A Guide to Curriculum Submissions for UBC Okanagan

Compiled and maintained by the Office of the Senate with oversight from the Okanagan Senate Curriculum Committee

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THE UNIVERSITY OF BRITISH COLUMBIA

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Overview

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

All proposed changes to curricula must be approved by the Okanagan Senate before they can be implemented. This includes new courses, changes to existing programs and/or courses, and the closing of courses and discontinuation of programs. In the case of significant changes to a new program, 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:

New Programs and Majors	Category 1 Proposals	Category 2 Proposals
Originating Faculty Approval	Originating Faculty Approval	Originating Faculty Approval
Consultation with relevant academic and administrative units	Consultation with relevant academic and administrative units	
Senate Curriculum Committee Approval	Senate Curriculum Committee Approval	Senate Curriculum Committee Approval
Senate Admissions and Awards Committee Approval		
Senate Approval	Senate Approval	
Board of Governors Approval	Board of Governors Approval	
Ministry Approval*		

*After receiving final approval for a program, program proponent(s) will need to:
- Inform the Student Recruitment and Advising Office (Leanne.Isaak@ubc.ca)
- Inform the International Student Initiative Office (Susan.Allan@ubc.ca)
- Inform the communications manager/coordinator of the unit
- Submit an SIS Configuration Request (if applicable)

Types of Proposals

There are three main types of curriculum proposals. For advice about classifying specific proposals, please consult with your Faculty Curriculum Chair or with the Office of the Senate at okanagan.curriculum@ubc.ca.

New Programs

New programs include new undergraduate programs, majors and minors; new graduate programs; new degree credentials or significant revisions of a program that warrant credential renaming; and new non-degree programs, such as certificate and diploma programs. In addition to Senate approval, new program proposals often require the approval of the Ministry of Advanced Education.

When proposing a new program, proponents may wish to consider UBC's Indigenous Strategic Plan. Where possible, curriculum proposals should specifically address ISP Goal 4, Action 16: "Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty."

For more information on new programs, see New Degree Programs and New Non-Degree Programs.

Category 1

Category 1 proposals include new courses and proposals involving significant changes to existing courses or programs.

For more information on Category 1 changes, see Category 1 Proposals.

Category 2

Category 2 proposals concern less substantive changes to existing courses and programs, and the closing of courses (if closing a course affects programs in other Faculties, this would be elevated to a Category 1 proposal.)

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

For more information on Category 2 changes, see Category 2 Proposals.

Important Milestones

The groups involved in the curriculum approval process meet regularly between September and May. Proposals are not approved between June and August. The timing of the process is largely driven by the date of Faculty-level approval, and the type and complexity of the proposal. The timing of a submission will affect the timing of its inclusion in the Academic Calendar. The Academic Calendar is released twice annually in March and June. Each calendar release includes only those proposals that have received final approval by Senate prior to the release.

New course proposals and program revisions, and substantive revisions to existing courses (including changes to course codes, course numbers, and/or vectors), intended for the upcoming Winter Session (beginning in September) should be submitted in time for the March release. Delays carry implications for proper notice to students and academic scheduling (including access to academic space).

Generally, Category 1 submissions for a new course take 6 to 8 weeks for the full Senate approval process, from submission to the Office of the Senate to Senate approval. A Category 2 submission averages 4 to 6 weeks in length for final approval.

The approval process for new programs or for significant changes to an existing program, including Ministry of Advanced Education approval, typically takes significantly longer and can vary widely between proposals. Faculties should consider recruitment and admission cycles in determining the timing of submissions. Prior to developing a new program proposal, proponents should contact both the Office of the Provost, to learn about requirements for Ministry approval, and the Office of the Senate, to discuss the timing of the submission and approval timelines.

New Degree Programs

New degree programs require the approval of the Office of the Provost, the Okanagan Senate, and the Board of Governors; please contact the Office of the Senate for more information about this process. New degree programs will usually require approval from the Ministry of Advanced Education subsequent to Senate and Board of Governors approval. For advice on whether Ministry approval will be required, and for guidance on how to prepare for Ministry approval, please contact the Office of the Provost at ubco.provost@ubc.ca.

For a detailed description of the New Program Approval Process, please see Guidelines for New Program Development and Approval Process.

Office of the Provost Approval
After advising their Department's head (or Director) and the appropriate Dean's office, proponents of a new degree program are required to complete a Concept Paper (respond to a set of questions posted on the Office of the Provost website) and a preliminary Viability of Program Assessment. The latter is completed in consultation with the appropriate Faculty Finance Manager. If the program being proposed already exists on the Vancouver campus, a learning outcomes map that compares the two programs should be completed instead of the Concept Paper.

Once the Concept Paper and the Viability of Program Assessment have been reviewed and supported by the Dean, both documents are submitted to the Office of the Provost. The Office of the Provost will advise if Ministerial approval is required, and will work with the proponent to prepare the appropriate documents, including the completion of a market analysis in collaboration with OPAIR (Okanagan Planning and Institutional Research), and preparation of the Stage 1 form.

The approval of the Provost is indicated by the Provost's signature on the Curriculum Budget Impact Form, which is required by Senate for proposal approval. A Curriculum Library Consultation Form must also be submitted to indicate if additional Library resources are required to support the new program.

Faculty-level Approval
Faculties establish their own processes and methods for approval, which must be consistent with the Guidelines for New Program Development and Approval Process. The Okanagan Senate Curriculum and Admissions Committees accept whatever methods of approval are deemed to be appropriate by the

proposing Faculty as long as they adhere to these guidelines. A schematic diagram providing guidance to the sequence of steps to take in this process is provided on page 38 below.

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

Faculty-level approval is indicated by completing the Faculty/School Approval Date field on the Curriculum Proposal Form. For shared curriculum proposals submitted by more than one Faculty, the form must clearly indicate the approval date for all proposing Faculties.

New programs often involve new fees or tuition amounts. UBC Board of Governors Policy LR4 requires that a formal consultation with students be conducted regarding all changes to tuition and mandatory fees, including the establishment of tuition and fees for new programs. After receiving Faculty approval, proponents should contact the Office of the Associate Vice-President Students regarding the student tuition consultation.

Senate Approval Process
Proponents are strongly encouraged to contact the Office of the Senate for support and review of documents well in advance of submitting the full program proposal.

Following approval by the Faculty and the Office of the Provost, new programs enter the Senate approval process. The bodies involved in the Senate approval process, and the materials reviewed by each body, are outlined in the table below.

The Senate approval process is coordinated by the Office of the Senate. Following the submission of a new program proposal, the Office of the Senate will ensure that the documents required for each stage of review are provided to the appropriate body.

Senate Committee	Materials Reviewed
Senate Curriculum Committee	• Executive summary and appendix; • Academic Calendar statements; • Associated new course proposals, including calendar entry, syllabus, curriculum and library consultations and budgetary impact form; • Curriculum consultations; • Library consultation; and • Budgetary impact of curriculum proposal form.
Senate Admissions & Awards Committee	• Executive summary and appendix; • Admissions portion of Academic Calendar statement; and • Admissions consultations
Academic Policy Committee	• Determined on a case-by-case basis.
Senate	• Executive summary and appendix; • Program calendar statement; and • Calendar entries for associated new courses.

Senate Curriculum Committee Approval

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

The Executive Summary

The Executive Summary is required for all new programs (as per New Programs section above), regardless whether a program needs Ministry approval. The length of the Executive Summary will vary, but must include the following information:

1. Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study;
2. Location of where the new degree program will be offered;
3. Faculty (and School, if applicable) offering the proposed new degree program;
4. Anticipated program start date;
5. Anticipated completion time in years;
6. A summary of the proposed program, including:
   - Aims, goals and/or objectives of the proposed program;
   - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
   - Linkages between the learning outcomes and the curriculum design, and whether a work experience/workplace term is required for degree completion (see Appendix L for examples);
   - Potential areas/sectors of employment for graduates and/or opportunities for further study (this point is required for the Ministry approval process but not for Senate approval);
   - Delivery methods;
   - Program strengths;
   - An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system; and,
   - Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.
   - Program credits;
   - Program specializations (i.e. majors);
   - Targeted students;
   - Program learning outcomes (recommended maximum of 8); and
   - Name, title, phone number and e-mail address of contact person.

Appendices to the Executive Summary

Additional information should be included as appendices. The following appendices to the Executive Summary are strongly recommended:
- Elaboration on any points from the Executive Summary or any other relevant information the Faculty deems necessary;
- Brief descriptions of the resources that will be required, such as budget (including proposed tuition fee), space considerations, and library;

- A program learning outcomes map (the Office of the Provost and the Centre for Teaching and Learning can assist with this);
- A sample of 8 to 10 job postings in BC for which graduates of the program would qualify;
- A summary on the results of intentional engagement with community members and peers for the purpose of developing the program;
- The Concept Paper or program learning outcomes comparison (as submitted and approved by the Office of the Provost).

Proposal forms
Academic Calendar statements presented on the standard 2-column admission and curriculum proposal forms should outline the 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 required;
- Any academic regulations unique to the program;
- Degree/program requirements, broken down on a 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.

Courses
Any associated courses and their documentation (see Category 1).

Consultation forms
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 appropriate consultation.

Library consultation form
The Library Consultants list is maintained on the UBC Okanagan Library website – Subject Librarians.

Budgetary Impact of Curriculum Changes form
Signed by the Department Head, the Faculty Dean, the Provost, and, if additional Library budget is required, the Chief Librarian

NOTE: The Consultation, Library, and Budget forms should be completed, and signed, and any potential issues resolved, prior to submission. The Senate Committees will not process incomplete applications.

Senate Admissions and Awards Committee Approval
A new degree program may also need to have its admissions requirements approved by the Okanagan Senate Admissions & Awards Committee before the proposal may be submitted to

Senate. The Office of the Senate can advise as to whether this approval is required. Where necessary, the 2-column calendar change form should be used.

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

The admission requirements of graduate programs must meet the University minimums as set out in the Academic Calendar.

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

Senate Academic Policy Committee Approval

New degree programs do not routinely require the approval of the Senate Academic Policy Committee; however, where programs involve partnerships with other institutions, require exemptions from existing policies, or otherwise have significant policy implications, Senate Academic Policy Committee approval may be required.

The administration of new graduate-level programs by Faculties, rather than the College of Graduate Studies, requires approval of the Senate Academic Policy Committee.

Senate Approval

Once a new program has been approved by the appropriate Okanagan Senate Committees, it is presented as a report from the Committee(s) to Senate. Proponents of new programs are encouraged to attend the Okanagan Senate meeting at which their program will be presented.

Board of Governors Approval

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

Fee or tuition proposals must be presented to the Board of Governors for approval. These submissions have to be ready at the time the Program proposal will be presented to the Board. To prepare fee or tuition proposals, units must contact the Office of the Associate Vice-President, Students early in the approval process (ideally following Faculty approval) to ensure the student tuition consultation is completed in time to avoid delays in the approval process.

The Office of the Provost works with the Office of the Associate Vice-President, Students to submit the student consultation to the Board of Governors, on behalf of the program proponent.

Ministry of Advanced Education and Skills Training Approval

Following the approval of the Board of Governors, new program proposals must be reviewed and approved by the Ministry of Advanced Education and Skills Training before they can be offered by the University.

To seek approval from the Ministry of Advanced Education and Skills Training, proponents must complete a Stage 1 form. For further information about Ministry approval, please contact the Office of the Provost at ubco.provost@ubc.ca.

The Office of the Provost will submit the proposal to the Ministry, including the Stage 1 Review form and the documentation used in the university approval process. The Office of the Provost will advise Senate and the program proponents once the approval or feedback from the Ministry has been received.

NOTE: **No new degree program may be offered prior to Ministry approval.**

The new program may be entered in the Academic Calendar, and student recruitment 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 Ministry approval. Final, unconditional offers of admission cannot be made until the program has received Ministry approval.

New Program Proposal Submission

Please ensure that all Calendar changes (additions and deletions) are set out on the standard 2-column admission and/or curriculum proposal form. Forms and examples are located on the Senate website.

Timing of Submission
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 consideration by the Okanagan Senate Curriculum and Admissions & Awards Committees (i.e., Faculty-approved submissions should come from the Faculty to the Office of the Senate in December at the latest).

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

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

Where to Submit Proposals
Faculty-approved new program proposals may be submitted to the Okanagan Senate Curriculum Committee (via the Office of the Senate at okanagan.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 Guidelines for New Program Development and Approval Process. The date of Faculty approval is documented in the submission. The Office of the Senate will forward the proposal to the appropriate committees. Please

note that incomplete submissions will not be forwarded and will be returned to the Faculty for completion.

How to Submit Proposals

New program proposals must be submitted in electronic format only. Text-editable files are required for the Executive Summary, the 2-column proposal forms, and course outlines; PDFs are acceptable for the consultations. Electronic signatures on consultation forms are accepted.

The entire submission consists of:

- Executive Summary;
- Curriculum and/or Admissions forms (2-column template);
- Course outlines;
- Curriculum Consultations;
- Admission Consultations;
- Budgetary impact form; and
- Library Consultation form.

New Non-Degree Programs: Senate Policy O-127, O-128 and O-129

University-level approval includes Faculty and Office of the Provost approvals, approval by the appropriate Okanagan Senate Committees, approval of the Okanagan Senate, and approval of the Board of Governors and must adhere to the appropriate Senate policy:

- Senate Policy O-127: Diploma Programs
- Senate Policy O-128: Academic-Credit Certificate Programs
- Senate Policy O-129: Non-Credit Credentials

Office of the Provost approval

After advising their Department's head (or Director) and the appropriate Dean's office, proponents of a new Diploma or Academic-Credit Certificate are required to complete a Concept Paper (respond to a set of questions posted on the Office of the Provost website) and a preliminary Viability of Program Assessment. The latter is completed in consultation with the appropriate Faculty Finance Manager. If the program being proposed already exists on the Vancouver campus, a learning outcomes map that compares the two programs should be completed instead of the Concept Paper.

Once the Concept Paper and the Viability of Program Assessment have been reviewed and supported by the Dean, both documents are submitted to the Office of the Provost. The approval of the Provost is indicated by the Provost's signature on the Curriculum Budget Impact form.

Proponents of Non-Credit Credentials should contact the Office of the Provost directly to obtain the appropriate template for these types of programs.

The Executive Summary

The Executive Summary is required for consideration of new non-degree program proposals by the Okanagan Senate Curriculum Committee. The length of the Executive Summary will vary, but must include the following information: Additional information should be included as appendices:

1. Proposed credential to be awarded, including the level and category of the non-degree program and the specific discipline or field of study;
2. Location of where the new non-degree program will be offered;
3. Faculty (and School, if applicable) offering the proposed new non-degree program;
4. Anticipated program start date;
5. Anticipated completion time;
6. A summary of the proposed program, including:
   - Aims, goals and/or objectives of the proposed program;
   - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
   - Linkages between the learning outcomes and the curriculum design, and whether a work experience/workplace term is required for degree completion;
   - Delivery methods;
   - Program strengths;
   - Targeted students;
   - Program learning outcomes; and
   - Name, title, phone number and e-mail address of contact person.

Appendices to the Executive Summary

Additional information should be included as appendices. The following appendices to the Executive Summary are strongly recommended:

- Elaboration on any points from the Executive Summary or any other relevant information the Faculty deems necessary;
- Brief descriptions of the resources that will be required, such as budget (including proposed tuition fee), space considerations, and library;
- A program learning outcomes map to program courses (the Office of the Provost and the Centre for Teaching and Learning can assist with this);
- A summary on the results of intentional engagement with community members and peers for the purpose of developing the program;
- The Concept Paper or program learning outcomes comparison (as submitted and approved by the Office of the Provost).

Academic-credit non-degree programs only

Academic Calendar statements presented on the standard 2-column admission and curriculum proposal forms should outline the 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 a yearly basis (tables are preferable if a program is highly structured); and,

- Any associated courses and their documentation (see Category 1);
- Consultation forms: 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 appropriate consultation.
- Library consultation form: The Library Consultants list is maintained on the UBC Okanagan Library website;
- Budgetary Impact of Curriculum Changes form, signed by the Department Head, the Faculty Dean, the Provost, and, if additional Library budget is required, the Chief Librarian;
- Program contact information.

NOTE: The Consultation, Library, and Budget forms should be completed, and signed, and any potential issues resolved, prior to submission. The Senate Committees will not process incomplete applications.

Category 1 Proposals (other than new programs)

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

New Course Approval

A new course requires Senate approval, but does not require the approval of the Ministry of Advanced Education. New courses are first approved by the Faculty, then the Senate Curriculum Committee, and finally the Senate.

A proposal for a new course requires:
- Standard 2-column curriculum proposal form outlining the course description (Academic Calendar entry) for the UBC Calendar. The form includes the following information:
  - Subject code and course number;
  - Credit value;
  - Course title;
  - Course description (Academic Calendar entry);
  - Vectors (if vectors are used by the Faculty);
  - Prerequisites and/or corequisites;

- A notation in the course description if the course is marked on a pass/fail basis;
  - A brief rationale supporting the new course and describing the academic merit for the proposal;
  - The date of Faculty approval; and,
  - Contact information for the proponent.
- A course syllabus* using the [course syllabus template](#) that outlines the following:
  - The Academic Calendar entry (copied from the 2-column Curriculum Proposal form);
  - The course format, describing the course structure/method of presentation of course material (lecture, lab, tutorial, etc.; how many hours per week);
  - A clear statement of course overview, content, and objectives describing the purpose of the course (a lengthier course description that 'unpacks' the Academic Calendar entry);
  - A clear statement of learning outcomes;
  - Additional course requirements, such as field trip participation (optional section);
  - Evaluation criteria and grading, with a mark breakdown linked to learning outcomes; and,
  - Required readings and videos.
- [Library consultation](#)*
- Consultation ([admissions and/or curriculum](#)) with units affected by or potentially having an interest in the proposed course. The onus is upon the Department or Faculty to ensure appropriate consultation.
  - All consultation must be documented in a consultation request form; and
  - Recommendations provided in consultation request forms must be acted upon, or the proponent must indicate their rationale for not acting upon the recommendation.
- [Curriculum Budget Impact Form](#). Signatures on the Curriculum Budget Impact form are required from the Department Head and Dean. The signature of the Provost is also required when the course cannot be supported with existing Faculty funding, as well as the Chief Librarian if additional library budget is required. Electronic signatures are acceptable.

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

*For courses in which the content varies year-to-year, such as special topics or directed studies, all documents typically required for approval of a new course may not be necessary. Where the initial topics have not been identified and a syllabus cannot be created, the syllabus and library consultation are not required. In these cases, the proposal should include an extended rationale explaining why the course is necessary, the types of topics that might be offered, how the course will fit into the Faculty's programs, and how offerings under the course code will be approved.

Guidelines for New Courses

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

In delivering a course, the University is bound to the topics described in the Academic Calendar. Permanent ancillary elements of a course such as mandatory field trips should be referenced in the text of the course description. It should also be indicated in the course description when students can expect to pay additional course fees, though it is not necessary to specify the exact amount of any fees (proponents must obtain all necessary approvals for course fees regardless of whether or not they appear in the course description). Any material that may be "variable" in a given year should be set out in the course syllabus, not in the formal course description.

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

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

Graduate level: Descriptions are not required at the graduate level.

The software system (CMS) will not allow for an Academic Calendar Entry course description to be over 500 characters (including spaces); vectors and prerequisite statements are not included in this limit. The course description should be as brief as possible while still being informative (aim for 40 words or less). Full sentences are not required, and it is encouraged that sentence fragments be used for brevity.

For additional details and examples, see: Guide to Writing Academic Calendar Entry Course Descriptions

Credit-Exclusion Statements
If applicable, the credit-exclusion statement is included in the Academic Calendar Entry Course Description. It should be the last sentence before the vectors.

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

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

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

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

Course Numbering
Course numbers should reflect the academic year level of a course, such that 100- and 200-level courses are lower-level courses, while 300- and 400-level are upper-level courses. Graduate-level courses must be assigned course numbers of 500 or greater.

A course number should not be reused until a period of at least the length of the program with which the course is associated plus one year has elapsed since the closure of any previous course bearing that

number; i.e., most undergraduate course numbers should not be reused within five years of the closure of any course bearing the same number. Proponents of a curriculum change must provide a compelling rationale if they wish to reuse a course number before this period has elapsed.

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

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

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 represents 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 these courses, 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.

Zero (0) credits are assigned to 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 discouraged by the Senate Curriculum Committee.

Vectors

Vectors have historically been used to describe the distribution of contact hours across learning activities associated with a course. Note that the vector field is not a supported feature of Workday and there are currently no plans to implement it.

A vector consists of either two or three digits in square brackets at the end of a course description. The number of hours assigned each week to lectures or primary activity (first digit), and to laboratories or secondary activity (second digit) are always included. 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.

Courses delivered partially or fully online should maintain the same vector system. Instead, students should be made aware of the online component either in the Academic Calendar entry Course

Description and/or in the section notes of the registration system, SIS. For specific details, please see the Academic Calendar www.calendar.ubc.ca/okanagan/courses.cfm?go=intro

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

[3-0-1; 3-0-1] would mean that the course continues over two terms with 3 hours of lectures and a 1-hour tutorial weekly.

The primary activity digit is typically equal to the credit value of the course. In the example provided above, the course would likely have a credit value of 3.

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

Subject Code Assignment/Creation
The creation of a new subject code is considered a Category 1 change. An academic rationale supporting the choice of the 2-, 3-, or 4-letter code must be included. There is no need for a library or budgetary sign-off for the subject code creation.

Consultation with the Office of the Senate (okanagan.curriculm@ubc.ca) at an early stage is required. If there is overlap with an existing subject code used on the Vancouver campus or with a historic subject code, consultation with the affected units is required.

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

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

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

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

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

Recommended Courses
Recommended courses should appear in the course description and not in the prerequisite and/or corequisite statement.

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

Equivalency

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

Versions

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

A version of a course cannot:
- have a course description that is different from other versions;
- be a prerequisite that excludes other versions;
- have prerequisites that differ from other 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.

See Course Schedule (student course registration system) for information on how to add notes to the course registration system that will provide these version details to students.

Piloting Courses

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

Cross-listing

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

If the cross-listed course is offered at both an undergraduate and graduate level, the outcomes at either level should be commensurate to the expectations of that level, and course syllabi should explicitly state this (e.g., the graduate listing has extra assignments, readings, and/or a different grading scheme). Proponents must submit course syllabi for the applicable courses for the Committee's assessment. The syllabi must articulate the differences, including assessment and depth of understanding.

Other Category 1 Proposals (substantive changes)

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

Generally, only material relevant to the change is required in the proposal. For instance:
- To change a course used by other Faculties, consultation with those Faculties is required.
- To change a course substantively requires a new syllabus outlining the added/changed material, a new library consultation (if the reading list has changed), and if needed, a new budget sign-off. The proponent should email the Office of the Senate (to be distributed to the Curriculum Committee) as to why a new budget sign-off is not being submitted.
- The creation of a new subject code requires a consultation with the Office of the Senate (okanagan.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, it is prudent to consult with current students.

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

Curriculum Renewal and Discontinuation
Significant curriculum renewal projects, such as changes to the degree requirements for each year of a program, rearrangement of a substantial portion of a program's degree requirements among year levels, or changes to the program name, can be as extensive as new program proposals and can require Ministry approval. Thus, the process for New Degree Programs, stated in the above sections, should be followed.

Proponents should contact Senate & Curriculum Services at the outset of any major curriculum renewal projects for advice about the approval process and required documents. Proponents should contact the Office of the Provost for advice about Ministry approval requirements.

The Academic Calendar policy on Program Requirements must be considered when planning significant curriculum renewal projects. The policy states that:

> *"Unless a student takes an extraordinary number of years to complete prescribed studies, the student is usually given the option of meeting requirements in effect when first enrolled or of meeting revised requirements subsequently approved by Senate."*

Therefore, when implementing a new version of a program, proponents must consider how to phase out the previous version of the program in a way that ensures that students retain the option of completing program requirements as defined at the time they enrolled. In particular, consideration should be given to students who, for whatever reason, fall behind a reasonable pace for completing the program requirements as stated in the Calendar year in which they first enrolled. How will students be accommodated to allow them to meet exit requirements if previous courses are no longer available?

Similarly, when a program is being decommissioned, the proponents must consider how to support students currently enrolled in that program, and should make other academic options available to them, such as laddering into other program(s). Proponents should engage in consultation with current students, alumni, and community members, as appropriate, when considering the decommission of a program, and should plan to support current students and alumni.

Rationale of Curriculum Change

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

The following points should be covered in all proposals:
- Objectives of the course or program change;
- Academic merit;
- The nature of the proposed change and its relationship to the rest of the curriculum of the department or Faculty;
- The need for the proposed change.

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

Curriculum Forms

Proponents of curriculum change should download the appropriate forms from the Senate website: www.senate.ubc.ca/okanagan/curriculum/forms.

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

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

Change to a Course or Program

Most of the instructions you will need to complete a (2-column) Curriculum Proposal form "New/Change to Course/Program" appear on the form itself. Examples of how to format a Calendar change properly using this form can be found on the [Senate website](). A single form is used for all types of curriculum changes.

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

Library Consultation Form

This form is used to indicate the adequacy of Library needs. The Library Consultants list is maintained on the UBC Okanagan Library website: https://library.ok.ubc.ca/about/help-contact/subject-librarians/

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

Curriculum Budget Impact Form

The adequacy of the available resources, financial or otherwise, to permit the proposal to be implemented must be indicated on the Curriculum Budget Impact form. All Curriculum Budget Impact forms must be signed by the Department Head (or equivalent) and the Dean of the proposing unit, indicating the Faculty assumes they can cover the risks. The signature of the Provost is also required for all new program proposals and significant curriculum changes, indicating the Faculty assumptions have been reviewed by the Provost.

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

The above forms are located on the [Senate website]().

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

Faculty-level Approval

Before Category 1 proposals are forwarded to the Okanagan Senate Curriculum Committee, they must be approved by the proposing Faculty. The Faculty may approve the proposal using appropriate Faculty-approved procedures (e.g., a full Faculty meeting, a Faculty curriculum committee, a program committee). Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

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

The approval of the Faculty is indicated by completing the Faculty/School Approval Date field on the Curriculum Proposal Form following appropriate Faculty-level approval. For shared curriculum proposals

submitted by more than one Faculty, the form must clearly indicate the approval date for all proposing Faculties.

Effective Session and Year

All curriculum proposals must include an effective session and year indicating the time at which the change will come into effect. The UBC academic year is divided into two sessions, Winter, which runs from September through April, and Summer, which runs from May through August. Curriculum changes cannot be effective for a particular term within a session.

The Effective Year is always listed as the year in which the session (Winter or Summer) began. Accordingly, the 2017 Winter session runs from September 2017 until April 2018. The effective year of any change that takes place during this period is "2017." The effective year should never be listed as "2017/18" or "2018/19". The effective session for curriculum proposals other than new programs should be a subsequent (not current) session (Winter or Summer).

When closing a course or program, the effective session should be the final session the course or program will be offered. Changes submitted with the current session as the effective session will be considered only in cases in which the rationale for the urgent change is compelling, as current-session changes can affect registered students.

Timing of the Submission

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

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

Where to Submit Proposals

Faculty-approved new program proposals may be submitted to the Okanagan Senate Curriculum Committee (via the Office of the Senate at okanagan.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. The date of Faculty approval is documented in the submission. After review, the Office of the Senate will forward the proposal to the appropriate committees. Please note that incomplete submissions will not be forwarded; they will be returned to the Faculty for completion.

How to Submit Proposals

New program proposals must be submitted in electronic format only. Text-editable files are required for the Executive Summary, the 2-column proposal forms, and course outlines; PDFs are acceptable for the consultations. Electronic signatures on consultation forms are accepted.

The entire submission for new or substantially changed courses includes:
- Curriculum and/or Admissions forms (2-column template);
- Course outlines;
- Curriculum Consultations;
- Admission Consultations;

- Budget Impact form,
- Library Consultation form; and
- Any supporting documents that assists the Committee to understand the proposed changes.

Category 2 Proposals

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

- Changes in a course title or description to clarify or reflect updates in the field, or changes to a course's credit value (where any of these changes imply a significant change in course content, the proposal is viewed as a Category 1 proposal);
- Changes to pre/corequisites or vectors (unless the changes narrow or restrict access to other Faculties or departments using the course, in which case the proposal is viewed as a Category 1 proposal);
- Change from a 6-credit course to two 3-credit courses without change in course content (submission of the 6-credit course syllabus and both new 3-credit course syllabi is requested in such cases);
- Changes to grading method (Pass/Fail to Percentage or vice versa);
- Changes to subject heading;
- Creation of a new course which is equivalent with an existing course in the same faculty (i.e. assigning a second course code to an existing course); or,
- Closure of a course. *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: It is understood that course objectives and delivery methods may drift and evolve over time in an iterative fashion. Minor changes of this nature do not require a proposal provided that the Calendar statement (title, description, credit, vector, etc.) is still accurate and reflective of the course content and objectives. However, when the aggregation of minor changes is such that an element of the Calendar statement is no longer an accurate reflection of the course, it should be updated in most cases via a Category 2 proposal.

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

Category 2 Proposal Requirements

Category 2 changes do not require consultations, library, or budget approval because they have no increased resource implications outside of a given Faculty. As such, the standard 2-column Curriculum Proposal form "New/Change to Course/ Program") is all that is required, unless the Okanagan Senate Curriculum Committee requests further documentation (e.g., the syllabus of 6-credit and both 3-credit 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 for New Courses](#) for more detail on course descriptions, course numbering, credit-value determination, subject code assignment, prerequisites and corequisites, versions, and cross-listing.

Changes to Course Titles

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

Inactive Courses

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

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

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

Separately, the Office of the Senate facilitates an annual process for removing inactive courses from the Academic Calendar by unpublishing those courses in advance of formal closure. (Note that unpublished courses remain open in terms of scheduling and the course code is considered in use.) Faculties are prompted to confirm whether courses that have not been offered for five or more years can be removed. If yes, the courses are unpublished, and then formally closed two years later if still not offered. If no, Faculties must provide for the Committee's consideration a rationale for retaining the course in the Calendar. This process is in parallel to that described above. Faculties retain the right to close their courses outside of this process.

How to submit a Category 2 Proposal

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

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

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

The approval of the Faculty is indicated by completing the Faculty/School Approval Date field on the Curriculum Proposal Form following appropriate Faculty-level approval. For shared curriculum proposals submitted by more than one Faculty, the form must clearly indicate the approval date for all proposing Faculties.

Consultation

Consultations for Category 2 proposals are required in the following instances:
- If a course is for graduate students, the College of Graduate Studies must be consulted;
- If the deletion of a course, or a revised prerequisite, may affect other programs, those programs must be consulted.

Timing of the Submission

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

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

Senate-approved new and changed courses and programs are published in the online Calendar two times yearly, in March and June. The online Calendar is the official University Academic Calendar. There is no print version. See Academic Calendar for more information on the Calendar proofing and publication process.

Where to Submit Proposals

Faculty-approved new program proposals may be submitted to the Okanagan Senate Curriculum Committee (via the Office of the Senate at okanagan.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. The date of Faculty approval is documented in the submission. After review, the Office of the Senate will forward the proposal to the appropriate committees. Please note that incomplete submissions will not be forwarded; they will be returned to the Faculty for completion.

How to Submit Proposals

Category 2 proposals must be submitted in electronic format only. Text-editable files are required for the 2-column proposal forms, and course outlines (as required); PDFs are acceptable for the consultations. Electronic signatures on consultation forms are accepted.

Program Nomenclature

Areas of Specialization Within Degree Programs

Specializations 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. 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 in the Faculty of Management. The term that is used will depend upon the level of attainment that the term is meant to signify, as well as the traditions/practices of the Department or Faculty.

Wherever possible, proposed areas of specialization should be identified using terms already in use in the Calendar and should be consistent with terminology used within the same Faculty or Department. Proposals to use different terminology should clearly identify why existing terms are insufficient, and will typically require the approval of the Senate Academic Policy committee, in addition to the Senate Curriculum Committee.

Proposals to establish new specializations or substantially change existing specializations must include Calendar language which, at minimum, clearly identifies the name of the specialization and the requirements that students must fulfill to complete the specialization, including the required number of credits, and all required courses. Proposals should clearly identify whether the specialization will appear on the student transcript and/or parchment. Where the specialization will appear on the student transcript, the precise language to be used on the transcript should be included in the Calendar entry in the following format:

> *Upon successful completion of this [SPECIALIZATION], the notation "[SPECIALIZATION] in [SUBJECT]" will be placed on the student's transcript.*

Units may offer only those specializations approved by Senate and listed in the Calendar. Units must not issue certificates, letters of achievement or other documentation recognizing the student's completion of any degree, program, concentration or other course of study not approved by Senate.

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.

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

Majors or Category 1 proposal, depending on the type of joint degree. Ministry approval of the new joint program may be required, depending upon the nature of the proposal. Coordination of submissions and approvals with participating Faculties and/or institutions is required (for items such as amendments or program changes). The Office of the Senate should be consulted early to determine the procedure.

Dual Degrees

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. A dual program requires approval of the Okanagan Senate as a Category 1 curriculum proposal, including all other necessary approvals and forms outlined in Section E: Category 1 Proposals.

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

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

Proposals for dual degrees internal to UBC should specify:

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

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.

Programs offered in partnership with Other Institutions

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

These programs require additional steps for approval including the following:

- Coordination of approvals with the other institution is required (for items such as amendments or program changes);
- As per the *Senate Policy on the Evaluation of Joint Degree Proposals*, the proposal is also considered by the Okanagan Senate Academic Policy Committee prior to consideration by Senate; and,

- The terms of affiliation with the other institution must be reviewed by the Office of the University Counsel before being approved by the Council of Senates and the Board of Governors. The Council of Senates *Policy C-2: Affiliations with Other Institutions of Learning* www.senate.ubc.ca/council/policies governs UBC affiliations with other institutions.

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

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

Reorganization of Academic Units

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

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

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

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

Noteworthy Implications When Changing a Course & Course Scheduling

Closing Courses and Registration Woes

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

Faculty designates responsible for scheduling should inform the Academic Course Scheduling unit of any scheduled courses that will be "closed" to prevent registration and room booking issues.

Academic Scheduling

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

New course proposals and program revisions, and substantive revisions to existing courses (including changes to course codes, course numbers, and/or vectors), intended for the upcoming Winter Session (beginning in September) should be submitted in time for the March Calendar release. Delays carry implications for proper notice to students (including when the course appears in the course schedule), and academic scheduling (including access to academic space).

Adding a Newly-Approved Course to the Course Schedule

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

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

Changes to the UBC Parchment

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

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 (e.g. "Co-operative Education Program") or standing (e.g. "with Distinction"); and,

- 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 Okanagan Senate Curriculum Committee requesting the change.

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

Proposal

Proposals to add or delete material presented on degree and diploma parchments should include the following sections:

Background and Rationale
A description of the unit's motivation for the change. The date of Faculty approval must be included.

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

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

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

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

The approval of the Faculty is indicated by completing the Faculty/School Approval Date field on the Curriculum Proposal Form following appropriate Faculty-level approval. For shared curriculum proposals submitted by more than one Faculty, the form must clearly indicate the approval date for all proposing Faculties.

Consultation
Consultations for changes to the parchment should be sent to departments, and/or Faculties who may be affected by, or interested in, the proposed change.

Timing of the Submission
For the changed parchment to be issued at May Congregation ceremonies, the proposed changes must be approved by the Okanagan Senate no later than the preceding February.

Where to Submit Proposals

After Faculty-level approval has been granted, only the chair of a Faculty/College curriculum committee (or equivalent) may submit proposals to the Okanagan Senate Curriculum Committee (via the Office of the Senate at okanagan.curriculum@ubc.ca or in their absence, the Dean of the proposing Faculty.

How to Submit Proposals

Parchment proposals must be submitted in electronic format only. Text-editable files are required.

Academic Calendar

Proofreading

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

Calendar Releases

The Okanagan Academic Calendar is released two times per year, in late-February/early-March and late-May/early-June. The late-February/early-March release is the first release for the following academic year.

Submitting Calendar Changes

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

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

Please refer to Section C: New Degree Programs for more information on timing of proposal submissions.

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

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

Appendix A: New Program Proposal or Revision to Current Program Checklist

Use this checklist to complete the many steps towards the approval of a new program or apply changes to an existing program. This resource does not include Faculty-specific or accreditation processes.

Please note that although this process seems linear, some steps can be done simultaneously. Proponents are strongly encouraged to work with their Faculty curriculum staff/lead, the Provost's Office, and/or the Senate Office, for suggestions and efficiencies.

Program Concept and Viability:
- ☐ Meet with key faculty members for informal and preliminary consultation
- ☐ Contact Senate Office to learn about anticipated timelines and steps for approval
- ☐ Complete the Concept Paper required by the Provost's Office (visit website)
- ☐ Discuss Concept Paper with department for support, feedback and approval
- ☐ Submit Concept Paper to identify operational viability of program (visit website)
- ☐ Finalize Concept Paper based on feedback received up to this point and submit to Dean for support
  Note: The information gathered so far in the Concept Paper is the basis for the Senate-required curriculum proposal and Ministry-required information
- ☐ Submit Concept Paper to Provost's Office for support and guidance regarding market research and analysis, as well as strategic alignment with institutional priorities and mandate
- ☐ Work with your Faculty's Finance Manager to complete program budget
- ☐ Submit final Concept Paper and program budget to Provost's Office
- ☐ Work with Senate Office on structure of the proposal and become aware of related policies

To Gain Faculty Approval:
- ☐ Complete Senate-required forms for curriculum proposal to gain department and internal Faculty approval through the applicable internal processes (often via department meeting and Faculty curriculum committee)
- ☐ The Provost approves proposal by signing the Curriculum Budget Impact Form required by Senate
- ☐ Submit Senate-required proposal for Faculty Council approval
- ☐ *If graduate*: Submit Senate-required forms to the Graduate Program and Curriculum Committee for approval
- ☐ Inform Provost's Office once Faculty approval is gained to begin student consultation on tuition/fees (as per policy

To Gain Senate Approval:
- ☐ Submit final Senate-required curriculum proposal to Senate Office
- ☐ Senate Office helps with proofreading and double checking forms. They submit the entire package to the relevant Senate committee(s) for approval

- ☐ Upon Senate approval of curriculum, Senate Office submits curriculum package to the Board of Governors
- ☐ *If graduate*: Contact CoGS to begin online application set-up with Enrolment Services
- ☐ Contact program promotion and marketing teams for program promotion plan and submit a SIS Request (if applicable)

To Gain Board of Governors Approval (if applicable):
- ☐ AVP Students coordinates student consultation and writes consultation report
- ☐ Provost's Office submits report to Board of Governors
- ☐ Board of Governors approves program tuition and fees (based on approved program budget in earlier steps)

To Gain Ministry Approval (if applicable):
- ☐ Complete Stage 1 form (or other forms) required for Ministry approval with help of the Provost's Office
- ☐ Provost's Office submits application to Ministry on the proponent's behalf and advises when approval is gained

No degree program can be offered prior to UBC receiving Ministry approval. Certificates or diplomas do not require Ministry approval. Thus, these may be implemented upon Board of Governors approval.

Appendix B: New or Revised Undergraduate Program Approval

The below image is a tool to see and understand the **overall process for approval**. The horizontal swim lanes **do not represent time.**

Please note:

- This process does not reflect internal Faculty processes or accreditation processes

- For details and available support please visit the Okanagan Office of the Provost and Senate website

FLOWCHART ICON LEGEND:

Key Communication

Milestone

Deliverable

May not apply. Provost office advises

Process Overview: Proposal of a New Undergraduate Program or Revision of a Current Undergraduate Program

Main Offices Involved in the Proposal of a New Program or Major Review of a Current Program

Proponent/Faculty

- Program Idea & Initial Consultation with Department
- Concept Paper
- Department Consultation and Approval
- Operational Viability of Program
- Dean's Support
- Program Budget and Financial Viability
- **IF VIABLE** → Senate-required Forms (See Senate Curriculum Guidelines)
- Curriculum Committees Approval
- Faculty Council Approval
- Student Tuition Consultation through AVP Students
- Ministry-Required Forms
- Offer Program

Provost Office

- * These steps help ensure the program is viable before all other formal and Senate-required approvals are triggered.
- Further Market Research & Analysis
- Strategic Alignment Support
- Provost Support
- Student Tuition Consultation Report
- Support, Review and Submission of Forms

Senate

- Contact Senate Office to learn anticipated timelines and steps for approval
- Work with Senate Office on structure of proposal and become aware of related policies
- Work with Senate Office on the required forms and consultations
- Senate Committee(s) Approval
- Provost Office Submits
- Senate Approval
- Senate Submits

Board of Governors (BoG)

- BoG Approval

Ministry

- **Ministry Approval Needed?** — YES / NO
- Ministry Approval

FLOWCHART ICON LEGEND:

- ● Key Communication
- ◆ Milestone
- ▮ Deliverable
- - - → May not apply. Provost's Office advises

PLEASE NOTE:
- Use this as a tool to understand the **overall process**. The horizontal swim lanes **do not represent time**
- For written resources of this process see the Provost office website: *provost.ok.ubc.ca/initiatives/program-development/*
- This process does not reflect internal Faculty processes or accreditation processes
- For details and available support please visit the Okanagan Provost office and Senate website

Appendix C: New or Revised Graduate Program Approval

The below image is a tool to see and understand the **overall process for approval**. The horizontal swim lanes **do not represent time.**

Please note:

- This process does not reflect internal Faculty processes or accreditation processes

- For details and available support please visit the Okanagan Office of the Provost and Senate website

FLOWCHART ICON LEGEND:

Key Communication

Milestone

Deliverable

May not apply.
Provost office advises

Process Overview: Proposal of a New Graduate Program or Revision of a Current Graduate Program

Main Offices Involved in the Proposal of a New Program or Major Review of a Current Program

Proponent/Faculty

- Program Idea & Initial Consultation with Department
- Concept Paper
- Department Consultation and Approval
- Operational Viability of Program
- Dean's Support
- Program Budget and Financial Viability
- IF VIABLE
- Senate-required Forms (See Senate Curriculum Guidelines)
- Curriculum Committees Approval
- Faculty Council Approval
- Student Tuition Consultation through AVP Students
- Ministry-Required Forms
- Offer Program

* These steps help ensure the program is viable before all other formal and Senate-required approvals are triggered.

Provost Office

- Further Market Research & Analysis
- Strategic Alignment Support
- Provost Support
- Student Tuition Consultation Report
- Support, Review and Submission of Forms

Senate

- Contact Senate Office to learn anticipated timelines and steps for approval
- Work with Senate Office on structure of proposal and become aware of related policies
- Work with Senate Office on the required forms and consultations
- Senate Approval
- Senate Committee(s) Approval
- Senate Submits

College of Graduate Studies (CoGS)

- Start Application Form Set up with Enrolment
- Graduate Program and Curriculum C. Approval

Board of Governors (BoG)

- BoG Approval
- Ministry Approval Needed?
- YES
- NO

Ministry

- Ministry Approval

PLEASE NOTE:
- Use this as a tool to understand the **overall process**. The horizontal swim lanes **do not represent time**
- For written resources of this process see the Provost office website: *provost.ok.ubc.ca/initiatives/program-development/*
- This process does not reflect internal Faculty processes or accreditation processes
- For details and available support please visit the Okanagan Provost office and Senate website

Appendix D: New Credit Diploma or Certificate

The below image is a tool to see and understand the **overall process for approval**. The horizontal swim lanes **do not represent time.**

Please note:

- This process does not reflect internal Faculty processes or accreditation processes
- For details and available support please visit the Okanagan Office of the Provost and Senate website
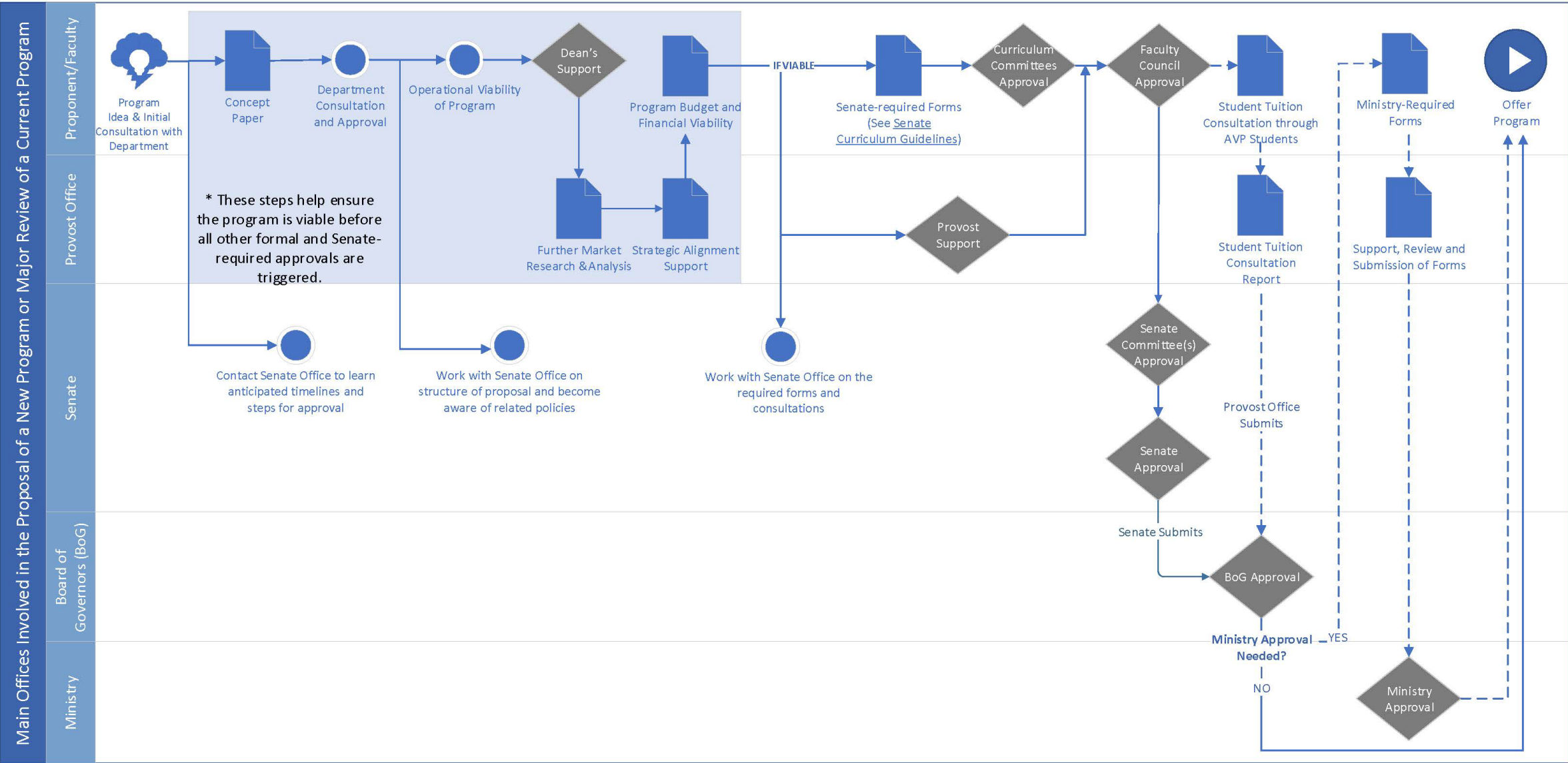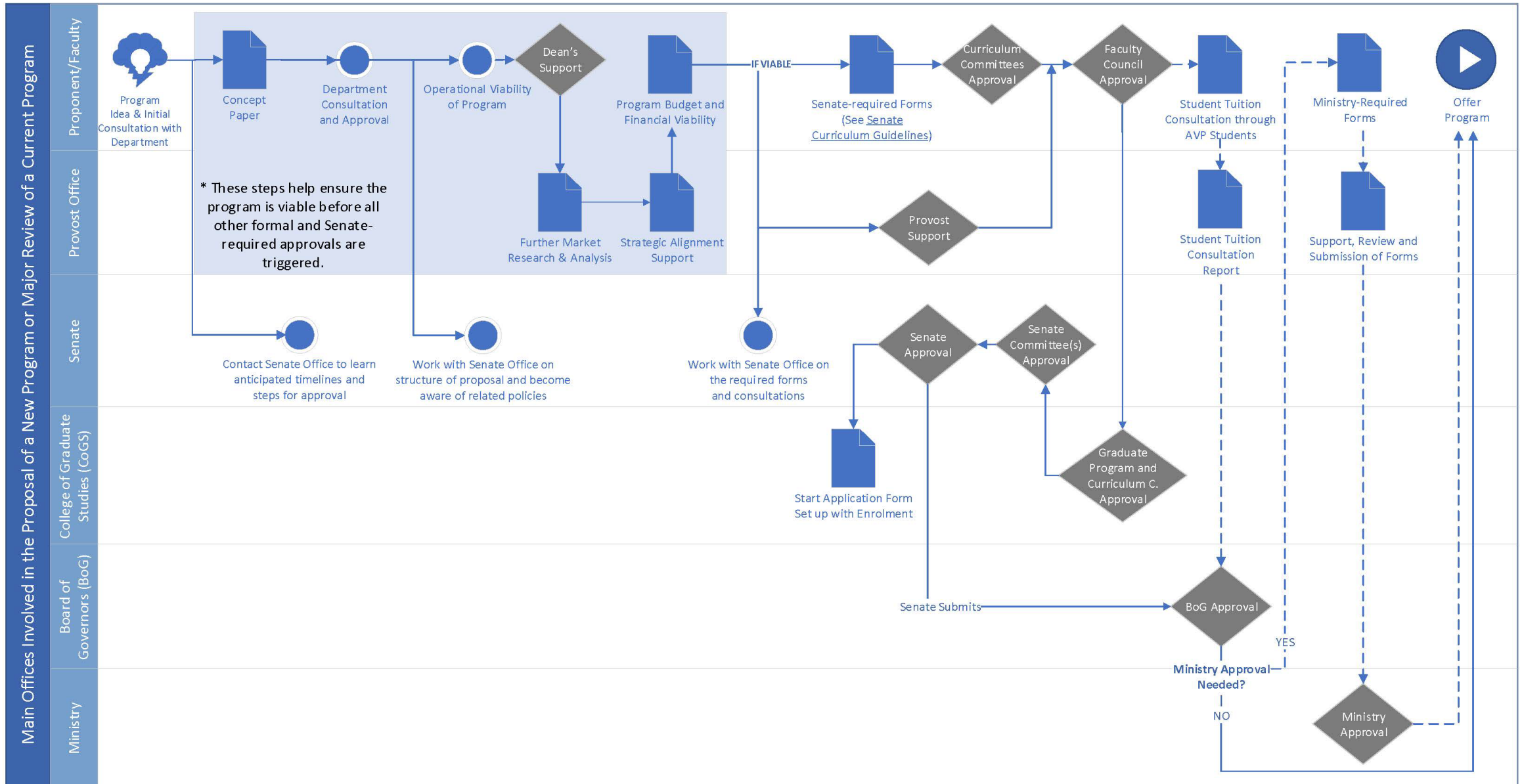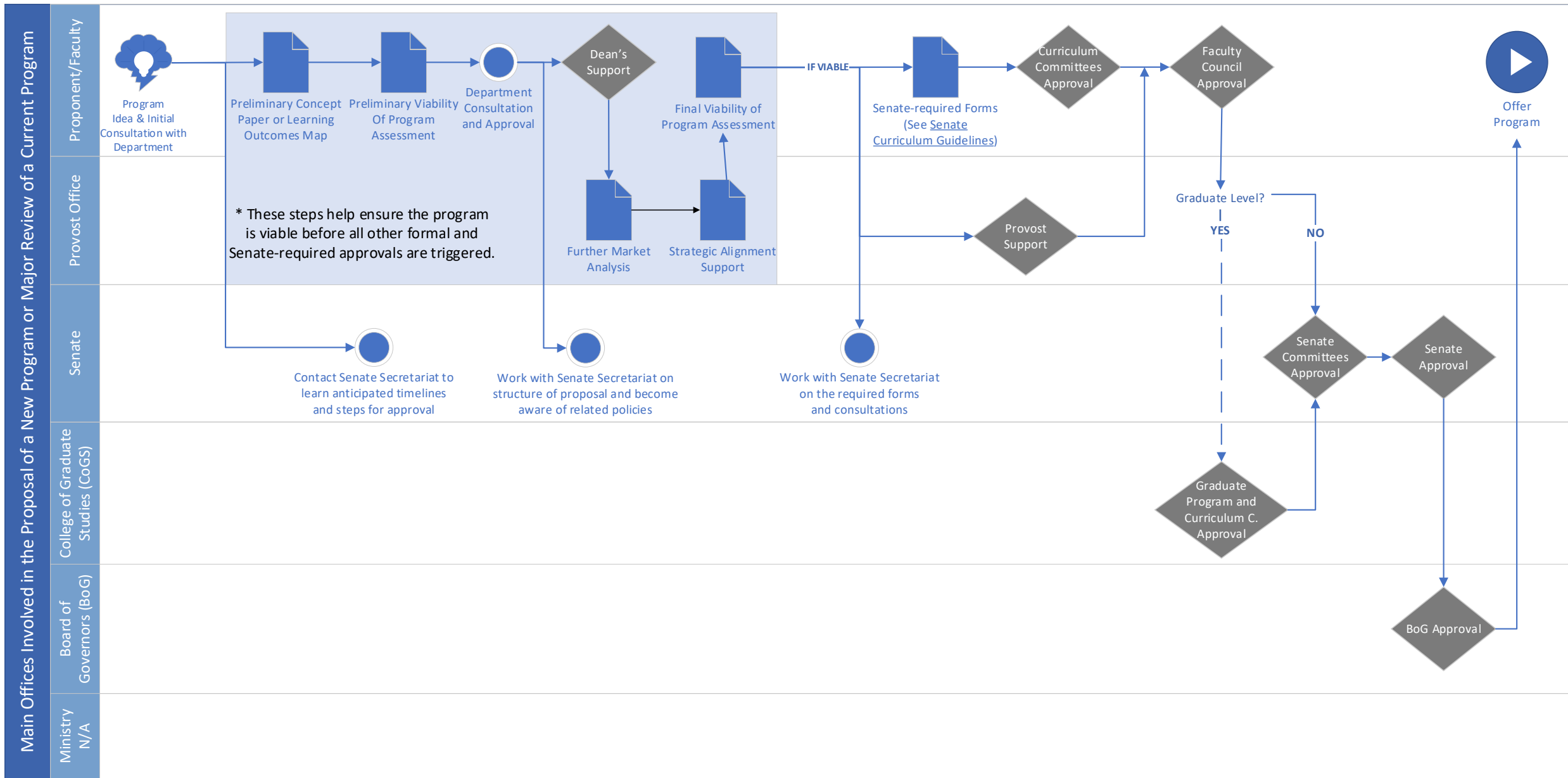
FLOWCHART ICON LEGEND:

Key Communication

Milestone

Deliverable

May not apply. Provost office advises

Main Offices Involved in the Proposal of a New Program or Major Review of a Current Program

Proponent/Faculty

- Program Idea & Initial Consultation with Department
- Preliminary Concept Paper or Learning Outcomes Map
- Preliminary Viability Of Program Assessment
- Department Consultation and Approval
- Dean's Support
- Final Viability of Program Assessment
- IF VIABLE
- Senate-required Forms (See Senate Curriculum Guidelines)
- Curriculum Committees Approval
- Faculty Council Approval
- Offer Program

Provost Office

- Further Market Analysis → Strategic Alignment Support
- Provost Support
- Graduate Level? YES NO

* These steps help ensure the program is viable before all other formal and Senate-required approvals are triggered.

Senate

- Contact Senate Secretariat to learn anticipated timelines and steps for approval
- Work with Senate Secretariat on structure of proposal and become aware of related policies
- Work with Senate Secretariat on the required forms and consultations
- Senate Committees Approval
- Senate Approval

College of Graduate Studies (CoGS)

- Graduate Program and Curriculum C. Approval

Board of Governors (BoG)

- BoG Approval

Ministry N/A

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Appendix E: Sample Submission for a New Degree Program Proposal

General Ministry submission guidelines for a New Degree Program Proposal include:

- [Ministry's 'Stage 1' template](#) completion – the template includes a one page "summary description" of the proposal and specific questions to address (see below two examples from past successful applications);
- An Executive Summary;
- Appendices supporting answers and statements made in the Stage 1 form (i.e. samples of job postings, letters of support from other institutions, employers, community partners as appropriate, among other)
- All other proposal documentation used for UBC's internal approval.

  For more examples, see UBC's submissions to the Ministry dated 2016 or later on the Ministry webpage of applications under review or already approved: https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/application-status

The following samples were used in the submission package to the Ministry. Both were approved in 2020:

1. **New Program: Bachelor of Nsyilxcn Fluency Degree**
   Summary Description of Program: (1-page maximum)

UBC Okanagan's (UBCO) Faculty of Arts and Sciences is proposing the development of a Bachelor of Nsyilxcn Language Fluency (BNLF)which is intended to create new speakers in Nsyilxcn, based on a degree framework developed by the Indigenous Language Proficiency/Fluency Degree Framework Partnership1 (see Appendix 2 and 3 for the ILP/FD Framework and other associated Agreements). To offer this degree, new and existing resources will be leveraged including existing infrastructure and courses, and new approved resources to teach new courses and support students' academic careers, including their fourth-year capstone projects and internship course, which are required for degree completion.

The proposed program responds to the demand for language fluency demonstrated in the appended surveys among First Nations communities and schools in BC, as well as the fact that Indigenous peoples are the fastest growing population in BC who must be supported in alignment with the Truth and Reconciliation Commission of Canada: Calls to Action (TRC) and the United Nations Declaration on the Rights of Indigenous Peoples (UNDRIP). The increased demand for an undergraduate degree (as forecasted in the BC Labour Market Outlook: 2019 Edition) will give Indigenous BNLF graduates higher chances to fill future jobs in BC.

The BNLF leverages UBCO's long-standing relationship and formal partnership with the Syilx Nation and the En'owkin Centre. The degree is designed for those graduates from the existing certificate and

diploma of Nsyilxcn Language Fluency from the Nicola Valley Institute of Technology (NVIT). Students who have completed the diploma (63 credits) at NVIT will be able transfer those credits into the BNLF at UBCO. The degree can be completed in two years of study for a total of 4 years and 120 credits (see Appendix 12).

Program objectives:

1. To provide comprehensive and high-quality education in Indigenous languages leading to bachelor degree qualifications.
2. To foster the revitalization of language use in communities, and the spread of language use across all domains of community life.
3. To train and educate students for subsequent employment within, education, governmental, nongovernmental, and industrial sectors.
4. To prepare students to go on to further study.

The primary methods of instruction are:

1. Immersive language learning augmented by additional targeted / supportive techniques
2. Mentor-apprentice; mentor-pod; peer-to-peer and individual enquiry (including the use of videoconferencing technologies for connecting community and PPSI learning contexts)
3. Experiential and place-based learning
4. In-house and video-linked course lectures and seminars
5. Language laboratories and archives

Graduates will be eligible to apply for a wide variety of entry-level jobs as well as jobs requiring some level of experience in the areas of education, culture, recreation, tourism, women and family support, youth wellness, ad social service programs in the communities. The degree will require students to work on relevant projects in their communities through an internship course and capstone projects helping them build a professional network and gain job-related skills before graduation.

2. Revised Program: Bachelor of Media Studies
Summary Description of Program: (1-page maximum)

Inspired by UBC Vancouver's Bachelor of Media Studies (BMS), which was approved by the Ministry in October 2014, UBC Okanagan's Faculty of Creative and Critical Studies (FCCS) proposed and implemented a BMS in 2016/17 with the aim to provide students with digital arts and humanities skills. Feedback gathered from faculty members, students, and local industry partners in its first three years of implementation led the FCCS to propose changes to the current BMS.

The proposed changes are designed to successfully prepare graduates who wish to go into creative and cultural industries, and/or hope to continue their education and research in design, art, or in the academy. By creating a suite of core Media Studies courses that synthesize computer science and design topics, the revised degree offers students relevant and in-depth computing skills as well as experience applying those skills to a variety of art and design contexts. Additionally, the proposed changes add flexibility with a selection of elective courses; students will gain skills in innovative interdisciplinary study and research essential for BC's future in digital media (as cited by WorkBC 2018). Curriculum changes are possible using existing resources and support from the Faculty's hiring strategy.

Creative tasks, such as graphic design, video production, game design, and music making, have grown to be the leading professional uses of computer skills besides communication. Interactive systems are ubiquitous to these sectors in the BC and Canadian digital economy. In addition, the Government of Canada describes how the New Digital Economy will be driven by innovations in this field. The changes to the BMS program here reflect the labour market in the province (Labour Market Outlook 2019 edition) and the need to train the innovators of our country's future.

Upon successful completion of the BMS, graduates will be able to:

1. Apply critical art and design skills
2. Investigate creative processes through computational art and design methods
3. Develop a personal position and style within a creative digital practice
4. Critique human computer engagement in and across media forms
5. Interface creative practice and design thinking with the community
6. Examine computational art and design projects in social/public/professional contexts
7. Apply interdisciplinary approaches to solve complex contemporary cultural challenges, including computational art and design problems in technological cultures
8. Collaborate in digital media projects through working on team-based projects
9. Manage the life-cycle of team based research, art and design projects in digital media

Students in the BMS will have access to campus-wide programs to enhance their undergraduate experience such as community service learning opportunities, co-op placements, and international exchange opportunities. The program will continue to require the completion of 120 credits which can be completed in four years. Students coming from other post-secondary institutions will be assessed on a case-by-case basis to evaluate their transferability into the program. Additionally, students in the BMS will be able to take other minors available on the campus provided the degree's flexibility for electives. For example, UBC Okanagan offers minors in Visual Arts and a range of options in Arts, Science, and Education.

The program will be delivered using existing resources and a range of methods, from traditional lectures, complemented with laboratory assignments, to flipped-classroom flexible delivery models. It addresses the UBC Strategic Plan's core area of transformative learning through its strategies of program redesign and practical learning.

BMS graduates will find employment in interactive art and game design, multimedia direction and production; digital project management; web and mobile design and development; and in cutting-edge interdisciplinary research at the graduate level.

Appendix F: Guide to Writing Academic Calendar Entry Course Descriptions

Editorial Guidelines

- *Undergraduate level*: If the content of a course is adequately covered by its title, a short description is still required to enable students to understand the course content.
- *Graduate level:* Descriptions are not required at the graduate level; the titles may speak for themselves.
- State clearly and precisely what the course is about
- Write in sentence fragments for brevity
- Write in a neutral tone
- Eliminate anything that is obvious, implied, or redundant
- Keep descriptions succinct and easy to understand
- Maximum 500 characters including spaces
- Exclude extraneous information such as application procedures and deadlines
- Avoid general background commentary on the subject matter or field of inquiry

Discouraged Words and Phrases

This list is not exhaustive; all words and phrases that do not add substance of an informative nature to the course description should be omitted when possible.

Discouraged Word or Phrase	Rationale for Exclusion
"A study of", "Study of"	Implied by: all courses involve study, review, and/or analysis of particular topics
"An analysis of", "Analysis of"	Implied by: all courses involve study, review, and/or analysis of particular topics
"An introduction to"	Implied by: all courses will introduce students to new topics
"Continues to", "continuation"	Implied by Course Number, description, place in course listings
"Examines" "examines how"	Implied
"Focuses on", "this course focuses on"	Implied by: all courses focus on particular areas; "focus" or "emphasis" should only be used to highlight a special area of importance within a larger overarching course description
"Introduction to", "Introduces"	Implied by: all courses will introduce students to new topics

"Involves the study of"	Implied by: all courses Involve study, review, and/or analysis of particular topics
"Issues include", "The following issues will be explored"	Implied by: the list of topics will be understood as included issues or areas for study
"Literature course"	Redundant: if it is clear from the title that it is obviously so
"Reviews", "A review of"	Implied by: all courses Involve study, review, and/or analysis of particular topics
"Special focus/emphasis"	Redundant: "Focus" or "emphasis" is enough;
"Students will learn"	Implied by: students are assumed to learn about topics specific to a particular course
"This course", "This course is", "In this course"	Redundant: course descriptions naturally describe courses
"To cope with", "deal with"	Superfluous: "address" is a better usage
"Very unique"	Redundant: you cannot intensify "unique"

Examples of What to Avoid

Implied Terms
CRSE 100 (3) Introduction to Courses

This course examines the history of courses from late antiquity to the present. *Students will gain insight into* major theories of historical courseography.

What went wrong?	• Avoid beginning a course description with a verbal construction which states what the course 'does'. It is understood that courses examine, introduce, study, analyze, etc.
	• The subject "this course" is implied by the fact that we are reading a course description.
	• It is understood that "students" are the audience of courses. It is seldom necessary to mention them directly or to explain that they will study, research, analyze, become familiar with, etc. the content of a course.
	• "Will gain insight into" is more unnecessary verbal padding.

Recommended Revision	History of courses from late antiquity to the present. Major theories of historical courseography.

Superfluous Language
CRSE 230 (3) Modern Course Management

Course management plays a vital role in modern higher education and has a major impact on many

facets of university administration. This course provides a comprehensive overview of contemporary topics in course management including planning and delivering courses, course scheduling, verification of prerequisites, *and other topics in this challenging field*.

What went wrong?	• The initial sentence is not descriptive of the course but rather of the subject matter or discipline as a whole; this information belongs in a syllabus. • It can generally be taken as implied that a course will provide an "overview" of its subject matter, and qualifiers such as "comprehensive" are superfluous in most cases. • The final clause of the last sentence "and other topics…" returns to language more appropriate for a syllabus.
Recommended Revision	Contemporary topics in course management including planning and delivering courses, course scheduling, verification of prerequisites.

Redundant Terms

CRSE 490 (3/9) Special Topics Seminar: Course Structure Theory and Practice
This special topics seminar focuses on course structure theory and its practical applications. Recent developments in the field of course structure theory and related emerging pedagogical tools. *With different topics, this course may be taken more than once for credit.*

What went wrong?	• The initial sentence is wholly repetitive of information already conveyed by the course title. It is unnecessary to reiterate that the course is a seminar, that it deals with special topics, or that it focuses on the particular topics mentioned in its title. • The final sentence elaborates on the "(3/9)" notation which appears following the course number. Such elaborations are redundant and should be omitted unless strictly necessary.
Recommended Revision	Recent developments in the field of course structure theory and related emerging pedagogical tools.

Improperly Stated Restrictions

CRSE 320 (3) Course Schedule Modelling
Application of statistical modelling techniques to course scheduling systems. *For CRSE Honours and Majors. Students must demonstrate proficiency in either Python or R prior to enrolling. Please contact crse.department@email.ca no later than July 31st to schedule a proficiency test.*

What went wrong?	• "For CRSE Honours and Majors" appears to be an enrolment restriction but is unclear. Is the course recommended for students enrolled in the CRSE Honours or Majors program? Is it restricted to them only? • The information provided here with respect to the conditions of enrolment is overly specific. It is unwise to describe the form or content of any pre-enrolment assessment as these are liable to change over time. It is also unwise to provide specific contact information, dates or deadlines for the same reason.

Recommended Revision	Application of statistical modelling techniques to course scheduling systems. Restricted to students registered in the CRSE Honours or Majors program. Students must contact the department for permission to register.

Restrictions Stated as Prerequisites

CRSE 340 (6) Advanced Course Mechanics

Course theory, credit functions, syllabi variables, and vector hypothesis testing. applications of course design software within the framework of modern curriculum management practices.
Prerequisite: CRSE 300 *and third-year standing.*

What went wrong?	• This course has a restriction which limits enrolment to students with at least third-year standing. This restriction should appear in the body of the course description, not on the prerequisites line.
Recommended Revision	Course theory, credit functions, syllabi variables, and vector hypothesis testing. Applications of course design software within the framework of modern curriculum management practices. Restricted to students with at least third-year standing. **Prerequisite**: CRSE 300.

Appendix G: Course Syllabus Template

Course Syllabus Template for Senate Curriculum Submissions

Academic Calendar Entry
Paste the <u>entire</u> calendar entry as it appears on the proposal (course code, number, credits, description, vectors, prerequisites, etc.)

Course Format
How is the course structured? Lectures, labs, tutorials, seminars, online?

Course Overview, Content, and Objectives
What objectives will be achieved (instructor perspective)?
The course will examine/will provide students with:

-

Learning Outcomes
What will students know and be able to do as a result of engaging in the learning process (student perspective)? What are the knowledge, skills and values gained through course completion?
After completing this course, students will be able to:
- Information and support: http://ctl-ok.sites.olt.ubc.ca/files/2016/10/learning_outcomes.pdf

Evaluation Criteria and Grading
- How are learning outcomes assessed?
- What assignments, mid-terms, or exams will be required of students?
  - Provide a one-to-two sentence description of each component.
  - Identify what learning outcome(s) each evaluation component assesses.
  - What will each component of the course evaluation be worth (mark breakdown)?
  - Are the exams oral or written?
  - Is the final exam cumulative?
  - If participation counts for over 5%, provide an explanation of how grade was arrived at.
- Is the course graded on a numeric (percentage) or pass/fail basis?
  - If pass is not 50%, then indicate what percentage constitutes a pass.

Required Readings and Videos
Include a detailed bibliography of any required textbooks and/or videos.

Appendix H: Conventions for File Naming and Submission

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

File Naming

Include:
- Lowercase 4 letter code for the Faculty
- Category level (1, 2)
- Uppercase 4 letter code for the subject / course code
- Three number course code if applicable and/or
- Lowercase 4 letter subject qualifier (see abbreviations below)
- Date format YYYYMMDD; the date original proposal received by the Office of the Senate

Tips:
- Append versions when document content changes
    - apsc-NAME-523-20140208.docx
    - apsc-NAME-523-20140208-v2.docx
- Same filename with different date is new proposal
    - apsc-NAME-523-20140208.docx
    - apsc-NAME-523-20150920.docx

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

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

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

Category 1 Indigenous Studies consultations (multiple courses in one consultation form)
fass-1-INDG-cnsl-20140409.pdf (any further INDG consultation submissions can be distinguished by the submission date)

Category 1 Masters of Management program consultation report form
mgmt-1-MGMT-MA-cnsl-rpt-20140317.pdf

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

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

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

Category 2 Education (Graduate level) program requirement, version 1 (after one change)
eduo-2-GSTO-prog-rqmt-20140211-v1.docx

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

Abbreviations for Okanagan Units
College of Graduate Studies - GSTO
Faculty of Applied Science – APSO
Faculty of Arts and Social Sciences – FASS
Faculty of Creative and Critical Studies – FCCS
Faculty of Education – EDUO
Faculty of Health and Social Development – HSD
Faculty of Management – MGMT
Faculty of Science – FOS
Okanagan School of Education – OSE
School of Engineering – SOE
School of Health and Exercise Sciences – HES
School of Nursing – NRSG
School of Social Work – SOCW

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

File Submission

Please be sure to submit all documents together in a single email. When submitting multiple files, the optimal method is to create a zipped folder organized as follows:

- Zipped folder
  - Category 1 Subfolder
    - Where a proposal is submitted with additional documentation such as a budget impact form, library form, or curriculum consultation forms, a second level subfolder should be created to contain all documentation for one proposal.
    Example: create a subfolder labeled "CRSE 100" and include the proposal form and all required documents for a new course titled "CRSE 100".
  - Category 2 Subfolder
    - Category 2 proposals. Create further subfolders if the proposals have additional documentation.

Appendix I: 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 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 J: Course Schedule

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

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

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

Section Published Notes font size
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 Special Topics course. To provide students with course-specific information, Faculties are encouraged to put course syllabi online and include a link to each course's syllabus from the Course Schedule. For assistance in using any of the fields described here, please contact Scheduling Services at schedulingservices@students.ubc.ca.

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

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

   -LPI level 5 or approved LPI exemption required to remain registered in this class. For further details on the LPI requirement [including exemptions and deadlines], please visit www.lpitest.ca

   -No student may take two First-Year English courses at the same time.

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

   Selected topics such as trade, migration, diplomacy, war, migration, colonialism, and post-colonialism. Priority registration for 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.

Appendix K: Example of Linkages Between Learning Outcomes and Curriculum Design

Example from the proposal for a Bachelor of Media Studies (2019):

The curriculum was designed with the program learning outcomes in mind. At a more detailed level, the program will:

a. *educate a new range of potential researchers and highly-trained professionals with lifelong, adaptable digital media creation expertise, who are creative, articulate, culturally informed, critically reflective and socially engaged.*

   All the media upper-level courses focus on integrating arts, theory, practice (or industry trends) and research/innovation. The digital humanities courses emphasize critical analysis, theory, and research. To ensure life-long learning, students are exposed in-depth in all areas (digital arts, computer science, and digital humanities). Students are also exposed to different perspectives, artistic, technological, historical, and analytical.

b. *emphasize digital media arts, combining visual arts, digital media technical skills, computer science skills, and social sciences and humanities courses.*

   All the core courses have been either designed or revised with the objective of combining both the arts or the humanities with the corresponding computer science knowledge.

c. *offer practical and relevant experiential learning opportunities for Media research and creation.*

   All courses integrate a lab component to provide practical experience to students. Throughout the years, students are required to create artifacts, either individually, or as a team. The program also includes courses with a service learning component (including COSC 341, which re-designs websites for local non-profit organizations) and culminates with a 9-credit Capstone course, designed to have the students working on a large 4-month project as they would in a working environment.

Furthermore, we were guided by the following objectives. Students will:

i. *be part of collaborative teams working on innovative, socially, and economically relevant projects*

   To prepare students to be effective collaborators, first- and second-year courses assignments focus on individual projects, whereas upper-level classes combine both individual and team work, to culminate with a larger team work with the Capstone course. The inclusion of community service learning and, of the Capstone course, with possible community or industry partners, ensures the current relevance of the projects.

ii.   *developing a portfolio of skills and experiences to meet today's employment and entrepreneurial needs (portfolios will contain examples of interactive art, digital art, and digital humanities projects)*

As part of VISA 268, students will be learning design and branding. After completing this course, students will be expected to create their own website and start building their own portfolio.

iii.   *incorporate media literacy and critical thinking into media production and culture*

The curriculum introduces critical thinking and media literacy with the introductory course MDST 101. In subsequent years, this learning outcome is met with reflective assignments (through argumentation, analysis, or rationalization of decisions).

iv.   *acquire project management and entrepreneurial skills*

Many of the upper-level courses include projects which will develop the student's project management skills, with two courses specifically geared towards team management. Furthermore, students are required to take one course on software engineering and one on project management to ensure they have the up-to-date knowledge of how to manage digital artifacts. Entrepreneurial skills are explored through the Seminar series course which brings Media Artists, Researchers and Professionals to serve as models.

Appendix L: Workday Definitions

The following definitions have been approved by the Senate Curriculum Committee in preparation for the launch of UBC's renewed student information ecosystem anchored in Workday. Proponents are strongly encouraged to take note of these definitions and incorporate into all future proposals.

EQUIVALENCY
Two UBC courses are deemed equivalent to each other if they can be used interchangeably for academic requirements, pre- or co-requisites, and grade replacement. The statement that UBC Course A is equivalent to UBC course B means either course can be used interchangeably for the following:
a) academic requirement: Completing course A satisfies all academic requirements the same way that course B satisfies these requirements;
b) enrollment prerequisite: completing course A satisfies all prerequisites or corequisites the same way as course B; and
c) grade replacement: the grade for course A is used in place of a grade for course B.

Notes
- The same course cannot be used in different equivalency groups. If A=B and B=C then A MUST equal C.
- Courses at different year-levels generally cannot be equivalent; they are credit exclusions. This is critical since most programs track student progress by number of credits in specific years so equivalence cannot allow a student to get credit for a 3rd year course by completing a 2nd year course.
- The equivalence concept is currently limited to individual courses. No block equivalence concept has yet been implemented, i.e. wherein a block of two or more courses is deemed equivalent to a block to two or more other courses.

CREDIT EXCLUSION
A credit exclusion applies to groups of courses (2 or more) which have content that overlaps to the extent that a student should not receive credit for more than one course within the group. Credit exclusions may be represented by either:
a) a credit exclusion statement in a course description (credit will be granted for only one of X or Y), which would apply to all students taking the course, or
b) a credit exclusion list under a particular degree's Academic Calendar listing, which would only apply to students in that degree program.

Notes
- Equivalent courses are always credit exclusions, but credit exclusion does not necessarily imply equivalence.
- As a very rough guideline, courses with credit exclusion typically have 50-80% commonality.
- Credit exclusion can occur with respect to courses at different year-levels, e.g. a 3rd year course may be credit excluded with respect to a 4th year course.
- Some program requirements may have a credit exclusion while other programs do not, i.e. credit exclusion can appear at the course level, or at the program level.

CO-LOCATION
Co-location is a scheduling function within Workday. Co-located course sections are two or more course sections for which all or some of the instructional activities are scheduled at the same time and place. Students register in one of the co-located courses. Often, co-located course sections are equivalents or are credit excluded with each other.

Notes
- Co-located courses are not necessarily equivalent, e.g. an undergraduate course could be co-located with a graduate course. But they are commonly either credit exclusions or equivalent.
- Co-located courses may only share part of the contact hours, e.g. a course with 2 time slots for contact hours for lectures does not require both time slots to be co-located; only 1 maybe co-located and the other could be different for each course.

CROSS-LISTING

Cross-listing has historically been an ambiguous term which in some contexts is used to indicate equivalence while in other contexts it indicates co-location. In order to reduce ambiguity, proponents are encouraged to refrain from making reference to cross-listing and instead use the more specific terminology defined above.

Appendix M: Modes of Delivery

The following 4 course modality descriptions shall be used. The first three of these relate directly to the way that the course section is designed for students. The final modality – multi-access – is distinct from these but relates more to the course operation or delivery.

Online: The course activity is fully online and does not require any in-person attendance to complete.
- Learners do not need to attend in person to complete learning outcomes for the course.
- Learning activities are not tied to learners being in the same physical locations.
- This modality encompasses what was previously called 'distance learning' to reflect modality rather than location of learners (previously many 'DE' learners were actually based on campus)
- Sometimes, equivalently referred to as 'remote learning' (though some use that to describe 'what we did during COVID', emergency remote instruction, as distinct from online learning.)
- Learning activities may be wholly or partly synchronous, asynchronous or a combination of both, where 'synchronous'/'asynchronous' refer to characteristics of learning activities in a particular modality, not tied to the modality itself.[1]

In-Person: The course activity takes place in-person.
- Learners do need to attend [some/all] elements of the course in person to complete learning outcomes for the course.
- Most will be campus-based, but some of the learning activities may take place outside campus facilities e.g. health care provider sites, community locations, field schools, etc.
- Course is defined by a sequence of synchronous, in-person learning activities (often on a regular schedule).
- May incorporate online digital resources, materials, activities that are intended to supplement/ augment (but not substantially replace) the in-person learning activities, usually as asynchronous components, e.g. pre-class videos, online readings, quizzes, etc.
- Courses using these online tools and resources are technology-enhanced, but are fundamentally still in-person courses.
- This modality incorporates pedagogical approaches such as flipped classroom approaches that provide asynchronous content made available prior to scheduled synchronous sessions, using subsequent class time to deepen understanding of concepts and ideas.

Hybrid: The course activity has a mixture of mandatory in-person and online activities as designed by the instructor.
- Learners do need to attend some activities in person to complete learning outcomes for the course, but not all activities take place in person.
- Synonymous with the term blended learning.
- Learning activities are a mixture (a hybrid) of on-campus/in-person learning activities and online activities, such that the online activities contribute to some significant fraction of the total credit value or credit hours, in a pattern/course design that is determined by instructors.
- The online activities may be asynchronous, synchronous or a combination of both.

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[1] Synchronous learning activities are those learning activities that happen at the same time for the instructor and the learners, facilitating real-time interaction between them. Asynchronous learning activities do necessarily happen at the same time for the instructor and the learners, facilitating self-paced learning.

- For the question of 'how much is enough to designate something as hybrid?' would suggest 'normally 20% or more of class sessions/credit hours' (sensitive to context, rather than a fixed rule)
- There are many and varied hybrid designs ranging from end-points of an effectively online course with in-person exams to an effectively in-person course with one class of 3 per week offered online (asynchronous or synchronous). Hybrid covers a lot of ground and 'Section comments' in the SIS could be used to amplify additional essential details of the course design and expectations to students ahead of registration.

Multi-access learning: The course activity allows students the choice to attend either in person or online, as designed by the instructor.
- Based on how the course is intentionally designed, learners may choose (or their locations may dictate) whether they attend in person or online to complete learning outcomes for the course.
- One example would be a specific combination of in-person learning and online learning options co-existing within the same course (or section), giving students choice as to how they engage with a course, and options to change this mode of engagement throughout the course.
- Another example would be the distributed cohort programs (e.g. the undergraduate medical program), where cohorts join either in person or online, dependent on their location.