the USI's curriculum database and to offer support in helping enhance the program's sustainability goals, in terms of content, pedagogy, and cross-faculty collaboration. Specific attention should be paid to the TLO's "Transforming Sustainability Education at UBC: Desired Student Attributes and Pathways for Implementation" ([http://www.sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/pdfs/Sustainability%20Attributes August%202011 FINAL%20%282%29.pdf](http://www.sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/pdfs/Sustainability%20Attributes%20August%202011%20FINAL%20%282%29.pdf)) to ensure sustainability related attributes are accounted for in the new program.
- g. Library consultation form. The Library Consultants list is maintained on the UBC Library website: <http://directory.library.ubc.ca/librarianconsultants>.
- h. Budgetary Impact of Curriculum Changes form signed by the Department Head, the Faculty Dean, the [Strategic & Decision Support](#) group and. Vice-Provost and AVP Academic.

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 Committee Approval

A new degree program may also need to have its admissions requirements approved by the Vancouver Senate Admissions 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 the Undergraduate Admissions Office before the new degree program proposal is to be considered by the Admissions Committee.

The admission requirements of graduate programs must meet the University minimums as set out in the Academic Calendar at <http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,204,340,0>.

Proponents of new program proposals may engage in the Senate Curriculum Committee and Senate Admissions 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 Vancouver Senate Curriculum and Admissions Committees, it is presented as a joint report from the Committees to Senate. Proponents of new programs are encouraged to attend the Vancouver Senate meeting at which their program will be presented.

v. Board of Governors Approval

After Senate approval, Senate & Curriculum Services 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 [Strategic & Decision Support](#) group and the Vice-Provost and AVP Academic office early in the approval process.

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 Provost's office will submit the proposal to the Ministry along with the documentation used in the university-level approval process. Further information about Ministry approval is available at: <http://vpacademic.ubc.ca/program-approval-process/new-degree-program-proposals/>. No action on behalf of the Faculty is required. The office of the Vice-Provost and AVP Academic will advise the program proponents once the approval has been received. For related inquiries, please contact jola.holt@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 Change to Course or Program form (the standard 2-column form). 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: <http://facultystaff.students.ubc.ca/download-forms>.

i. 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 Vancouver Senate Curriculum and Admissions Committees' consideration (i.e., Faculty-approved submissions should come from the Faculty to Senate & Curriculum Services in early December at the latest).

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. New programs should not be advertised until Ministry approval has been granted. It is optimal to submit new program proposals **14 to 16 months prior to the desired first cohort start date**.

ii. Where to Submit Proposals

Faculty-approved new program proposals may be submitted to the Vancouver Senate Curriculum Committee (via Senate & Curriculum Services at ubc.curriculum@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 see [Appendix A: Guidelines for New Program Development and Approval Process](#). The date of Faculty approval is documented in the submission. Senate & Curriculum Services will forward the proposal to the appropriate committees. Please note that incomplete submissions will not be forwarded.

Undergraduate new program proposals are to be submitted in electronic format only.

Electronic files are to be emailed to ubc.curriculum@ubc.ca.

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, syllabus⁴, course-related consultations, course-related budgetary impact form, course-related Library Consultation form);
- d) program-related consultations;
- e) program-related Library Consultation form; and,
- f) program-related Budgetary Impact of Curriculum Proposals form.

Graduate new program proposals are to be submitted in electronic format only.

Electronic files are to be emailed to graduate.curriculum@ubc.ca.

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, syllabus, course-related consultations, course-related Budgetary Impact of Curriculum Proposals form, course-related Library Consultation form);
- d) program-related consultations;
- e) program-related Library Consultation form; and,
- f) program-related Budgetary Impact of Curriculum Proposals form.

⁴ 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, Learning and Technology, www.ctlt.ubc.ca. Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/>

D. New Non-Degree Programs

New non-degree program proposals are not approved by the Ministry, but are treated as Category 1 proposals by the Senate Curriculum and Admissions Committees. Unless the program will be offered by Continuing Studies, consultation with the Strategic Decision Support group and Provost's office is necessary, as are all other consultations and described in the [New Degree Program](#) submission process above. If the Non-Degree program is to be listed in the Academic Calendar, the standard 2-column form is required. Please contact the Senate Secretariat for advice on the format and requirements of a proposal.

1. Certificate Programs

NOTE: The policy and process for design and approval of Certificate programs is currently under review. Please contact the Senate Secretariat should you have any questions.

To review the current information about the Certificate Program approval process, please see [Appendix J: Approval of Certificate Programs](#).

2. Diploma Programs

NOTE: The policy and process for design and approval of Diploma programs is currently under review. Please contact the Senate Secretariat should you have any questions.

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 that engenders budgetary implications beyond the available resources of the proposing Faculty;
- Reopening a closed course;
- Creation of a new subject code;
- Deletion, dissolution or suspension of a program;
- Deletion or closure 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 Vancouver Senate Curriculum Editorial or Graduate Sub-Committees.

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 Area Sub-committee, Senate Curriculum Committee, and Senate in sequence.

A proposal for a new course requires:

- a. The standard 2-column curriculum change form (“Change to Course or Program”) outlining the course description for the UBC Calendar. The form includes the following information:
 - Subject code and course number;
 - Credit value;
 - Course title;
 - Course description;
 - Vectors (if vectors are used by the Faculty);
 - Prerequisites and/or corequisites;
 - Whether the course is eligible to be taken on a Credit/D/Fail basis (http://senate.ubc.ca/sites/senate.ubc.ca/files/downloads/va_policy_cr_d_f_standing.pdf); and,

- 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, usually describing the academic merit for the proposal;
- The date of Faculty approval; and,
- Contact information for the proponent.

b. A course syllabus⁵ that outlines the following:

- A description of the course structure (lecture, lab, tutorial; how many hours per week; method of presentation of course material; etc.);
- A description of the operation of the course (e.g., number of instructors, evaluation methods and frequency of examinations, etc.);
- Prerequisites and/or corequisites;
- A clear statement of learning objectives/learning outcomes⁶;
- Course requirements (e.g., assignments, exams, field work);
- Evaluation criteria and grading, including an explicit statement of assessment strategies linked to learning outcomes with a mark breakdown;
- A detailed course schedule, texts and bibliography;
- A description of the grading system - numeric (percentage) or pass/fail (P/F); and,
- A section on Academic Integrity⁷ is strongly recommended for all UBC course syllabi. Faculties can devise their own statements on Academic Integrity, or copy the language included in the footnote.

⁵ 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, Learning and Technology, www.ctlt.ubc.ca.

⁶ Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/>

⁷ Faculty members are strongly encouraged to include the Academic Integrity statement below in course syllabi distributed to students. This statement may be copied and pasted directly into course syllabi:

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

- c. Library Consultation. The Library Consultants list is maintained on the UBC Library website: <http://directory.library.ubc.ca/librarianconsultants>. The approval of the University Librarian must be indicated on the Budgetary Impact of Curriculum Proposals form if the course cannot be supported with existing Library resources.
- d. 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 Category 1 proposal to ensure that appropriate consultation is done.
- e. Sustainability Consultation. Developers of all new courses that contain sustainability-related content are encouraged to consult with the University Sustainability Initiative's (USI) Teaching and Learning Office (TLO). This consultation is intended ensure proper listing of the new course in the USI's course database and to offer support in helping enhance the course's sustainability goals, in terms of content, pedagogy, and cross-faculty collaboration. Specific attention should be paid to the TLO's "Transforming Sustainability Education at UBC: Desired Student Attributes and Pathways for Implementation" ([http://www.sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/pdfs/Sustainability%20Attributes August%202011 FINAL%20%282%29.pdf](http://www.sustain.ubc.ca/sites/sustain.ubc.ca/files/uploads/pdfs/Sustainability%20Attributes%20August%202011%20FINAL%20%282%29.pdf)) to help identify opportunities to include sustainability related attributes.
- f. Signatures on the Budgetary Impact of Curriculum Proposals from the Department Head and Dean. The signature of the Vice-Provost and AVP Academic is also required when the course cannot be supported with existing Faculty funding.

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.

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.

2. Guidelines for New Courses

i. Course Descriptions

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). 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.

Course descriptions should be no longer than 40 words, and should be as brief as possible. If length is an issue, full sentences are not required.

Initial phrases such as “This course..,” “Students will learn..,” “An examination of..,” etc. are unnecessary. The use of “examples include” in course descriptions is discouraged, except when necessary for clarity.

If the content of a course is adequately covered by its title, a course description may not be necessary; descriptions are discouraged at the graduate level. The standard credit exclusion statement is: “Credit will be granted for only one of COURSE 1 or COURSE 2.”

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

ii. Course Numbering

A course number should not be reused until a period of at least the length of the program plus one year has elapsed since the original course was closed. Proponents of curriculum change must provide a reasonable rationale if they wish to reuse a course number before such a period has elapsed.

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. Graduate courses and courses in some Faculties are not designated with vectors.

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.

v. Subject Code Assignment/Creation

UBC currently assigns subject codes to:

- Disciplines (e.g., BIOL for biology)
- Programs (e.g., BRDG for Bridge Program)
- Organizational units with combined disciplines (e.g., CENS for Central, Eastern, and Northern European Studies)

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 & Curriculum Services (ubc.curriculum@ubc.ca) at an early stage is required. If there is overlap with an existing subject code used on the Okanagan campus or with a historic subject code, consultation with the affected units is required.

When course subject codes (e.g., ENGL) or numbers (e.g., 110) are changed, please indicate clearly whether the previous version of the course should be closed, and the effective date for the closure. In the Student Services Curriculum Management System, changing a subject code or number entails closing one version of a course and opening another.

vi. Prerequisites and Corequisites

Prerequisites and corequisites should be noted in the 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 instructor. 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 instructor is also acceptable; an explicit statement to that effect should not be included in the prerequisite or corequisite statement. The course instructor will decide on the adequacy of a student's academic preparation in situations where appropriate prerequisite or corequisite courses are not presented.

vii. 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 BIOL448A, BIOL 448B, etc.) are not new courses; rather, they represent different focuses 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 pre-requisite that excludes other versions;
- have pre-requisites that differ from other versions; 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.

viii. Piloting Courses

A version of a topics course can be used to ‘pilot’ a potential new course. If a unit finds that a version of a “Topics in...”, or other such versionable course, meets a student demand and the unit plans to offer it for the foreseeable future, the unit should submit a Category 1 proposal to create a new course (giving the version its own course number and title). The process for new course approval is described above.

ix. Cross-listing

A cross-listed course is normally a course designed jointly by two or more different Faculties or departments, but taught as a single course.

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 affect 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;
- Reopening a closed 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 Vancouver Senate Curriculum Editorial or Graduate Sub-Committees.

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

- To change a course used by three other faculties, consultation with those three 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 a new budget sign-off.
- The creation of a new subject code requires a consultation with Senate & Curriculum Services (ubc.curriculum@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 may be a prudent step to consider.

4. Academic Content and Merit

Curriculum proposals will be evaluated by the Vancouver Senate Curriculum Committee and appropriate sub-committee on the basis of academic content and merit. 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).

5. Curriculum Proposal Forms

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

<http://facultystaff.students.ubc.ca/download-forms>

The Senate Curriculum Committee recommends that each Faculty have a single person designated to consolidate departmental submissions into a Faculty Curriculum Report.

i. Change to Course or Program

Most of the instructions you will need to fill out a Change to Course or Program (2-column) form 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 Library website: <http://directory.library.ubc.ca/librarianconsultants>. The approval of the University Librarian must be indicated on the Budgetary Impact of Curriculum Proposals form if the course cannot be supported with existing Library resources.

iv. Budgetary Impact of Curriculum Change Form

The adequacy of the available resources to permit the proposal to be implemented must be indicated on the Budgetary Impact of Curriculum Change form. All Budgetary Impact of Curriculum Change forms must be signed by the Department Head (or equivalent), the Dean of the proposing unit, and the Vice-Provost and AVP Academic.

If the Library Consultation form indicates that additional Library resources are required to support the proposal, then the signature of the University Librarian must be obtained on the Budgetary Impact of Curriculum Proposals form.

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 Vancouver 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.

Courses that are part of graduate programs that are administered by disciplinary faculties (e.g., M.B.A., Pharm.D., M.Eng.) are proposed by the administering Faculty. For courses in all other graduate programs, the proposing Faculty is the Faculty 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 twice annually, proposals can be submitted throughout the year for better management of sub-committee and committee workloads.

It is preferable that a curriculum report that incorporates all Faculty-approved undergraduate course/changes proposals into one package and all Faculty-approved graduate course/changes proposals into another package be submitted when ready, following the processes described in the “Where to Submit Proposals” section below. 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).

Senate-approved new and changed courses and programs are published in the online Calendar twice 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 Vancouver Senate Curriculum Committee only by the chair of a Faculty/College curriculum committee (or equivalent) after Faculty-level approval has been granted.

Proposals are first reviewed by one of several Curriculum sub-committees. Proposals must be reviewed by the sub-committee prior to consideration by the Vancouver Senate Curriculum Committee. A list of current sub-committees is set out in [Appendix I](#).

Undergraduate Category 1 proposals are to be submitted in electronic format only.

Electronic files are to be emailed to ubc.curriculum@ubc.ca.

Text-editable files are required for 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 for new or substantially changed courses consists of:

- a) Change to Course or Program (2-column form);
- b) course syllabus;
- c) course-related consultations;
- d) course-related Library Consultation form; and,
- e) course-related Budgetary Impact form.

The entire submission for changed programs consists of:

- a) Change to Course or Program (2-column form);
- b) program-related consultations;
- c) program-related Library Consultation form; and,
- d) program-related Budgetary Impact form.

Graduate Category 1 proposals are to be submitted in electronic format only.

Electronic files are to be emailed to graduate.curriculum@ubc.ca.

Text-editable files are required for 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 for new or substantially changed courses consists of:

- a) Change to Course or Program (2-column form);
- b) course syllabus;
- c) course-related consultations;
- d) course-related Library Consultation form; and,
- e) course-related Budgetary Impact form.

The entire submission for changed programs consists of:

- a) Change to Course or Program (2-column form);
- b) program-related consultations;
- c) program-related Library Consultation form; and,
- d) program-related Budgetary Impact form.

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 (NB: where any of these changes imply a significant change in course content, the proposal is viewed as a Category 1 proposal);
- Changes to pre/co-requisites 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 (NB: submission of the 6-cr course syllabus and both new 3-cr syllabi is requested in such cases);
- Changes to subject heading or course numbers (provided that new numbers still reflect the scope and depth of the course); or,
- The closing of courses (also referred to as 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 sub-committee charged with the review.

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 change form ("Change to Course or Program") is all that is required unless the Vancouver 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 right hand side 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.

Once a course number has been inactive for the length of the program plus one year, that course number 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 Change to Course or Program form. 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: <http://facultystaff.students.ubc.ca/download-forms>

i. Faculty-level Approval

Before Category 2 proposals are forwarded to the Vancouver 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 Editorial or Graduate sub-committees of the Senate Curriculum Committee.

Changes to graduate-level courses or programs that are administered by disciplinary Faculties (e.g., M.B.A., Pharm.D., M. Eng.) are proposed by the administering Faculty. For all other graduate programs, the proposing Faculty becomes the Faculty of Graduate Studies.

ii. 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 twice annually (in February and June), proposals can be submitted throughout the year for better management of sub-committee and committee workloads.

It is preferable that a curriculum report incorporating all Faculty-approved undergraduate proposals into one package and all Faculty-approved graduate proposals into another package be submitted when ready, following the processes described in the “Where to Submit Proposals” section below. For ease of consideration, such reports should be divided into two (2) sections, one for each type of proposal (i.e., Category 2 course changes, and Category 2 program changes) and further divided by internal unit (e.g., school, department).

Senate-approved new and changed courses and programs are published in the online Calendar twice 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 Vancouver Senate Curriculum Committee only by the chair of a Faculty/College curriculum committee (or equivalent) after Faculty-level approval has been granted.

Undergraduate Category 2 proposals are to be submitted in electronic format only.

Electronic files of the entire submission are to be emailed to ubc.curriculum@ubc.ca.

Text-editable files are required for the 2-column Change to Course or Program form and are preferred for any syllabus that may be included in the proposal.

The entire submission consists of:

- For changed courses:
 - a) Change to Course or Program (2-column form); and,
 - b) course syllabus if necessary, depending on the nature of the requested change.

- For changed programs:
Change to Course or Program (2-column form).

Graduate Category 2 proposals are to be submitted in electronic format only.
Electronic files are to be emailed to graduate.curriculum@ubc.ca.

Text-editable files are required for the 2-column Change to Course or Program form and are preferred for any syllabus that may be included in the proposal.

The entire submission consists of:

- For changed courses:
 - a) Change to Course or Program (2-column form); and,
 - b) course syllabus if necessary, depending on the nature of the requested change.
- For changed programs:
Change to Course or Program (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 Commerce & Business Administration. 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. However, in some UBC contexts the term "joint degree" can refer to a degree offered in partnership with another institution (see below). Submission of a proposal for a joint degree would follow the same course as a Category 1 proposal. 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).

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 Vancouver 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 Vancouver 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 Vancouver 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* <http://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 and Vice President Academic. In some cases, consideration by the Vancouver 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, we suggest a Category 2 change form 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 [Category 1](#).

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

I. Course Schedule

There are two areas where notes can be published on the Course Schedule: *Course Comments* and *Section Published Notes*.

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 [Versions](#). 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 schedulingservices@students.ubc.ca.

i. 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 <http://www.english.ubc.ca/ugrad/1styear/2.htm> . -No student may take two First-Year English courses at the same time.

ii. 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.

J. Changes to the UBC Parchment

Changes to the UBC Parchment must be approved by the Vancouver Senate, via the Senate Curriculum Committee as per their term of reference #5: “To consider proposals from Faculties for changes, additions, or deletions to material presented on degree and diploma parchments, and on 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 is used for the field of study (e.g. “Major in Physics”)
- Line 3 is used for either co-operative education programs or standing (e.g. “Co-operative Education Program”, “with Distinction”)
- Line 4 is used for co-operative education programs where standing is indicated in Line 3.

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 Vancouver Senate Curriculum Committee requesting the change.

In some cases depending on the content included in other lines, a fourth line may be available. Units are strongly encouraged to consult with Enrolment Services Records and Registration 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 1, 2, and 3.

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 Vancouver 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 disciplinary faculties (e.g., MBA, Pharm.D.) are proposed by the administering Faculty. For all other graduate programs, the proposing Faculty becomes the Faculty of Graduate Studies.

ii. Timing of the Submission

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

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

iii. Where to Submit Proposals

Proposals may be submitted to the Vancouver 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.

Proposals are first reviewed by one of several Curriculum sub-committees and are not sent directly to the Curriculum Committee. A list of current sub-committees is set out in [Appendix I](#).

Undergraduate parchment change proposals are to be submitted in electronic format only.

- Electronic files are to be emailed to ubc.curriculum@ubc.ca. Text-editable files are required.

Graduate parchment change proposals are to be submitted in electronic format only.

- Electronic files are to be emailed to graduate.curriculum@ubc.ca. Text-editable files are required.

K. Academic Calendar

1. Proofreading

Senate & Curriculum Services 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 Vancouver Academic Calendar is released twice 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) will not be entered in the Calendar prior to receipt of the Ministry's approval. 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.vancouver@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.vancouver@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).
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 Provost's Office (through Vice Provost and Associate Vice President Academic, c/o jola.holt@ubc.ca) and, if a Graduate program, the Dean of Graduate Studies' Office (c/o graduate.curriculum@ubc.ca)*.
3. If the program is related to the establishment of a new academic unit, e.g., School, the Provost's Office (through Vice Provost and AVP Academic, c/o jola.holt@ubc.ca) will arrange for a consultation with the Committee of Deans, 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, Learning and Technology (CTLT, c/o <http://ctl.t.ubc.ca>) and the Strategic & Decision Support Group (SDS, c/o <http://www.treasury.ubc.ca/strategic-decision-support/>) in the development of the program and its budget. For programs involving international collaboration/partnerships, support is also available through the Provost's Office (through, Senior Advisor International, c/o selina.fast@ubc.ca).
5. The proposal is presented to the relevant Departmental committees for review and approvals (Curriculum Committee and Teaching and Learning Committee, or their equivalents).
6. The proposal is presented for Departmental approval.
7. Departmental proposal is submitted to the Dean's office for review. This review includes formal consultation with the SDS 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 and Teaching and Learning Committee, or their equivalents).
11. Formal consultations are conducted with:
 - a. Other academic units, including FoGS (graduate.curriculum@ubc.ca) for graduate programs *

- b. The Library, for resources (see <http://directory.library.ubc.ca/librarianconsultants> for a list of Library Consultants).
 - c. Senate & Curriculum Services (ubc.curriculum@ubc.ca), for form, format, and completeness
 - d. Provost's Office via Vice Provost and AVP Academic Office (jola.holt@ubc.ca). Please include the SDS-reviewed program budget in this submission to obtain budgetary approval.
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 Senate & Curriculum Services ubc.curriculum@ubc.ca) with a copy to the Vice Provost and AVP Academic Office, c/o jola.holt@ubc.ca).
 15. The proposal is forwarded by Senate & Curriculum Services to the appropriate committees (Curriculum and Admissions Committees, including required sub-committees, and other if/as appropriate).
 16. The proposal is submitted by the Senate Curriculum / Admissions Committees for Senate consideration.
 17. Senate forwards the proposal to the Board of Governors.
 18. The Office of the Vice-Provost and AVP Academic prepares and submits tuition/fee approval request to Board of Governors
 19. The Office of the Vice Provost and AVP Academic forwards the proposal for Ministry approval.
 20. After Ministerial consent is granted, the Vice Provost and AVP Academic Office 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.

*Except graduate programs fully residing within Faculties (e.g., some professional graduate programs).

Appendix B: New Degree 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 a preliminary consultation with your Department Head (or equivalent) and Dean and have their approval to take further steps.



Now would be a good time to contact the Senate Secretariat (and for Graduate Programs, FoGS) 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?
- Consult CTLT for advice on curriculum design
- Consult Senior Advisor International for programs involving international collaboration
- Begin consulting with related Departments and Faculties (e.g., FoGS)



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



At this point, the Provost's Office and Strategic Decision Support team should be aware of your plans, and the budget should be in development.

Phase 3 - Departmental or Unit Approval



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

- Departmental Teaching and Learning Committee
- Departmental Curriculum Committee
- Department or Unit
- Faculty Curriculum Committee or equivalent



Before moving ahead, you should have the Department 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)
- Strategic Decision Support team
- FoGS (if program is a graduate program)
- Provost's Office

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 forms ready for Faculty approval.



Obtain budgetary sign-off from the Provost's Office.



Submit for Faculty Approval

Appendix C: 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 Provost's office.

Phase 5 - Senate Secretariat and Committees

- Submit Faculty Approved package and all necessary forms to ubc.curriculum@ubc.ca for undergraduate programs, or for Graduate Programs to graduate.curriculum@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 and Subcommittees may suggest changes, 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 the submission of all documents approved at Senate Committees to the next appropriate Senate meeting. 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 Provost's Office, 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 Provost's Office will submit the tuition/fees proposal to the Board of Governors.



The Provost's Office will submit University-approved degree proposals forward 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 necessary for the newly approved program, as set out in the proposal.

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

EXECUTIVE SUMMARY

MASTER OF ENGINEERING IN CLEAN ENERGY ENGINEERING

FACULTY OF APPLIED SCIENCE

UNIVERSITY OF BRITISH COLUMBIA

September 8, 2009

Overview

The Clean Energy Research Centre (CERC) was founded in 2000 with the goal to become the focal point of energy-related research in the Faculty of Applied Science at the University of British Columbia (UBC). CERC is multidisciplinary, covering various fields including Chemical and Biological Engineering, Civil Engineering, Electrical and Computer Engineering, Materials Engineering, Mechanical Engineering, Mining Engineering and Architecture. Areas of research include fuel cell research, projects related to biomass (both thermal and biological processes), cleaner burning engines utilizing fuel mixtures, hydrogen generation, CO₂ capture, energy conservation and gas hydrates, power engineering, geothermal energy and improved building design.

Credential

Credential awarded will be the **Master of Engineering (M.Eng.) in Clean Energy Engineering**. The degree will be a Master's degree with a balance between advanced engineering theories, interdisciplinary knowledge and real-world applications. The field of study will be advanced engineering technology and techniques for clean energy engineering applications.

Location

The Vancouver Campus of UBC is the main location for classroom education and administration. Course instruction and project assignments will be achieved through collaborations on the UBC main campus, provincial and federal government agencies, and local industry involved in clean energy engineering research and development.

Faculty Offering Program

The program will be offered formally, administrated and delivered by the Faculty of Applied Science, UBC.

Program Start Date

The program will be offered in the 2009/2010 academic year, beginning in January 2010.

Program Completion Time

Anticipated time for completion of the program is 1 year of full-time academic study plus any workterm placement.

Objectives

UBC has been well-recognized as a leader among many higher-learning institutions in technological advances in engineering and technology. The program will enhance our current education and real-world application by providing formal training in the fast-growing area of clean energy engineering, so as to fully utilize the University's potential and to capitalize on the capacity for excellence in engineering and clean energy technologies. The objectives of this program are:

- Enhance the training of engineers in applying engineering principles and technologies for improving the quality of energy resource supply, usage and reducing negative impacts on society and the environment.
- Foster multidisciplinary collaboration with energy providers in creating innovative approaches and applications for energy problems.
- Provide opportunities for students to participate in industrial design and the development of real-world solutions and applications.
- Equip graduates with skills, knowledge and innovative solutions to support and expand BC's energy industry.

Contribution to UBC's Mandate and Strategic Plan

UBC's Trek 2010 vision identifies three aspects of making UBC one of the world's best universities: Prepare students to become exceptional global citizens, promote the values of a civil and sustainable society, and conduct outstanding research to serve people. The proposed new program will contribute to the realization of each of these goals. Energy supply and its environmental impact are key issues of the current century, and the new program is intended to make UBC students better able to contribute to addressing these global issues. The students enrolled in the new program and its courses will also be exposed to material and issues which will require them to think about how to achieve a sustainable and more just society. At the same time, they will be exposed to new research ideas related to new methods of reducing energy consumption and providing energy in less damaging ways. Clean Energy Engineering is a multidisciplinary field that involves the application of engineering techniques and technologies to the energy sector. It traverses the whole spectrum of engineering and extends to economics, other social sciences and the environment, with the goal of creating and developing technologies and solutions that improve our living standard and quality of life, thus contributing effectively to our institution's Trek 2010 vision.

Delivery Methods

The program consists of required coursework and a project. Students will take core courses together, and the elective courses will be taken with students in other programs, depending on the students' interests and prior backgrounds. Students will meet once a week for seminar series with CERC research students. The project is interdisciplinary, involving different engineering fields, the industry energy sector and other fields as needed.

Linking Learning Outcomes and Curriculum Design, Optional Workterms

Increasing numbers of students are interested in pursuing an engineering career that directly contributes to sustainability, health and well-being of the human population. Energy is a crucial issue in the current century, directly linked to climate change, the environment in general, water, security and global sustainability.

The curriculum is designed to emphasize many aspects of being a professional energy engineer: comprehensive knowledge, application of scientific and engineering principles, assessment of alternatives, and problem solving. With advanced training in engineering theories and techniques, and relevant training in the industry energy sector, graduates will be capable of working proficiently and efficiently with energy professionals in designing and developing applications for clean energy solutions.

Students can apply for a workterm placement coordinated by the UBC Engineering Coop Office. The placement will provide practical industrial experience related to clean energy monitoring, conservation, planning and/or implementation.

Program Strengths

The UBC Faculty of Applied Science has the broadest range of coverage of any engineering school in British Columbia, with a mandate to provide a comprehensive range of engineering education and research spanning the major engineering disciplines. Energy Engineering is a distinctive field that encompasses several of the major engineering disciplines and real-world applications. The curriculum design, as described earlier, emphasizes a balance of content between engineering, current and alternative theories and technologies. Therefore, a degree distinctively in clean energy engineering will identify graduates with the emerging field of clean energy engineering and build upon other major related disciplines.


Related programs at UBC or other BC post-secondary institutions

UBC currently does not offer any formal training in clean energy engineering. Research is carried out in individual engineering departments. In addition, there is research and teaching related to energy in many other faculties. There are no related programs offered at other B.C. institutions.

Institutional contact

<Proponent Name>, Director of the <Unit>
Professor, Chemical & Biological Engineering
Tel: (604)822-XXX
Email: xxxx@cerc.ubc.ca
Web: www.cerc.ubc.ca

Appendix E: Examples of UBC Curriculum Proposal Form

 THE UNIVERSITY OF BRITISH COLUMBIA

UBC Curriculum Proposal Form Change to Course or Program

Enter the date the proposal was created and the proposer's contact information.

Paste the URL from the current web calendar here. Delete instructions.

Enter the date that the Faculty/School approved the change.

Delete "1 or" or "or 2" as appropriate.

Category: (1 or 2)

Faculty: _____
Department: _____
Faculty Approval Date: _____
Effective Session (W or S): _____
Effective Academic Year: _____

Proposed Calendar Entry:
(40 word limit.)

Enter the session for which you wish the change to be effective (e.g., Winter or Summer, 2013/14)

Paste the current Calendar entry here. Use **bold font** to indicate new text. Words that are indicated as deleted in the right-side column should not appear in the left-side column. Use highlighting if you think the change may be lost (e.g., adding a comma or an 's').

Enter the requested action here (e.g., Create new course; Change grading type; Change prerequisites; etc.). Delete instructions.

Paste the current Calendar entry here. Use **red-strikethrough** to indicate text that is to be deleted (do not actually delete Calendar text from the right-side column). Delete instructions.

URL:
(URL from the current web Calendar - not the draft Calendar. This URL is not needed if you are only making changes to individual courses - for course entries simply list the course number.)

Present Calendar Entry:
(Cut and paste from the current web Calendar.)

Type of Action:
(e.g. new course, delete course, etc.)

Rationale for Proposed Change:
When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.

☐ Not available for Cr/D/F grading.
(Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for below. Note: Not applicable to graduate-level courses.)

Rationale for not being available for Cr/D/F:
The default is that undergraduate courses are offered for Cr/D/F unless there is a significant reason as to why it should not be so.

☐ Pass/Fail or ☐ Honours/Pass/Fail grading
(Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)

Provide an academic rationale for the requested action. Delete instructions.

Indicate whether the course is eligible for Cr/D/F. Default is eligible.

If the course is not Cr/D/F eligible, provide a rationale for opting out of policy. Delete instructions.

Use the checkboxes to indicate grading for the course. If boxes are left unchecked, the default grading method will be percentage grading.

Enter the session for which you wish the change to be effective (e.g., Winter or Summer, 2013/14)

Example of a changed course

<p>Faculty: Science Department: Biology Faculty Approval Date: 1 March 2012 Effective Session (W or S): Summer Effective Academic Year: 2012/13</p>	<p>Date: 14 November 2011 Contact Person: primary contact Phone: 2-XXXX Email: fname.lname@ubc.ca</p>
<p>Proposed Calendar Entry:</p> <p>BIOL 464 (3) Animal Developmental Genetics. Role of genes in embryonic development. Emphasis on tissue specific expression patterns and the role of genetic networks in establishing cell types. Prerequisite: BIOL 463. [3-0-0]</p>	<p>URL: http://www.calendar.ubc.ca/vancouver/courses.cfm?code=BIOL</p> <p>Present Calendar Entry: BIOL 464 (3) Animal Developmental Genetics. Detailed analysis of the role of genes in establishment of embryonic polarity and axes, pattern formation, segmentation and establishment of tissue types. A detailed research proposal is developed. Prerequisite: BIOL 463. [3-0-0]</p> <p>Type of Action: Change course description.</p>



	<p>Rationale for Proposed Change: The revised description clarifies and emphasizes the approach to the content.</p> <p><input checked="" type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: This fourth year biology course requires background knowledge that makes it a poor candidate for a choice as an elective. Target students for this course would be B.Sc. in Biology students and would not be able to choose this course as an elective.</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>	<p>The phrase "This course is not eligible for Credit/D/Fail grading." will appear in the Calendar after the Course Description.</p>
<p>Proposed Calendar Entry:</p> <p>GEOG 211 (3) The State of the Earth The demographic, economic, ecological and technological factors that underlie current environmental challenges, considering their effects to date and their possible impact in the future.</p> <p><i>Prerequisites:</i> One of GEOB 102, GEOB 103, GEOG 121, GEOG 122 are recommended. Second-year standing.</p>	<p>URL: n/a</p> <p>Present Calendar Entry: n/a</p> <p>Type of action: Create new course.</p> <p>Rationale: Strong and immediate interest in the recently introduced Environment and Sustainability Major in Geography (75 majors declared in 2009-10, the first year the program was offered, and 151 in 2010-11) has created unmanageable demand in existing courses in that program. In response, to improve the educational experience of students enrolled in the E&S Major, and to provide courses that help to meet the teaching goals of the University Sustainability Initiative, the department of Geography is introducing Geography 211 and proposing slight adjustments to several existing courses. GEOG 211 is designed for students interested in sustainability issues and the environmental challenges facing humankind in the 21st century.</p> <p><input type="checkbox"/> Not available for Cr/D/F grading.</p> <p>Rationale for not being available for Cr/D/F: N/A</p> <p><input type="checkbox"/> Pass/Fail or <input type="checkbox"/> Honours/Pass/Fail grading</p>	<p>Indicate whether the course is eligible for Cr/D/F (above). Default is eligible. Provide rationale if ineligible.</p> <p>No box is checked, this course is percentage-graded.</p> <p>Indicate whether the course is eligible for Cr/D/F. Default is eligible. Provide rationale if ineligible.</p>



<p>Example of a change to a program entry</p>	<table border="1"><tr><td data-bbox="553 327 849 1312"><p>Proposed Calendar Entry:</p><p>English Requirement</p><p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and one of APSC 201, APSC 202 and APSC 203, or IGEN 201. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p></td><td data-bbox="849 327 1144 1312"><p>URL:</p><p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</p><p>Present Calendar Entry:</p><p>English Requirement</p><p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (or equivalent). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p><p>Type of Action:</p><p>Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p><p>Rationale for Proposed Change:</p><p>Update of text in introductory section of Calendar to reflect recent curriculum changes.</p></td></tr></table>	<p>Proposed Calendar Entry:</p> <p>English Requirement</p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and one of APSC 201, APSC 202 and APSC 203, or IGEN 201. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</p> <p>Present Calendar Entry:</p> <p>English Requirement</p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (or equivalent). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p> <p>Type of Action:</p> <p>Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p> <p>Rationale for Proposed Change:</p> <p>Update of text in introductory section of Calendar to reflect recent curriculum changes.</p>	<p>URL from online official Calendar</p> <p>Cr/D/F and grade type information does not apply to program entries, and therefore can be removed or ignored.</p>
<p>Proposed Calendar Entry:</p> <p>English Requirement</p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and one of APSC 201, APSC 202 and APSC 203, or IGEN 201. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p>	<p>URL:</p> <p>http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</p> <p>Present Calendar Entry:</p> <p>English Requirement</p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (or equivalent). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the Language Proficiency Index Requirement for First-Year English. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see Advancement).</p> <p>Type of Action:</p> <p>Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p> <p>Rationale for Proposed Change:</p> <p>Update of text in introductory section of Calendar to reflect recent curriculum changes.</p>			

Appendix F: UBC Curriculum Consultation Request

To:

Name:	Date:
Dept./School:	Faculty:

From:

Name:	Dept./School:
Faculty:	Phone:
E-mail:	Fax:

We are proposing curriculum changes for the following courses or programs as detailed on the attached form(s).

Course Number or Program Title:

We anticipate that you may have some interest in these proposals and we would appreciate receiving your comments on this form.

PLEASE RESPOND NO LATER THAN:	
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Response

() We support the Proposal. () We have no interest in the proposal.

() We **DO NOT** support the Proposal (Reasons must be listed below or appended.).

Comments (Please type or print):

Respondent:

Name:	Dept./School:
Faculty:	Phone/Fax:

N. B. The originator should also send a copy of this form to the Head of the Department/School consulted.

UBC Curriculum Consultation Report for Category 1 Curriculum Proposals.

This form should be stapled to the paper copy of the relevant curriculum change form.

Faculty:	Department:	Date: (dd mm yy)
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Name of Course or Program:
Identification Number:

Consultations:

List consultants, attach their signed memos, and include below your responses to any questions that they raised.

Name	Dept/School	Faculty
1.		
Response:		
2.		
Response:		
3.		
Response:		
4.		
Response:		
5.		
Response:		
6.		
Response:		

Appendix G: Guide to Writing Course Descriptions

A. Basic philosophy:

- 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

B. A selection of discouraged words and phrases

Word or Phrase	Rationale
"A study of", "Study of"	Implied: all courses involve study, review, and/or analysis of particular topics
"An analysis of", "Analysis of"	Implied: all courses involve study, review, and/or analysis of particular topics
"An introduction to"	Implied: 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: 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: all courses will introduce students to new topics
"Involves the study of"	Implied: all courses involve study, review, and/or analysis of particular topics
"Issues include", "The following issues will be explored"	Implied: the list of topics will be understood as included issues or areas for study
"Literature course"	Redundant: it is clear from the title that it is obviously so
"Reviews", "A review of"	Implied: all courses involve study, review, and/or analysis of particular topics
"Special focus/emphasis"	Redundant: "Focus" or "emphasis" is enough;
"Students will learn"	Implied: 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.

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.

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, Credit Value, and Title]

Course Objectives:

[What are the general objectives of the course? What concepts or topics will be covered?]

Learning Outcomes⁸:

[What skills or knowledge will students acquire? Often phrased as bullet points following the statement “By the end of the course, students will be able to...”. Learning Outcomes should be linked to assessments stated below.]

Course Format:

[How is the course structured (e.g., method of presentation of course material, labs, tutorials, web-based platforms)?]

Course Requirements

[What are the prerequisites for this course? Are there any other requirements (e.g., participation in a field trip)?]

Assessment, Evaluation, and Grading

[Is the course graded on a numeric (percentage) or pass/fail basis? What assignments, mid-terms, or exams will be required of students? How do the assessment and evaluation components fulfill the stated learning outcomes? What will each component of the course evaluation be worth (mark breakdown)? What are the assessment/evaluation criteria for each assignment (i.e., on what basis will students be graded)? Provide the core criteria and/or general rubrics for each component, including lab, group, discussion participation, or studio work.]

Required and Recommended Readings

[A detailed bibliography of required and core recommended course readings. Recommended bibliographies longer than two pages are not necessary for the approval process]

Course Schedule

[A tentative schedule of the topics to be covered on a weekly basis]

⁸ Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, www.ctlt.ubc.ca Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/>

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://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0>.

[Recommended for inclusion: instructor contact information and office hours (if known), class meeting time and location (if known), additional resource readings, accommodations for students with disabilities]

B. Example

NEW COURSE PROPOSAL (abridged)

COMM 663: Judgment and Decision Making
University of British Columbia
Marketing Division, Sauder School of Business

Instructors:	Dale Griffin	Tim Silk
Office:		
Telephone:		
Email:		

Class Time & Place: Thursday 1:00 – 4:00pm HA332

COURSE OVERVIEW

This course covers a variety of topics in the domain of judgment and decision-making that are important and fundamental to the study of consumer behaviour in the field of marketing. Each session involves four to five articles that **all** participants must read, analyze, and form discussion points on before coming to class.

LEARNING OBJECTIVES

1. Provide students with a strong foundation for critical thinking.
2. Students will be able to discuss theoretical and substantive areas of consumer research.
3. Students will be able to demonstrate the methods and tools used in studying consumer behaviour.

COURSE FORMAT

Class Discussion – 30%

We will spend class time discussing the papers assigned for that week. Most classes involve two papers that serve as background and two empirical papers. Each class, **two** of you will be assigned as discussion leaders. The discussion leader assignment for the first half of the course will be completed during the first class meeting. As discussion leaders you will have two responsibilities:

- i. First, you will be expected to prepare discussion questions prior to class. These questions may be broadly related to the general topic of the discussion and/or specific to the readings. You will be required to send the list of questions to all members of the class (including the instructors) by 4.00pm the day before class so that your classmates can consider the questions and come to class with prepared responses.
- ii. Second, during the actual class you will be expected to lead the discussion on your assigned day. Discussion leaders are expected to provide background, depth, and the current view of the subject area. They will present this information and lead the discussion on the topic at hand. To prepare for this task, session leaders should do extensive reading on the topic area and formulate an overall game plan for the session.

The rest of the class members will be expected to have read all papers assigned for that week and actively participate during the class discussions.

Two Paper Critiques – 30% (15% each)

Each of you will need to submit two paper critiques over the course of the semester. You may choose any of the papers denoted by an asterisk (*) in the syllabus, with the stipulation that no two students may critique the same paper. The critique should not exceed 3-4 pages in length. Pages 1-2 should summarize your critique of the paper (appropriateness of the research question, theory, methodology, contribution, etc.). Pages 3-4 should present one follow-up study (experiment) that you propose to address the limitations you identify and further advance the research. The follow up study should clearly outline the experiment design, procedure, predictions, and how the study would address the limitations you identify in your critique.

Your critiques are due by 4 pm the day before the class in which that particular paper will be discussed. Submit your critique to the instructor covering that particular topic by e-mail in a separate Word document (3-4 pages, double spaced, Times New Roman 12 point font, 1 inch margins).

Research Proposal (paper and presentation) – 40%

By the end of the course, you are expected to submit a research proposal on a novel and important question in the area of consumer behaviour. The topic should be tangentially related to one of the themes discussed in the course and either follow from a gap you have identified in the literature or examine a phenomenon that has not been examined in detail. The proposal should include:

1. Motivation for the proposed research. (Why is it important to study this?)
2. A thorough review of the relevant literature. (What has already been done in relevant areas of research and what's missing?)
3. A clear statement of the intended contribution of the proposed research. (How will it improve our understanding of the phenomenon of interest?)
4. A theoretical framework for the proposed work. (What are the relevant theories, and how are you building up your theorizing based on the existing work?)
5. A set of research hypotheses. (What are the specific predictions, in connection with your theoretical framework, that you propose to test?)
6. A detailed description of the research method that you propose to use to test your hypotheses. (Including plans for experimental design and data collection as well as analysis.)

Your proposal will be due in class on April 5. Early submissions are welcome.

On April 5, each of you will be asked to present your proposal during the class time. You should be prepared to answer questions from the audience.

GRADING CRITERIA

1. Class discussion	30 %
2. Two paper critiques with study proposal	30 % (15% each)
3. <u>Research proposal (paper and presentation)</u>	<u>40 %</u>
Total	100%

Class Schedule: *Denotes paper for student to lead discussion

1. Jan 12 – Frequency, Conditioning and Rewards (Silk)

Peter, Paul J. and Walter R. Nord (1982), "A Clarification and Extension of Operant Conditioning Principles in Marketing," *Journal of Marketing*, 46 (Summer), 102-107.

2. Jan 19 – Time Discounting I (Griffin)

Trope, Yaacov, Liberman, Nira (2010) Construal-level theory of psychological distance. *Psychological Review*, Vol 117(2), Apr 2010, 440-463.

3. Jan 26 Procrastination (Silk)

Steel, Piers (2007), "The Nature of Procrastination: A Meta-Analytic and Theoretical Review of Quintessential Self-Regulatory Failure," *Psychological Bulletin*, 133 (1), 65-94.

4. Feb 2 – Time Discounting II (Griffin)

Bartels, Daniel M. & Rips, Lance J. (2010). Psychological connectedness and intertemporal choice. *Journal of Experimental Psychology: General*, Vol 139(1), 49-69.

5. Feb 9 – Overconfidence and Knowledge Calibration (Silk)

Griffin, Dale and Amos Tversky (1992), "The Weighing of Evidence and the Determinants of Confidence," *Cognitive Psychology*, 24, 411-435.

6. Feb 16 – Planning & Budget Fallacy (Griffin)

Meyvis, Tom, Ratner, Rebecca K, & Levav, Jonathan. (2010). Why don't we learn to accurately forecast feelings? How misremembering our predictions blinds us to past forecasting errors. *Journal of Experimental Psychology: General*, Vol 139(4), 579-589

7. Feb 23 – No Class (UBC Reading Week)

8. Mar 1 – Behavioural Finance and Consumer Financial Decision-Making (Griffin)

Kahneman, Daniel. Maps of Bounded Rationality: Psychology for Behavioral Economics. *The American Economic Review*, Vol. 93, pp. 1449-1475

9. Mar 8 – Choice Overload (Griffin)

Background

Iyengar, Sheena, & Lepper, Mark. R. (2000). When Choice is Demotivating: Can One Desire Too Much of a Good Thing? *Journal of Personality and Social Psychology*, Vol 79, 995-1006.

10. Mar 15 – Framing & Health Communication (Silk)

Levin, Irwin P., Sandra L. Schneider, and Gary J. Gaeth (1998), "All Frames Are Not Created Equal: A Typology and Critical Analysis of Framing Effects," *Organizational Behavior and Human Decision Processes*, 76 (November), 149–188.

11. Mar 22 – Public Policy (Silk)

Ratner et al. (2008), "How Behavioral Decision Research can Enhance Consumer Welfare: From Freedom of Choice to Paternalistic Intervention," *Marketing Letters*, 19 (3-4), December, 383-397.

12. Mar 29 – Emerging Topics: Neuroscience & Personality in Consumer Decision-Making (Griffin)

Simonson, I., & Sela, A. (2011). On the Heritability of Consumer Decision Making: An Exploratory Approach for Studying Genetic Effects on Judgment and Choice. *Journal of Consumer Research* Vol. 37, pp. 951-966

April 5 – Student Research Proposals

Appendix I: Senate Curriculum Committee Sub-Committees

Sub-Committee	Area of Responsibility
Applied Faculties	Undergraduate Category 1 proposals from the Faculties of Applied Science (including the School of Architecture and Landscape Architecture and the School of Community and Regional Planning); Commerce and Business Administration; Forestry; Land and Food Systems; and Law.
Arts	Undergraduate Category 1 proposals from the Faculty of Arts (including the School of Music).
Continuing Studies	All new and substantively changed certificate programs at the undergraduate level or offered through Continuing Studies.
Editorial	All undergraduate Category 2 submissions.
Education and Health Sciences	Undergraduate Category 1 proposals from the Faculties of Dentistry; Education; Medicine (including the School of Audiology & Speech Sciences and the School of Population and Public Health); Pharmaceutical Sciences; the School of Nursing; and the College of Health Disciplines.
Graduate	Graduate proposals (both Category 1 and 2) from all Faculties, Schools, and the College for Interdisciplinary Studies. This sub-committee also functions as the Faculty of Graduate Studies New Programs and Curriculum Committee (NPCC).
Science	Undergraduate Category 1 proposals from the Faculty of Science.

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: Policy on the Approval of Certificate Programs

NOTE: This policy is currently under review. New Certificate Program proposals are category one proposals. Contact the Senate Secretariat for assistance.

I. Definition of a Certificate Program

1. A Certificate Program normally consists of specialized, certificate-credit courses offered at a university level. It may also draw from University degree-credit courses. Student assessment in certificate-credit courses should be consistent with University standards.
2. The program of study should be equivalent to a minimum of one-half year (approximately 150 hours) and a maximum of one-full year of University study. The hours that make up the program may include classroom study, online course work and special projects or practicum placements.
3. Minimum admission requirements should be secondary school graduation with some exceptions for mature students where appropriate records of equivalent life/work experience are provided and deemed acceptable by those evaluating admissions. Normal admission requirements may require some post-secondary education or professional work experience.

II. Criteria for Establishment of Certificate Programs

1. A Certificate Program may be initiated only when the subject matter is appropriate to university-level teaching and research or is designed to meet the needs of specific University constituencies (e.g., Aboriginal people, Downtown Eastside residents). Programs may be developed collaboratively among academic units and Continuing Studies, or with appropriate program partners external to the University that bring added value to the Certificate Program.
2. A Certificate Program must have clearly defined educational objectives and may be oriented toward career development or achievement of professional standing.
3. A Certificate Program must be developed and maintained under the guidance of an Advisory Committee with representation from appropriate academic units as dictated by the program content. The Advisory Committee may also include representation from Continuing Studies, other academic institutions, employers, professional associations, labour groups, or others as appropriate. The Advisory

Committee must consult with any academic unit affected by the proposal and include the results of that consultation with the program proposal.

4. The role of the Advisory Committee is to review the proposed Certificate Program with respect to curriculum, program format, evaluation procedures, admission criteria, assessment of internal and external resources (including library collections and student services), financial feasibility and market demand.

III. Program Approval Process

1. The proposed Certificate Program must be approved in principle by the appropriate Dean (or his/her designate) within the academic units involved or the Director of Continuing Education. Faculties may establish their own internal approval processes in addition to those outlined in this policy.
2. Upon approval by the Advisory Committee, the full program proposal is forwarded to the academic units involved or the Director of Continuing Education, as appropriate, for approval and the summary report is forwarded to the Senate Curriculum Committee for final approval. The Curriculum Committee will normally require that a budgetary impact form and the results of any consultation be submitted with the proposal.

IV. Program Administration and Management

1. Implementing and maintaining appropriate administrative policies and procedures, student support services, financial administration and marketing activities are the responsibility of the academic unit that has consented to administer the program. Given the experience and infrastructure within Continuing Studies, academic units are encouraged to work with Continuing Studies in this regard.
2. Admission requirements should be clearly specified for each Certificate Program, including the appropriate academic background and life/work experience required. A process for students to appeal refused entry to a program should also be specified. Each associated academic unit is responsible for upholding the rigor of the admissions process to ensure integrity and equitable treatment in the selection of students.
3. Grading systems and completion requirements should be clearly delineated for the individual courses that make up the Certificate Program and for the program as a whole. The University grading system or another system deemed appropriate for a particular program may be used, but in all cases the assessment criteria must be available for review by students applying for the program and registering in courses within the program.

4. Standards for student conduct (deportment in the classroom when relating to fellow students and instructors, appropriate use of learning technologies, etc.) must be clearly specified for each Certificate Program. Consequences of failing to uphold these standards should also be specified. Appeals should be limited to progression through three levels: instructor, program director and finally the Director of Continuing Education or Faculty Dean as appropriate.

V. Program Review Process

To ensure continuing quality and relevance, each Certificate Program is subject to review by Continuing Studies and/or by the academic unit offering the program within a specified time period not to exceed five years.

VI. Awarding of Certificates

Certificate Program graduates are not conferred a certificate by the Senate and will not attend congregation. However, program graduates will receive a certificate signed by appropriate officers of the University.

VII. Program Partnership Considerations

1. Certificate Programs may be offered through partnerships established between two or more academic units. The sponsoring units will determine their respective academic and administrative responsibilities. Agreements on all financial arrangements should be reached prior to program commencement.
2. Certificate Programs may also be offered via partnerships established between a UBC academic unit and one or more external organizations. The sponsoring partners will determine their respective administrative responsibilities; however primary academic responsibility must reside with the UBC academic unit that sponsors the program. Agreements on all financial arrangements should be reached prior to program commencement. Programs are awarded by the UBC academic unit, but may include reference to external sponsors through such means as sponsor logos on official documents and/or marketing materials.

Sub-Appendix 1: History of the 1994 Amendments to the Policy on Establishment of Certificate and Diploma Programs at the University of British Columbia

Continuing education at the University of British Columbia is offered by Continuing Studies and a number of professional faculties. The purpose of the 1994 amendments to the policy on the establishment of Certificate and Diploma Programs was to amplify the definition of University Certificate Programs approved by the Senate in 1977, and to parallel the amended policy for Diploma Programs approved by the Senate in 1994. The 1977 policy was unclear about the role of Senate in the approval of Certificate and Diploma Programs, and focused specifically on programs that consisted entirely of degree-credit courses. The amended policy for Diploma Programs clarified the requirement of Senate approval of these programs, which are made up of mainly degree-credit courses. Under additional amendments, Certificate Programs were defined as consisting primarily of certificate-credit courses and approval was determined to rest with the academic units and Faculties. By limiting approval to the academic unit or Faculty with monitoring by the Senate Committee on Continuing Education, the revised policy responded to the need for a high level of responsiveness to the marketplace and flexibility in the development of what were often workplace-oriented programs.

It is understood in the amendments to the policy that both Continuing Studies and the Faculties are mandated to develop and offer Certificate Programs, and that the degree to which these units collaborate is subject to mutual agreement. All programs developed by Continuing Studies were deemed subject to approval by academic units or the Associate Vice-President of Continuing Studies, as appropriate. Faculties may determine their own internal policies for the approval of Certificate Programs undertaken within their auspices, and in regard to the role of member departments in the approval of programs sponsored by other Faculties or Continuing Studies.

In summary, the amendments to the 1977 policy resulted in two main changes: Certificate Programs were deemed to consist primarily of certificate-credit courses. This change was based on the rationale that Continuing Studies and the Faculties are capable of developing academically rigorous certificate-credit courses offered in a format compatible with the needs of adult learners and employers. These courses may be offered at a university academic level appropriate for the Certificate Program. Each Certificate Program was to be reported to Senate through the Senate Committee on Continuing Education with regular reports from Continuing Studies and the Faculties. However, Senate would not be involved in the formal approval of these programs. To ensure that academic standards and integrity are consistent with the University overall, it was determined that all programs must be approved by the academic units involved in their development and offering or the Associate Vice-President of Continuing Studies, as appropriate. In addition, Faculties could establish their own additional internal approval procedures.

Sub-Appendix 2: UBC Certificate Program Under Development: Template for a Summary Report to the Senate Curriculum Committee

Proposed Name of Certificate Program:

Date of Submission:

Sponsoring Faculty/Department/School:

Contact Person:

Name

Title

Telephone

Email

Supporting UBC Partners or External Partners:

Program Description (*maximum 250 words*):

Rationale for the Program (*maximum 250 words*):

Proposed Length/Duration (*indicate hours, credits, months, etc.*):

Proposed Curriculum Topics (*list by brief descriptive titles only*):

Target Learners:

Student Admission Criteria:

Student Assessment/Grading Methods:

Program Delivery Format:

Marketing/Promotion Strategy:

Assessment of Impact on Departmental and University Resources:

Assessment of Financial Viability:

Current Program Advisory Committee Members (*list names and affiliations*):

Approval Expected from the Following Deans/Department Heads:

Sub-Appendix 3: Checklist for Establishing Certificate Programs

(Important note: for full details, see the Policy on Approval of Certificate Programs)

A UBC Certificate Program must:

- have clearly defined educational objectives and subject matter appropriate to university-level teaching and research
- consist of specialized, certificate-credit courses or university degree-credit courses
- represent the equivalent of approximately 150-300 hours of study, which may include classroom or online course work, special projects or practicum placement
- have clear admission requirements of secondary school graduation, post-secondary education or life/work experience, as well as a process for appeals
- have clear grading systems and completion requirements for individual courses and for the program as a whole, as well as documentation of same for review by students

- have clear standards for student conduct and specify the consequences of failing to uphold these standards
- receive approval in principle by the appropriate Dean (or designate) within the academic units involved or the Director of Continuing Education
- be developed and maintained under the guidance of an Advisory Committee made up of representatives from appropriate academic units and members of the community
- receive approval by the Advisory Committee, as well as the academic units involved or the Director of Continuing Education, as appropriate
- for certificate programs offered outside of Continuing Studies, have the budget reviewed by the Strategic Decision Support Group
- receive approval of the Senate Curriculum Committee
- be subject to review by Continuing Studies and/or by the academic unit(s) offering the program within a specified time period not to exceed five years; and be offered by one or more academic units or Continuing Studies, or by either in partnership with one or more appropriate external organizations