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# A Guide to Curriculum Submissions for UBC Vancouver

*Compiled and maintained by Senate and Curriculum Services with oversight from the UBC Vancouver Senate Curriculum Committee*

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# Table of Contents

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<b>1. Overview</b>	<b>5</b>
<b>2. Types of Proposals</b>	<b>6</b>
New Programs	6
Category 1	6
Category 2	6
<b>3. New Degree Programs</b>	<b>7</b>
University-level Approval	7
Faculty-level Approval	8
Approval of the Office of the Provost and Vice-President Academic	8
Senate Approval Process	9
Senate Curriculum Committee and Subcommittees	10
Senate Admissions Committee Approval	13
Senate Academic Policy Committee Approval	14
Senate Approval	14
Board of Governors Approval	14
Ministry of Advanced Education Approval	15
New Program Proposal Submission	15
Timing of the Submission	15
Where to Submit Proposals	15
<b>4. Curriculum Renewal</b>	<b>17</b>
<b>5. New Non-Degree Programs</b>	<b>18</b>
Certificate Programs	18
Diploma Programs	19
<b>6. Category 1 Proposals</b>	<b>20</b>
New Courses	20
Guidelines for New Courses	23
Course Descriptions	23
Course Numbering	23



Credit Value Determination .....	24
Cross-listed Courses, Equivalencies and Credit Exclusion Statements .....	25
Vectors.....	25
Subject Code Assignment/Creation .....	26
Prerequisites and Corequisites .....	26
Versions .....	27
Piloting Courses .....	27
Special Topics/Directed Studies Courses .....	27
How to Submit a Category 1 Proposal .....	28
<b>7. Category 2 Proposals .....</b>	<b>31</b>
Category 2 Proposal Requirements.....	31
How to Submit a Category 2 Proposal .....	32
<b>8. Program Nomenclature .....</b>	<b>35</b>
Specializations .....	35
Joint Degrees, Dual Degrees, and Programs offered in Partnership with other Institutions .....	35
<b>9. Reorganization of Academic Units.....</b>	<b>38</b>
<b>10. Course Schedule .....</b>	<b>39</b>
Course Comments .....	39
Section Published Notes.....	39
<b>11. Changes to the UBC Parchment.....</b>	<b>40</b>
Parchment Format .....	40
Proposal.....	40
Submitting a Change to Degree and Diploma Parchments .....	41
<b>12. Academic Calendar .....</b>	<b>43</b>
Appendix A: Guidelines for New Program Development and Approval Process.....	44
Appendix B: New Program Approval – Faculty Approval Checklist .....	47
Appendix C: New Degree Program Approval – Senate, Board and Ministry .....	48
Appendix D: Sample Executive Summary for a New Degree Program Proposal .....	49
Appendix E: Examples of UBC Curriculum Proposal Form .....	50
Appendix F: UBC Curriculum Consultation Request.....	53
Appendix G: Guide to Writing Course Descriptions .....	55



Appendix H:	Course Syllabus Template and Example .....	59
Appendix I:	Senate Curriculum Committee Sub-Committees .....	65
Appendix J:	Example of a change to a UBC Parchment.....	66
Appendix K:	Academic Integrity .....	69
Appendix L:	Workday Definitions.....	69

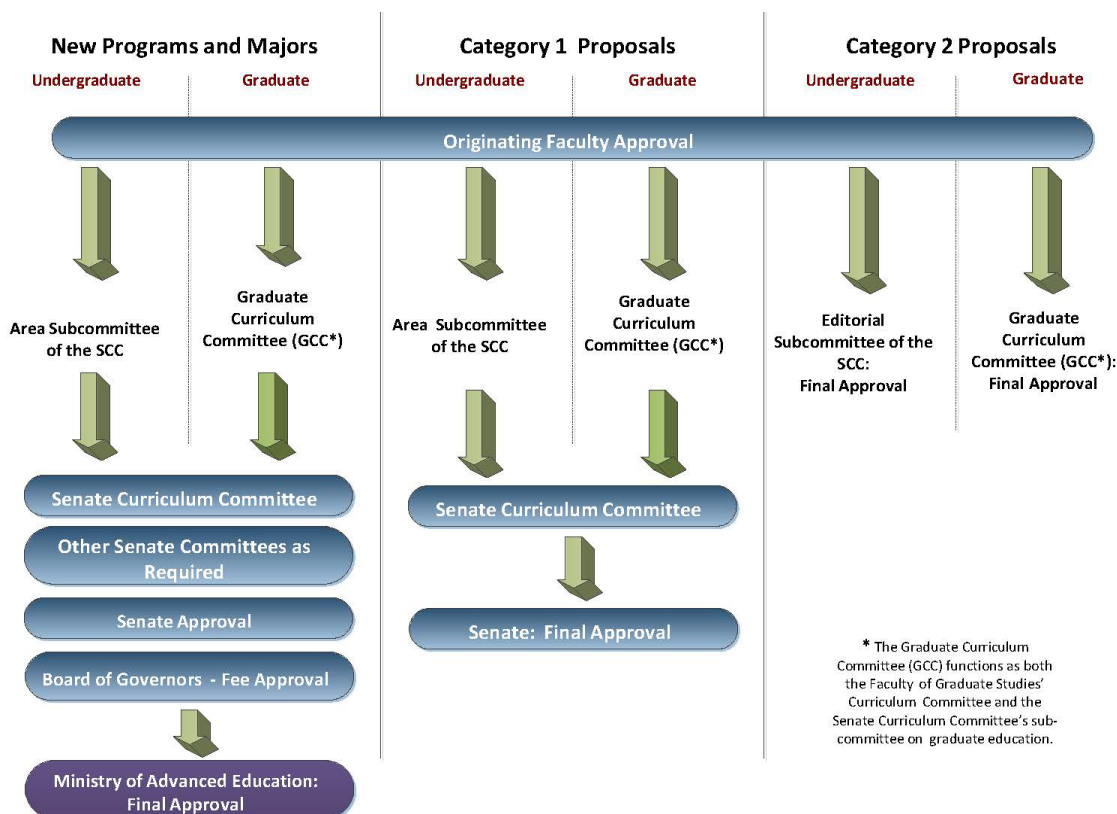


## Overview

This guide is designed to assist Faculty Curriculum Chairs and others involved in curriculum development. It outlines the steps necessary for the approval of new and changed curriculum at UBC Vancouver.<sup>1</sup> It is maintained by the Vancouver Senate Curriculum Committee and Senate and Curriculum Services.

All proposed changes to curricula must be proposed by a Faculty or a unit housed within a Faculty, and must be approved by the Vancouver Senate before being implemented. Curriculum changes requiring Senate approval include new programs, new courses, changes to existing programs and/or courses, the closing of courses and the discontinuation of programs. New degree programs, majors, specializations, and some new minors, require approval of the Ministry of Advanced Education, in addition to Senate and Faculty approval.

This guide outlines the steps that must be taken in order to obtain Senate approval for various types of curriculum changes. Additional steps, such as a budgetary approval process, may also be required, but fall outside of Senate purview and so are not addressed in detail in this guide. The curriculum approval process following Faculty approval is depicted below:



<sup>1</sup> This guide also applies to UBC Vancouver programs distributed throughout the province. For guidance regarding curriculum proposals at UBC Okanagan, please see the [UBC Okanagan Curriculum Guidelines](#).



# 1. Types of Proposals

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There are three primary types of curriculum proposals: **New Programs**, **Category 1** proposals, and **Category 2** proposals. For assistance in classifying specific proposals, please consult with your Faculty Curriculum Chair or with Senate and Curriculum Services at [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca).

## New Programs

Proposals requiring Ministry of Advanced Education approval include new undergraduate programs and majors, new graduate programs, new degree credentials, and significant revisions of programs that warrant credential renaming.

Proposals to establish new non-degree programs (i.e. Certificates and Diplomas) typically do not require Ministry approval, but must be approved by Senate.

When proposing a new program, consider UBC's Indigenous Strategic Plan. How could the ISP be linked to the proposal and integrated into the curriculum? 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 [Section 3: New Degree Programs](#) and [Section 5: New Non-Degree Programs](#).

## Category 1

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

For more information on Category 1 changes, see [Section 6: Category 1 Proposals](#).

## Category 2

Category 2 proposals include less substantial changes to existing courses and programs, and the closure of courses.<sup>2</sup>

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<sup>2</sup> Where a proposal to close a course has an impact on other Faculties, it may be elevated to a Category 1 proposal.



**NOTE:** Changes submitted as Category 2 changes may be reclassified as Category 1 changes at the discretion of the Senate Curriculum Committee or the sub-committee charged with review of the proposal.

For more information on Category 2 changes, see [Section 7: Category 2 Proposals](#).

## 2. New Degree Programs

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The **New Degree Programs** category includes all curriculum proposals requiring the approval of the Ministry of Advanced Education. The complete new program development and approval process is outlined in [Appendix A: Guidelines for New Program Development and Approval Process](#).

The Ministry of Advanced Education determines whether a new or changed curriculum offering requires Ministry approval. The Office of the Provost and Vice-President Academic can provide advice as to whether a particular proposal is likely to require Ministry approval.

Curriculum changes that may require Ministry of Advanced Education approval include:

- New graduate or undergraduate degree programs;
- New credentials or significant revisions of programs warranting credential renaming;
- New majors or fields of specialization;
- New minors; or,
- Revision of the major objectives of a program resulting in significant program changes.

### University-Level Approval

University-level approval includes:

- Approval of the Faculty that will house the program;
- Approval of the [Office of the Provost and Vice-President Academic](#);<sup>3</sup>
- Senate Approval Process:

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<sup>3</sup> Formal approval of the Office of the Provost is required for all new programs. The Office of the Provost should be advised of all new program proposals early in the development process.



- Approval of the appropriate Vancouver Senate Curriculum Committee subcommittee;
- Approval of the Vancouver Senate Curriculum and Admissions Committees (and in some cases the Academic Policy Committee);
- Approval of the Vancouver Senate; and
- Approval of the Board of Governors.

## Faculty-Level Approval

Faculties are responsible for establishing their own processes for developing, reviewing and approving new program proposals. The Vancouver Senate will accept proposals approved through any process developed by the proposing Faculty provided they are not inconsistent with Senate or University policy, or these guidelines. Guidance on best practices in Faculty approval is provided in [Appendix B: New Program Approval – Faculty Approval Checklist](#).

The proposing Faculty for graduate-level programs and courses will typically be the Faculty of Graduate and Postdoctoral Studies. Graduate programs that are to be administered by disciplinary faculties, however, are proposed by the administering Faculty. Administration of a graduate program by a disciplinary faculty must be approved by the Office of the Provost and Vice-President Academic, and by the Senate Academic Policy Committee.

While the financial and budgetary implications of new programs fall outside of the jurisdiction of Senate, they are an important part of developing any new program. Proponents of new programs must consider whether the proposing Faculty is capable of offering the program with existing resources, or whether it will require additional resources from the University in order to do so. A [Budgetary Impact of Curriculum Proposals form](#), signed by the Dean of the proposing Faculty and by the Provost, must be submitted along with the new program proposal indicating whether the Faculty has sufficient resources to offer the program as proposed.

[UBC Board of Governors Policy #71](#) 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. Proponents are advised to contact the [Office of the Vice-President Students](#) regarding the student tuition consultation.

## Approval of the Office of the Provost and Vice-President Academic

The approval of the [Office of the Provost and Vice-President Academic](#) is required for all new programs. The approval of the Provost is indicated by the Provost's signature on the [Budgetary Impact of Curriculum Proposals form](#). Additional elements of a new program may





also require the approval from the Office of the Provost, such as where a proposed graduate program will be administered outside of the Faculty of Graduate and Postdoctoral Studies.

## Senate Approval Process

Following Faculty approval, new programs must be submitted for Senate approval. The documents typically required for Senate review are:

1. New program executive summary and proposal document;
2. Program calendar statement set out in [Change to course or program form](#);
3. [Curriculum consultation forms](#) for program;
4. Student curriculum consultation;<sup>4</sup>
5. [Library consultation form](#) for program;
6. [Budgetary Impact of Curriculum Proposals form](#) for program; and
7. Complete proposals for all new courses associated with the new program, including [Change to course or program forms](#), syllabi, [curriculum and library consultations](#), and [budgetary impact of curriculum proposal form](#).

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 Senate and Curriculum Services.<sup>5</sup> Following the submission of a new program proposal, Senate and Curriculum Services will review the proposal for completeness and for compliance with Senate policies and regulations and ensure that the documents required for each stage of review are provided to the appropriate body.

Further information about the documentation required and the purpose of each stage of review is provided beneath the table.

Senate Committee	Materials Reviewed
1. Senate Curriculum Committee Area Subcommittee (on behalf of the Senate Curriculum Committee)	<ul style="list-style-type: none"><li>• Executive summary and proposal document;</li><li>• Program calendar statement;</li><li>• Associated new course proposals, including calendar entry, syllabus, curriculum and library consultations and budgetary impact form;</li></ul>

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<sup>4</sup> Student curriculum consultation is distinct from student tuition consultation. The student curriculum consultation is intended to provide current and/or prospective students input into the curriculum of a new program. The student tuition consultation is intended to provide student input into new program tuition. See [Board of Governors Policy #71](#).

<sup>5</sup> Email [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca) for more information



	<ul style="list-style-type: none"><li>• Program curriculum consultations;</li><li>• Student curriculum consultation</li><li>• Library consultation; and</li><li>• Budgetary impact of curriculum proposal form.</li></ul>
2. Senate Curriculum Committee	<ul style="list-style-type: none"><li>• Executive summary and proposal document;</li><li>• Program calendar statement; and</li><li>• Calendar entries for associated new courses.</li></ul>
3. Senate Admissions Committee	<ul style="list-style-type: none"><li>• Admissions portion of program calendar statement.</li></ul>
4. Academic Policy Committee	<ul style="list-style-type: none"><li>• Variable.</li></ul>
5. Senate	<ul style="list-style-type: none"><li>• Executive summary and proposal document;</li><li>• Program calendar statement; and</li><li>• Calendar entries for associated new courses.</li></ul>

## Senate Curriculum Committee and Subcommittees

Senate Curriculum Committee review is conducted in two stages. Proposals are first reviewed by a subcommittee of the Curriculum Committee, and then by the entire Curriculum Committee.

The following documents are required for consideration of new program proposals by the Vancouver Senate Curriculum Committee and its subcommittees:

- **Executive Summary**: a one-page document intended to mirror the Executive Summary required by the Ministry of Advanced Education. At minimum, the Executive Summary should include:
  - The name of the program and the credential awarded;
  - Required number of program credits;
  - Expected time of completion;
  - Any available concentrations within the program;
  - Delivery methods;
  - Targeted students;
  - Learning outcomes; and
  - Employment prospects of graduates.



An example of an Executive Summary can be found in [Appendix D: Sample Executive Summary for a New Degree Program Proposal](#).

- **Proposal Document:** Proponents must include a proposal document briefly addressing the following subjects:
  - Objectives of the new program;
  - Anticipated contribution to UBC's and/or the offering unit's mandate and strategic plan where possible, with specific links to the Indigenous Strategic Plan Goal 4, Action 16;
  - Linkages between the learning outcomes and curriculum design, and a description of any work placement or similar requirements;
  - Overview of support or recognition from other post-secondary institutions and/or relevant professional or regulatory bodies;
  - List of new and/or existing courses that will constitute the new program;
  - Anticipated student demand and enrolments;
  - Details of similar programs at UBC or other institutions and an explanation of how the new program fits within this context;
  - The governance structure of programs spanning faculties or units, including roles and responsibilities relating to future curriculum changes; and
  - Resources required by the new program, including:
    - a. Budget (including proposed tuition fee);
    - b. Space resources (special learning/instructional formats that require special learning spaces and/or technology); and
    - c. Library resources.

Proponents may include additional information as may be required to fully explain the proposal.

- **The program Calendar statement:** this must be presented on the ["Change to Course or Program"](#) form outlining program requirements, including:
  - An introduction to the program;
  - Degree requirements, including the number of credits required and a list of all required courses, listed by year of study, if applicable;
  - Academic advising information;
  - Admission requirements, listed either as stand-alone requirements, or by referring to the undergraduate or graduate admissions requirements and amending as required;



- Any academic regulations unique to the program;<sup>6</sup> and
- Program contact information.

Wherever possible, Calendar entries should be structured similarly to the entries for related programs offered by the same Faculty. Where degree or admissions requirements, academic regulations, or other content is intended to mirror that of other programs, identical language should be used.

Where the content suggested above is addressed elsewhere in the Calendar in a way that clearly applies to the new program, it does not need to be reproduced.

- **Proposals for any New Courses Associated with the Program**, or existing courses being revised for use in the new program, and the documentation typically required for such proposals (see [Section 6: Category 1 Proposals](#) and [Section 7: Category 2 Proposals](#)).
- **Student Curriculum Consultation**: Consultation with students regarding the curricular content of new and substantially revised programs is required in most cases. The appropriate form of student consultation will vary depending on the nature of the changes proposed; the degree to which existing students will be affected by the changes; and the existence of identifiable groups of students positioned to comment on the proposed changes. Student consultation may include one or more of the following: formal consultation with student leadership bodies; surveys; focus groups; or ‘town hall’ meetings. Where other forms of student consultation are inappropriate or impractical, consideration by approval bodies with student representation may suffice.

The nature and outcome of student consultation, including any response from the proponents to feedback received from students, should be clearly identified in the curriculum proposal.

Student curriculum consultation is distinct from student tuition consultation. The student tuition consultation is governed by [Board of Governors Policy #71](#).

- **Curriculum Consultation form(s)** detailing consultation with units affected by or potentially having an interest in the proposed change. The onus is on the Department or Faculty proposing a new program to identify those units that should be consulted:
  - All consultation must be documented in a consultation request form;

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<sup>6</sup> Graduate programs administered by a Faculty other than the Faculty of Graduate and Postdoctoral Studies must indicate the policies and regulations to which students enrolled in the program will be bound. These can be set out directly in the Calendar entry, or may be incorporated from other sections of the Calendar (such as the [Graduate and Postdoctoral Studies section](#)) by providing a link to that section of the Calendar.



- Recommendations provided in consultation request forms must be acted upon, or the proponent must indicate its rationale for choosing not to act upon the recommendation; and
  - Proposals relating to courses or programs with substantial content relating to the Indigenous peoples of Canada require consultation with the [First Nations House of Learning](#).
- **[Library Consultation form](#)** signed by the appropriate Librarian Consultant. Where the form indicates that the proposal has no impact on the Library, or has an impact on the Library and can be supported, no further action is required. Where the form indicates that the proposal has an impact on the Library and cannot be supported, the signature of the University Librarian must be included on the Budgetary Impact of Curriculum Proposals form to indicate that all library resource issues have been resolved. The Librarian Consultants list is maintained on the UBC Library website: <http://directory.library.ubc.ca/librarianconsultants>.
- **[Budgetary Impact of Curriculum Proposals form](#)** signed by the Department Head and the Dean of the proposing Faculty as well as the Provost and Vice-President Academic.
- **[Sustainability Consultation](#)**: Developers of all new courses that contain sustainability-related content are encouraged to consult with the UBC Sustainability Initiative's (USI) [Teaching, Learning & Student Engagement](#) group. This consultation is intended to ensure proper listing of the new course in UBC's [online database](#) of sustainability courses and to offer support in helping enhance the course's sustainability goals, in terms of content, pedagogy, and cross-faculty collaboration. Specific attention should be paid to [UBC's sustainability education framework](#) to identify opportunities to include course learning outcomes that support UBC's student sustainability attributes:
  - Holistic Systems Thinking,
  - Sustainability Knowledge,
  - Awareness and Integration; and
  - Acting for Positive Change.

**NOTE:** All forms (Consultation, Library, Budget) should be completed and signed, and any potential issues resolved, prior to submission. The Senate Curriculum Committee will not consider incomplete proposals.

## Senate Admissions Committee Approval

The admission requirements of a new degree program may require the approval of the Vancouver Senate Admissions Committee before the new program can be submitted to



Senate. Senate and Curriculum Services can advise as to whether this approval is necessary. Admissions requirements must be included as part of the program Calendar statement.

For undergraduate degree programs with new admissions requirements, please consult with the Undergraduate Admissions Office before the proposal is to be considered by the Admissions Committee.

The admission requirements of graduate programs must meet University minimum graduate admission standards as set out in the [Academic Calendar](#).

Proponents of new program proposals may engage in the Senate Curriculum Committee and Senate Admissions Committee review processes in parallel. Senate and Curriculum Services can assist in coordinating the approval processes. It is recommended that proponents of new programs attend the Senate Curriculum and Admissions Committees meetings at which their proposal will be considered.

### **Senate Academic Policy Committee Approval**

New degree programs and program revisions 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 in addition to Senate Curriculum Committee approval.

Proposals to administer new graduate-level programs outside of the Faculty of Graduate and Postdoctoral Studies requires approval of both the Office of the Provost and Vice-President Academic, and the Senate Academic Policy Committee.

### **Senate Approval**

If a new program is approved by the Vancouver Senate Curriculum and Admissions Committees (and Academic Policy Committee, if necessary), it is presented as a joint report from the Committees to Senate for Senate approval. Proponents of new programs are encouraged to attend the Vancouver Senate meeting at which their program will be presented.

### **Board of Governors Approval**

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

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



To prepare fee or tuition proposals, units must contact the Office of the Vice-President, Students early in the approval process to ensure the student tuition consultation is completed in time to avoid delays in the Board of Governors approval process.

## Ministry of Advanced Education Approval

Following the approval of the Board of Governors, New Program proposals must be reviewed and approved by the Ministry of Advanced Education before they can be offered by the University.

In order to seek Ministry of Advanced Education Approval, proponents must complete a Stage 1 Review for New Degree Proposals form, which can be obtained from the Office of the Provost and Vice-President, Academic.

The Office of the Provost and Vice-President Academic will submit the proposal to the Ministry, including the Stage 1 Review form and the documentation used in the university approval process. Further information about Ministry approval is available at:

<http://vpacademic.ubc.ca/program-approval-process/new-degree-program-proposals/> .

**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

### Timing of the Submission

It is recommended that new program proposals be submitted at least 14 to 16 months prior to the desired first cohort start date. New program proposals may be submitted at any time in advance of this recommended timeframe.

While Ministry approval times vary, and cannot be guaranteed, submission of the proposal 14 to 16 months in advance of the first cohort start date should allow sufficient time for the University and Ministry approval process, permit the inclusion of the program in promotional materials, and allow for effective student recruitment.

### Where to Submit Proposals

Following Faculty approval, new program proposals may be submitted to the Vancouver Senate Curriculum Committee. The Chair of a Faculty Curriculum Committee (or equivalent)



submits the proposal after Faculty-level approval has been granted, all required forms have been completed, and the necessary signatures have been obtained. The date of Faculty approval must be documented in the submission. Incomplete submissions will not be accepted and will not be considered for approval.

New program proposals are to be submitted in electronic format only:

- Proposals for new **undergraduate programs** should be emailed to [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca)
- Proposals for new **graduate programs** should be emailed to [graduate.curriculum@ubc.ca](mailto:graduate.curriculum@ubc.ca)

The entire submission consists of:

- Executive Summary (Word file);
- Proposal Document (Word file);
- Program Calendar Entry in 2-Column “Change to Course or Program form” (Word file);
- Complete proposals for all new courses proposed for the program (See [Section 6: Category 1 Proposals](#));
- Departmental Curriculum Consultations for program and all new courses (Word or PDF file);
- Library Consultation form for program and all new courses (Word or PDF file); and,
- Budgetary Impact of Curriculum Proposals form for program and all new courses (Word or PDF file).





## 3. Curriculum Renewal

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Significant curriculum renewal projects, such as changes to the degree requirements for each year of a program or rearrangement of a substantial portion of a program's degree requirements among year levels, can be as extensive as new program proposals and can require Ministry approval.

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 and Vice-President Academic for advice about Ministry approval requirements.

The Academic Calendar policy on [Program Requirements](#) must be taken into account 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.”*

Accordingly, when implementing a new version of a program, proponents must phase out the previous version of a 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 fall behind the expected pace for completing program requirements as stated in the Calendar year in which they first enrolled, or who fall out of synch with the cohort with which they were admitted.



## 4. New Non-Degree Programs

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New non-degree programs such as certificate and diploma programs require Senate approval, and may require the approval of the Ministry of Advanced Education. Proponents should contact the Office of the Provost and Vice-President Academic for information regarding Ministry approval.

Please contact Senate and Curriculum Services for advice on the format and requirements of a proposal.

### Certificate Programs

**NOTE:** *The policy and process for design and approval of Certificate programs is currently under review. Please contact Senate and Curriculum Services prior to developing a proposal to create a new Certificate program.*

Certificate programs typically consist of one half year to one full year of study. Final approval of Certificate programs is granted by the Senate Curriculum Committee. Proposals approved by the Senate Curriculum Committee are forwarded to Senate for information only.

In addition to the new course and calendar entries, consultation forms, and budgetary impact form required for all new program proposals, proposals for new certificate programs must include a “Summary Report to the Senate Curriculum Committee” listing the following information:

- Proposed Name of Certificate Program;
- Date of Submission;
- Sponsoring Faculty/Department/School;
- Contact Person (name / title / telephone / email);
- Supporting UBC Partners or External Partners;
- Program Description (maximum 250 words);
- Rationale for the Program (maximum 250 words);
- Proposed Length/Duration (indicate hours, credits, months, etc.);
- Proposed Curriculum Topics (list by brief descriptive titles only);
- Target Learners;
- Student Admission Criteria;
- Student Assessment/Grading Methods;
- Program Delivery Format;



- Marketing/Promotion Strategy;
- Assessment of Impact on Departmental and University Resources;
- Assessment of Financial Viability;
- Current Program Advisory Committee Members (list names and affiliations); and
- Deans/Department Heads Expected to Approve Proposal.

## Diploma Programs

**NOTE:** *The policy and process for design and approval of Diploma programs is currently under review. Please contact Senate and Curriculum Services prior to developing a proposal to create a new Diploma program.*

A diploma program will normally be equivalent to approximately 30 credits of upper division courses.

Diploma programs require the approval of the Senate Curriculum Committee and Senate.

Proposals to establish Diploma Programs should comply with the Senate requirements for new program proposals as outlined above.



## 5. Category 1 Proposals

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Category 1 proposals include new courses or substantial changes to existing courses or programs. Category 1 proposals must be initiated by a Faculty or a unit within a Faculty acting under delegated authority of a Faculty. These proposals require the approval of the Faculty, Senate Curriculum Committee Area Subcommittee, Senate Curriculum Committee and Senate, but typically do not require the approval of the Ministry of Advanced Education.

The following are examples of Category 1 proposals:

- New courses;
- Changes to existing courses or programs that affect Faculties outside of the proposing Faculty;
- Changes to existing courses or programs that engender budgetary implications beyond the available resources of the proposing Faculty;
- Reopening a closed course;
- Creation of a new subject code;
- Deletion, dissolution or suspension of a program;
- Closure of courses impacting Faculties other than the proposing Faculty;
- Program changes that result in deviations from the standard academic year;<sup>7</sup>
- Program name changes; or,
- Any case that, upon review, is considered to be Category 1 in the opinion of the Senate Curriculum Committee or the sub-committee charged with review of the proposal.

A detailed description of the requirements of new course proposals can be found below. For other Category 1 proposals, the necessary materials will depend on the nature of the proposal. Please contact Senate & Curriculum Services at [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca) for advice as to what will be required in specific cases.

### New Courses

Proposals to create new courses must be submitted and approved as Category 1 proposals.

A complete proposal for a new course requires:

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<sup>7</sup> Changes to courses or programs that result in deviations from the standard academic year, such as where a winter term course will begin prior to the beginning of the winter session, should be represented in the Calendar, and must be approved by the full Senate. Library consultation, curriculum consultation, and budgetary approval forms may not be required. Please contact Senate & Curriculum Services for advice regarding the requirements for specific proposals.



- A 2-column **Change to Course or Program form** proposing the addition of the course to the UBC Calendar. The form must include the following information:
  - Subject code and course number;
  - Credit value;
  - Course title;
  - Course description (if any);
  - Vectors (if vectors are used by the Faculty);
  - Any prerequisites, corequisites and/or equivalents;
  - Whether the course is eligible to be taken on a Credit/D/Fail basis;<sup>8</sup>
  - A notation in the course description if the course is marked on a pass/fail basis;
  - A rationale providing a brief explanation supporting the change, usually describing the academic need for the course;
  - The date of Faculty approval; and,
  - Contact information for the proponent.
- **A course syllabus**<sup>9</sup> that outlines the following:
  - A description of the course structure (lecture, lab, tutorial, number of hours per week, method of presentation of course material, etc.);
  - A description of the operation of the course (e.g., number of instructors, evaluation methods and frequency of examinations, etc.);
  - Prerequisites and/or corequisites;
  - A clear statement of learning objectives/learning outcomes;<sup>10</sup>
  - Course requirements (e.g., assignments, exams, field work);
  - Evaluation criteria and grading, including an explicit statement of assessment strategies linked to learning outcomes with a mark breakdown;
  - A detailed course schedule, texts and bibliography;

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<sup>8</sup> Credit/D/Fail grading is intended to encourage students to explore courses outside of their home discipline. For more information, please see the Vancouver Senate [Policy on Credit/D/Fail Standing](#).

<sup>9</sup> The content of syllabi is governed by Vancouver Senate policy [V-130: Content and Distribution of Course Syllabi](#). For an example of a properly formatted and comprised syllabus and a suggested template, please see [Appendix H: Course Syllabus Template and Example](#). Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology: [www.cltl.ubc.ca](http://www.cltl.ubc.ca).

<sup>10</sup> Resources related to the development of assessable learning outcomes can be [accessed online](#).



- A description of the grading system - numeric (percentage) or pass/fail (P/F); and,
  - A section on Academic Integrity<sup>11</sup> is strongly recommended for all UBC course syllabi. Faculties can devise their own statements on Academic Integrity, or copy the language included in [Appendix K](#).
- **[Curriculum Consultation form\(s\)](#)** detailing consultation with units affected by or potentially having an interest in the proposed change. The onus is on the Department or Faculty proposing a new course to identify those units that should be consulted:
  - All consultations must be documented in a consultation request form;
  - Recommendations provided in consultation request forms must be acted upon, or the proponent must provide an explanation for choosing not to act on the recommendations; and
  - Proposals relating to courses or programs with substantial content relating to the Indigenous peoples of Canada require consultation with the [First Nations House of Learning](#).
- **[A Library Consultation form](#)** must be signed by the appropriate Librarian Consultant. Where the form indicates that the proposal has no impact on the Library, or has an impact on the Library and can be supported, no further signatures are required. Where the form indicates that the proposal has an impact on the Library and cannot be supported, the signature of the University Librarian must be included on the Budgetary Impact of Curriculum Proposals form. The Librarian Consultants list is maintained on the UBC Library website: <http://directory.library.ubc.ca/librarianconsultants>.
- **[Budgetary Impact of Curriculum Proposals form](#)** signed by the Department Head and the Dean of the proposing Faculty. The signature of the Provost will also be required where the form indicates that “Additional budget IS required to implement this curriculum change.”
- **[Sustainability Consultation](#)**: Developers of new and revised courses that contain sustainability-related content are encouraged to consult with the University Sustainability Initiative’s (USI) Teaching, Learning and Research unit ([usi.tlr@ubc.ca](mailto:usi.tlr@ubc.ca)). This consultation is intended to ensure proper listing in the USI’s curriculum database and to offer support in helping enhance the program’s sustainability goals, in terms of content, pedagogy, and cross-faculty collaboration. To help guide academic units to develop sustainability curriculum, UBC has described four Student Sustainability Attributes:
  - Holistic Systems Thinking,

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<sup>11</sup> See [Appendix K](#).



- Sustainability Knowledge,
- Awareness and Integration, and
- Acting for Positive Change.

For a full description of the Student Sustainability Attributes, visit <https://sustain.ubc.ca/courses-teaching/sustainability-learning-pathway/sustainability-attributes>

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

## Guidelines for New Courses

### Course Descriptions

Course descriptions convey the general topic of a course. The description should provide 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). In offering any course, units are bound by the content as described in the course title and description.

If the subject matter of a course is adequately described by its title, a course description may not be necessary. Course descriptions are often not included for graduate-level courses.

Course descriptions should be as brief as possible, and **should not exceed 40 words**. Full sentences are not required.

Introductory phrases such as “This course...,” “Students will learn...,” “An examination of...,” etc. are unnecessary and not permitted. The use of “examples include” in course descriptions is discouraged, except when necessary for clarity.

For more information see [Appendix G: Guide to Writing Course Descriptions](#).

If the subject matter of an existing course has evolved so that it is consistently no longer accurately represented by the course’s current description and/or title, a proposal to revise the course title and/or description should be submitted.

### 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. For example, 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.

## Credit Value Determination

Course listings published in the Academic Calendar display the credit value of a course in parentheses following the course number (i.e. CRSE 100 **(3)**). In general, one credit represents one hour of instruction or two to three hours of laboratory time per week throughout one Winter Session term (September to December or January to April). During Summer Session terms (May-June; July-August), one credit represents approximately two hours of instruction or four to six hours of laboratory time per week.

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

The assignment of a credit value should also take into consideration the total expected workload for students enrolled in the course. Although workload is not currently defined by UBC, a typical undergraduate student takes 15 course credits in each of Winter terms 1 and 2. The total workload for a 3 credit course should therefore approximate to one day per week of the student's time (8-9 hours per week). Thus all required components of a 3 credit course should be reasonably achieved within this time frame and other credit values should be apportioned accordingly.

Credit value may be expressed as either a fixed value (CRSE 100 **(3)**), or a variable value (CRSE 100 **(3-6)** or CRSE 100 **(3/6)**).

Variable credit value listed in the format "(3-6)" indicates that the course may be taken for any number of credits from 3 to 6 inclusive (i.e. 3, 4, 5, or 6 credits). The format "(3/6)" indicates that the course will be offered for *either* 3 credits *or* 6 credits.

Where the parentheses are followed immediately by "c," (i.e. CRSE 100 **(3-6) c**) the credit value of the course will be determined by the student in consultation with the department (often used for directed studies courses). Where the parentheses are followed immediately by "d" (i.e. CRSE 100 **(3-6) d**) the credit value of the course in any particular session will be determined by the department (often used for special topics courses). In all cases, the maximum credit value listed is that which may be obtained by a student during the complete program of study, not in a single year, or a single offering of a course.





A credit value of zero (0) credits is applied to courses that relate to theses and dissertations, practica, and exchange terms. The use of the zero (0) credit option is not permitted in other instances.

## Cross-listed Courses, Equivalencies and Credit Exclusion Statements

Courses that are sufficiently similar to one another that students should not be granted credit for both, should be clearly identified as such in the Calendar in one of the two ways detailed below:

- A **cross-listed course** is a single course offered under multiple course codes. Cross-listed courses should be listed as equivalents in the academic calendar, by including the notation *“Equivalency: CRSE 100”* at the end of the course description.

Where a new course is created with the intention that it be cross-listed with an existing course, a Category 1 proposal is required to create the new course. Both the new and existing course must include the equivalency notation. A Category 2 proposal is required to add an equivalency notation to an existing course.

Where graduate and undergraduate courses are cross-listed, it is expected that graduate students will satisfy more rigorous course requirements than undergraduate students.

- **Courses that are not equivalents, but which have content that overlaps** to the extent that a student should not receive credit for both courses, should be identified with a credit exclusion statement in the following form: *“Credit will be granted for only one of CRSE 100 or CRSE 101.”*

## Vectors

Some Faculties describe the distribution of their contact hours across learning activities through the use of vectors. The number of hours assigned each week to lectures or another primary activity (first digit), and to laboratories or secondary activity (second digit) are shown in square brackets at the end of a course description. Where a third digit appears it refers to periods where discussions, tutorials, or assigned problems are done. An asterisk (\*) indicates that the activity takes place in 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); where only one set is given it applies to either term.

For example:

- [3-0-1] would mean the course has 3 hours of lectures, no laboratories, and a 1 hour tutorial each week.
- [3-0-1\*] would mean the course has 3 hours of lectures each week, no laboratories, and a 1 hour tutorial in each two-week period.



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

Typically, there is a 1:1 ratio between the primary activity and the credit value, a 2:1 or 3:1 ratio between the secondary activity and the credit value, and a credit value is seldom assigned to the tertiary activity. In the example provided above ([3-0-1]), the course would likely have a credit value of 3.

## Subject Code Assignment/Creation

Subject codes denote the subject area of a course. Subject codes should be a reasonable abbreviation of the subject of instruction.

In addition to courses, UBC also assigns subject codes to:

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

The creation of a new subject code is considered a Category 1 change. An academic rationale supporting the choice of the 2-, 3-, or 4-letter code must be included.

Neither a Library Consultation form nor a Budgetary Impact of Curriculum Change form is required.

Consultation with Senate & Curriculum Services ([ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca)) at an early stage is required. Senate & Curriculum Services can advise if the subject code has previously been used on the Vancouver Campus or is currently in use on the Okanagan Campus.

## Prerequisites and Corequisites

Prerequisites and corequisites should be noted in the course description. A prerequisite is a course that the student must complete **prior to** registering for the selected course. A corequisite is a course that the student must complete **prior to** or take **concurrently with** the selected course.

All prerequisites and corequisites may be satisfied by courses equivalent to those listed, and may be waived for individual students granted permission by the instructor to register in the course. Language to this effect should not be included in the course description.

Due to technical limitations, only prerequisites and corequisites consisting of specific UBC courses, and some BC High School courses, can be applied automatically by the registration system at the time of registration. Other forms of prerequisites and corequisites must be verified individually by Faculty representatives.



## Versions

Some types of courses such as directed studies, topics, or variable credit courses are scheduled as different versions. Versions (represented by a suffixed letter A-Z after a course number, such as BIOL 448A, BIOL 448B, etc.) are not new courses; rather, they represent different focuses or ways of approaching a course's content. A new version of an existing, Senate-approved course, does not need to be approved by Senate and does not appear in the Calendar.

Versions of the same course must:

- Have identical course descriptions;
- Operate as pre-requisites, co-requisites and equivalencies to other courses in exactly the same way;
- Have identical pre-requisites, co-requisites and equivalencies; and,
- Satisfy degree and program requirements in exactly the same way.

Versions of courses may vary in credit value where the course as approved by Senate has a variable credit value.

## Piloting Courses

Versions of "special topics" courses are often used to 'pilot' potential new courses. This is permitted provided the content of the piloted course falls within the Senate approved course title and description.

Where a unit intends to offer a version of a topics course for the foreseeable future, the unit should submit a Category 1 proposal to create a new course (giving the version its own course number and title). The process for new course approval is as described above.

## Special Topics/ Directed Study Courses

Special topics courses are those in which the instructor and content are expected to vary year-by year. They can be used to offer courses on a one-time basis, or to pilot courses a faculty may wish to make permanent at a later time.

Directed study courses allow students to pursue independent study of a selected topic under the supervision of an instructor.

As the content of special topics and directed study courses will vary from year-to-year, and may not be known at the time of Senate approval, all documents typically required for approval of a new course may not be required in the case of special topics or directed studies courses.

In all cases, a two-column Change to Course or Program form and a Budgetary Impact of Curriculum Change form will be required. For special topics courses, a syllabus and library



consultation should be submitted where topic(s) for the initial offering(s) of the course have been identified. 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.

Proposals to create directed studies courses should include a template agreement to be entered into by students enrolled in the directed studies course, and the instructors that will supervise the course. Syllabi and library consultation forms will typically not be required for directed studies courses.

As with all new courses, unit consultations for special topics and directed studies courses should be completed with any units affected by or potentially having an interest in the proposed course.

## How to Submit a Category 1 Proposal

### Faculty-level Approval

Category 1 proposals must be approved by the proposing Faculty before they are forwarded to the Vancouver Senate Curriculum Committee. Faculties are expected to develop their own procedures for approving curriculum proposals. Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

The proposing Faculty for graduate-level programs and courses will typically be the Faculty of Graduate and Postdoctoral Studies. Changes to graduate programs that are administered by disciplinary faculties, however, (e.g., M.B.A., Pharm.D., M.Eng.) are proposed by the administering Faculty. Graduate programs administered by disciplinary faculties are only those so approved by the Office of the Provost and the Senate Academic Policy Committee.

### 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 2019 Winter session runs from September 2019 until April 2020. The effective year of any change that is to take place during this period is "2019." The effective year should never be listed as "2019/20" or "2020/21".

The effective session for curriculum proposals other than new programs should be a subsequent (not current) session (Winter or Summer). Changes submitted with the current



session 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 Submission

Proposals can be submitted at any time throughout the year, but proponents should be aware of the impact of Senate meeting dates and calendar publication dates in planning the timing of their submission. Proponents are encouraged to submit proposals as early as possible to allow time for revisions recommended during the review and approval process, and to allow for delays arising from elevated committee and subcommittee workloads at certain times of year.

A schedule of Senate meetings is available [online](#).

Category 1 proposals should be submitted a **minimum of eight weeks prior to the Senate meeting and at which the proponent hopes to have their proposal approved**. Proposals must be approved by the proposing Faculty prior to submission for Senate approval.

The Academic Calendar is published twice annually – once in February and once in June. Approved changes to the Academic Calendar will appear in the published version of the Calendar only after the publication date that follows the Senate meeting at which the proposal was approved. See [Section 12: Academic Calendar](#) for more information on the Calendar proofreading and publication process.

## Where to Submit Proposals

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

Faculties are asked to generate a curriculum report that incorporates all Faculty-approved *undergraduate* proposals into one package and all Faculty-approved *graduate* proposals into another package. For ease of consideration, such reports should be divided into two sections, one for each type of proposal (i.e., Category 1 new and changed courses, and Category 1 changed programs) and further divided by internal unit (e.g., school, department).

Category 1 proposals are to be submitted in electronic format only:

- Proposals relating to *undergraduate* courses and programs are to be emailed to [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca)
- Proposals relating to *graduate* courses and programs are to be emailed to [graduate.curriculum@ubc.ca](mailto:graduate.curriculum@ubc.ca)

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

- 2 column [Change to Course or Program form](#) (Word file);



- Course syllabus (Word file);
- [Departmental Curriculum Consultations](#) (Word or PDF file);
- [Library Consultation form](#) (Word or PDF file); and,
- [Budgetary Impact of Curriculum Proposals form](#) (Word or PDF file).

The entire submission for substantially changed programs consists of:

- 2 column [Change to Course or Program form](#) (Word file);
- [Departmental Curriculum Consultations](#) (Word or PDF file);
- [Library Consultation form](#) (Word or PDF file); and,
- [Budgetary Impact of Curriculum Proposals form](#) (Word or PDF file).



## 6. Category 2 Proposals

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Category 2 proposals are less substantive changes to existing courses and programs than those described in [Section 6: Category 1 Proposals](#) above. These include, but are not limited to, the following:

- Changes to a course title or description to clarify or reflect updates in the field;
- Changes to the credit value of a course;
- Changes to pre/co-requisites or vectors (unless the changes narrow or restrict access to students in other Faculties or Departments that may use the course to satisfy program requirements);
- Change from a 6-credit course to two 3-credit courses without a change to course content;

**NOTE:** *Submission of the 6-credit course syllabus and both new 3-credit course syllabi is required in such cases.*

- Changes to subject codes or course numbers (provided that new numbers still reflect the scope and depth of the course); or,
- Creation of a cross-listed course mirroring an existing course within the same Faculty (i.e. assigning a second course code to an existing course).
- Closure of a course.

**NOTE:** *Such proposals may require consultation sufficient to show that the closure does not affect other programs if the course has been in active use as part of other programs.*

- NOTES:**
1. Where any of these changes reflect significant changes in course or program content, the proposal should be submitted as a Category 1 change.
  2. Changes in instructor or delivery method do not require Senate approval unless there is a concurrent change in course content.
  3. Changes submitted as Category 2 changes may be re-classified as Category 1 changes at the discretion of the Senate Curriculum Committee or the Senate Curriculum Committee subcommittees.

### Category 2 Proposal Requirements

Category 2 changes typically do not require departmental or library consultations or budget approval. As such, only the standard 2-column [Change to Course or Program](#) form will



normally be required. Further documentation may be requested at the discretion of the Senate Curriculum Committee or its subcommittees.

## Changes to Course Titles

Changes to course titles are considered Category 2 changes provided the change in title does not reflect a significant change in course content.

## Inactive Courses

Inactive courses are those that have not been offered for four or more years. Each Faculty Curriculum Committee should ensure that inactive courses are closed and removed from the Academic Calendar.

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

References to closed courses that appear elsewhere in the Calendar (i.e. as program requirements or prerequisites to other courses) will not be removed automatically when the course is closed, as these references may continue to serve a purpose even once the course is no longer offered. Units should submit Category 2 proposals to remove references to closed courses at the appropriate time.

## Changes to Programs

Changes to program requirements may be classified as Category 1 or Category 2 changes, depending on the nature and extent of the change.

Where program changes are made for the purpose of incorporating new or renumbered courses into an existing program, the program change proposal should be submitted only once the proposal to create or renumber the relevant courses has been approved.

## How to Submit a Category 2 Proposal

Please ensure that all Calendar changes (additions and deletions) are set out on the standard 2 column [Change to Course or Program](#) form. Examples of how to properly format a Calendar change using this form can be found in [Appendix E: Examples of UBC Curriculum Proposal Form](#). All forms are available [online](#).

## Faculty-level Approval

Category 2 proposals must be approved by the proposing Faculty before they are forwarded to the Vancouver Senate Curriculum Committee. Faculties are expected to develop their





own procedures for approving curriculum proposals. Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

The proposing Faculty for graduate-level programs and courses will typically be the Faculty of Graduate and Postdoctoral Studies. Changes to graduate programs that are administered by disciplinary faculties, however, (e.g., M.B.A., Pharm.D., M.Eng.) are proposed by the administering Faculty. Graduate programs administered by disciplinary faculties are only those so approved by the Office of the Provost and the Senate Academic Policy Committee.

## 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 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 2019 Winter session runs from September 2019 until April 2020. The effective year of any change that is to take place during this period is “2019.” The effective year should never be listed as “2019/20” or “2020/21”.

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

## Timing of Submission

Proposals can be submitted at any time throughout the year, but proponents should be aware of the impact of calendar publication dates in planning the timing of their submission. Proponents are encouraged to submit proposals as early as possible to allow time for revisions recommended during the review and approval process, and to allow for delays arising from elevated subcommittee workloads.

## Where to Submit Proposals

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

Faculties are asked to generate a curriculum report that incorporates all Faculty-approved undergraduate proposals into one package and all Faculty-approved graduate proposals into another package. For ease of consideration, such reports should be divided into two sections, one for each type of proposal (i.e., Category 2 new and changed courses, and



Category 2 changed programs) and further divided by internal unit (e.g., school, department).

Category 2 proposals are to be submitted in electronic format only:

- Proposals relating to undergraduate courses and programs are to be emailed to [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca)
- Proposals relating to graduate courses and programs are to be emailed to [graduate.curriculum@ubc.ca](mailto:graduate.curriculum@ubc.ca)

The entire submission for changed courses consists of:

- 2 column [Change to Course or Program form](#) (Word file); and
- Course syllabus (where required depending on nature of change) (Word file).



## 7. Program Nomenclature

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### Areas of Specialization within Degree Programs

Areas of focus, emphasis or specialization within established degree programs are identified using terms such as specialization, concentration, option, emphasis, area of focus, honours, major and minor. The appropriate term in any given case will depend upon the level of attainment that the term is meant to signify as well as the traditions/practices of the Faculty or department.

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 concentration will appear on the student transcript and/or parchment. Where the concentration 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.

**NOTE:** *The Ministry of Advanced Education typically considers any new specialization referenced on a degree parchment to be a "new degree" requiring Ministry approval.*

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

Generally, academic programs are offered by a single Faculty at a single institution. However, new and creative arrangements involving multiple Faculties or institutions are being proposed with increasing frequency. 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

A joint degree program is a single degree offered jointly by two (or more) Faculties or institutions. A student completing a joint degree program would receive a single parchment upon completion of the program. A proposal to establish a joint degree program must comply with the requirements for a new program proposal. Ministry approval of the new joint program will likely be required, depending on 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.

## Dual Degrees

A dual degree program refers to a program in which a student pursues two degrees concurrently as part of a combined course of study. Upon completion of the program, the student will earn 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 may not be required. However, the dual degree program will require the approval of the Vancouver Senate as a Category 1 curriculum proposal, including all other necessary approvals and forms outlined in [Section 6: Category 1 Proposals](#).

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

Where the dual degree program consists of two degrees offered by different faculties or institutions, each Faculty or institution will continue to offer its own degree. However, any proposed amendments to a participating degree program should be provided to the partner Faculty or institution for consultation in advance of approval. If the other Faculty is not agreeable to the change, it may propose discontinuation of the dual degree program with the consent of the Vancouver Senate.

Proposals for dual degrees internal to UBC should specify:

- Admission requirements and procedures for admission to the dual degree program as distinguished from its component degrees. This should include information on how a student may be admitted directly to the dual program or admitted to the dual degree program while already enrolled in one of the two component degrees, if applicable.
- Advising and program administration information.
- The dual degree program requirements, particularly as they differ from the requirements of the two component degrees when undertaken separately. The 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).



**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 as a dual degree, a joint degree, or through another 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;
- The proposal must be approved by the Vancouver Senate Academic Policy Committee prior to consideration by Senate, as per the [Senate Policy on the Evaluation of Joint Degree Proposals](#); and,
- The terms of affiliation with the other institution must be reviewed by the Office of the University Counsel prior to approval by the Council of Senates and the Board of Governors. The Council of Senates [Policy C-2: Affiliations with Other Institutions of Learning](#) governs UBC affiliations with other institutions.

Except as expressly stated in a program proposal or the affiliation agreement, all UBC policies, regulations, and academic requirements apply to all joint and dual degree programs, and all students enrolled in such programs.



## 8. Renaming and Reorganization of Academic Units

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The renaming of academic units does not fall within the authority of the Senate Curriculum Committee. Rather, such proposals are typically brought forward for Senate approval by the Office of the Provost and Vice President Academic.

Where academic units are being established or otherwise reorganized, the review and approval of the Vancouver Senate Academic Policy Committee is necessary. Please note that such proposals can be quite complicated and proponents are advised to contact the Senate Secretariat as early as possible when contemplating reorganization or establishment of academic units.

Changes to the Academic Calendar necessitated by such changes are made through the Curriculum approval process.

Where a departmental name change or other reorganization does not engender program or course changes, a Category 2 proposal is sufficient. The proposal should lay 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, or where the reorganization necessitates a change in the name of any specialization, a Category 1 submission will be required. See [Section 6: Category 1 Proposals](#). Where a merger or reorganization is associated with a change in the name of a degree program, Ministry approval may be required.



## 9. Course Schedule

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

### Course Comments

Course Comments are restricted to registration-specific information that affects all sections of a course. Please do not use Comments for course descriptions, please use the Section Published Notes instead.

### Section Published Notes

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

#### Section Published Note Example: Registration-specific note

ENGL 112 01A (3) Strategies for University Writing

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

- LPI level 5 or approved LPI exemption required to remain registered in this class. For further details on the LPI requirement [including exemptions and deadlines], please visit <http://www.english.ubc.ca/ugrad/1styear/2.htm>.

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

#### Section Published Note Example: Topics description

#### HIST 402E 101 (3) Problems in International Relations

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

- In 2012W, the topic for HIST 402E, section 101 is The Nuclear Century: Scientists, Atoms, and the World Order since 1900. Science and the military-industrial complex; quantum and relativistic revolutions in physics; nuclear energy and weapons of mass destruction; international tensions, environmental damage, and global perils.



## 10. Changes to the UBC Parchment

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Changes to the UBC Parchment must be approved by the Vancouver Senate following approval by the Senate Curriculum Committee.

### 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 more of these lines on their parchments must submit a proposal to the Vancouver Senate Curriculum Committee requesting the change.

Units must discuss options related to information presented on the UBC Parchment with Enrolment Services. Changes to the manner in which a credential or a field of study is represented on the UBC Parchment are likely to require approval of the Ministry of Advanced Education.

### Proposal

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

### 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 1, 2, 3, and 4.

## **Explanation**

A detailed explanation of the proposed changes to Lines 2, 3, and/or 4, including examples.

# **Submitting a Change to Degree and Diploma Parchments**

## **Faculty-level Approval**

Changes to Degree and Diploma Parchments must be approved by the proposing Faculty before they are forwarded to the Vancouver Senate Curriculum Committee. Faculties are expected to develop their own procedures for approving curriculum proposals, including proposals to change Degree and Diploma Parchments. Proposals without Faculty approval will not be considered by the Senate Curriculum Committee.

The proposing Faculty for graduate-level parchment changes will typically be the Faculty of Graduate and Postdoctoral Studies. However, parchment changes for graduate programs that are administered by disciplinary faculties (e.g., M.B.A., Pharm.D., M.Eng.) are proposed by the administering Faculty. Graduate programs administered by disciplinary faculties are only those so approved by the Office of the Provost and the Senate Academic Policy Committee.

## **Timing of the Submission**

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

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

## **Where to Submit Proposals**

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



Proposals are first reviewed by one of several Curriculum sub-committees before they are reviewed by the Senate Curriculum Committee. A list of current sub-committees is set out in [Appendix I: Senate Curriculum Committee Sub-Committees](#).

Proposals to change a degree or diploma parchment are to be submitted in electronic format only:

- Proposals for changes to **undergraduate parchments** are to be emailed to [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca).
- Proposals for new **graduate parchments** are to be emailed to [graduate.curriculum@ubc.ca](mailto:graduate.curriculum@ubc.ca).



# 11. Academic Calendar

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## Proofreading

Senate & Curriculum Services facilitates proofreading of the Academic Calendar once per year. The proofreading cycle begins in July and ends in January. Faculties are prompted in three phases to proofread their sections of the Calendar, including Academic Staff Lists and approved curriculum changes. For more information please contact [calendar.vancouver@ubc.ca](mailto:calendar.vancouver@ubc.ca).

## Calendar Releases

The Vancouver Academic Calendar is released twice per year; in February and June. The February release is the first release for the following academic year.

## 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 requiring Ministry of Advanced Education review (e.g. new programs) may be entered in the Calendar once approved by Senate. New programs cannot be offered until approved by the Ministry, and all Calendar entries for programs without Ministry approval must clearly indicate that the program is pending the approval of the Ministry of Advanced Education. Please refer to [Section 3: New Degree Programs](#) for more information on timing of proposal submissions.

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

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



## Appendix A: Guidelines for New Program Development and Approval Process

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**NOTE:** New program proposals must contain all program requirements for all years of the program.

1. An academic Unit starts to develop a new program (or a major change to an existing program).
2. The champions of this emerging new program are the proponents. The proponents advise their department's head and dean's offices that work is starting on the development of an idea for a new program. The proponents should provide preliminary materials ([concept paper](#)) to the dean.
3. Proponents advise both [Senate and Curriculum Services](#) and the Provost's Office that a proposal for a new program is being developed.
4. It is important that proponents find out the departmental and faculty deadlines for document submission and meeting dates. Some faculties will consider proposals for new programs at only two meetings per year.
5. The proponents develop the proposal. Proponents should consult early with departments or faculties offering related programs, with any units or individuals expected to contribute to, support or be impacted by the new program (for example, other departments, faculties, the library) and with student groups in a position to provide a student's perspective on the proposed program. Proponents are encouraged to seek support from the [Centre for Teaching, Learning and Technology](#) (CTLT) in the development of curriculum, and the Associate-Provost Academic Innovation, in the development of the budget and financial projections. For programs involving international collaboration and partnerships, support is also available through the Senior Advisor International.
6. If departmental approval is required, the proposal is presented to the relevant departmental committees for review and approvals (Curriculum Committee, Teaching and Learning Committee or their equivalents).
7. After making any requested changes, the proposal is submitted to the dean's office for formal review and to be added to the agenda of the appropriate faculty meeting(s).
8. After making any changes recommended, the proposal is submitted to the relevant faculty committees for approval (Curriculum Committee, Teaching and Learning Committee or their equivalents). This proposal should include all Senate-required program and course information as well as budget and fee information.
9. The proposal is revised (if necessary) according to outcomes of the faculty committees. [Formal consultations](#) are conducted by the proponent with:



- Other academic units
  - UBC Library (for resources)
  - Appropriate student groups
10. A final proposal is prepared, taking into consideration any feedback received under Step 9. This proposal now also includes:
    - the ministry-required executive summary
    - signed consultations/approvals, from those groups listed above.
  11. The proposal is presented for final faculty approval. (Please note that any amendments made at the faculty stage need to be communicated to relevant consultants prior to Senate Curriculum Committee consideration).
  12. Proponents contact the VP Students Office to initiate the process of formal student consultations as required under [UBC Policy #71](#). The faculty must respond, in writing, to any significant issues raised in the Student Consultation Report.
  13. Proponents should begin preparing a [board docket](#) that will later need to be submitted to the Board of Governors, along with the above-noted Student Consultation Report and any faculty response. Deadlines for submitting documents to the board office are generally two months in advance of the board meeting.

**Note:** If a September intake is planned, Senate and Board of Governors approval should occur at the previous December meeting(s) at the latest, to allow time for the subsequent ministry approval process.
  14. In preparation for ministerial approval, proponents should begin completing the [Stage 1 Application for Approval Process](#) which will be submitted to the ministry along with your program proposal, once approved by Senate and the board. Please contact the Office of the Provost with any questions.
  15. Following faculty approval, the proposal can move through the required Senate committees and subcommittees. The [Budgetary Impact Form](#) should now be completed. [Senate and Curriculum Services](#) can assist with ensuring the proposal is reviewed by the relevant committees (including the Senate Admissions Committee and the Senate Curriculum Committee).
  16. Once approved by the relevant committees, the Chairs of the Senate Curriculum and Senate Admissions Committee typically co-present the proposal to Senate.
  17. After Senate approval, Senate and Curriculum Services will forward the proposal on for board approval. At this point the student consultation and faculty response must be added to the board documents.
  18. Upon Board of Governors approval, the Provost's Office makes final edits to the Stage 1 approval document, and forwards the proposal for approval by the Ministry of Advanced Education.



19. The Provost's Office will advise proponents of ministerial approval once it has been granted.

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

## Appendix B: New Program Approval – Faculty Approval Checklist

### Phase 1- Generating Ideas, Building Support



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



Before moving ahead, you should have a preliminary consultation with your Department Head (or equivalent) and Dean and have their approval to take further steps.



Now would be a good time to contact the Senate Secretariat (and for Graduate Programs, G+PS) to learn more about the necessary steps and anticipated timelines for approval.

### Phase 2 - Creating your Initial Program Proposal



- Consult the Curriculum Guide and other examples from your Faculty
- Consult CTLT for advice on curriculum design
- Consult Senior Advisor International for programs involving international collaboration
- Begin consulting with related Departments, Libraries and Faculties



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



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

### Phase 3 - Departmental or Unit Approval



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

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



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

### Phase 4 - Preparing for Faculty Approval



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

- Dean's Office
- Senate Secretariat (for completeness, form, and grammar)
- G+PS (if program is a graduate program)
- Provost's Office
- Library

NOTE: Formal consultations are undertaken using the prescribed forms.



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



**Submit for Faculty Approval**





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

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

### Phase 5 - Senate Secretariat and Committees

- Submit Faculty Approved package and all necessary forms to [ubc.curriculum@ubc.ca](mailto:ubc.curriculum@ubc.ca) for undergraduate programs, or for Graduate Programs to [graduate.curriculum@ubc.ca](mailto:graduate.curriculum@ubc.ca).
- Senate Secretariat conducts a second review for completeness and clarity.
- Secretariat will coordinate with the necessary committees and sub-committees for review and advise proponents on timing.

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



The Senate Secretariat will coordinate the submission of all documents approved at Senate Committees to the next appropriate Senate meeting. Proponents may wish to attend the Senate meeting.



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

### Phase 6 – Senate and Board Approval

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



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

### Phase 7 – Ministry Approval

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



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





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

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

UBC's Department of Computer Science and Department of Statistics propose to offer a new professional Master of Data Science (MDS) program. This program will be full-time, consisting of courses taken over 10 months. This program will build on the internationally recognized strengths of these departments in data management, data mining, and machine learning, visualization and software development, all of which are at the core of the emerging discipline known as Data Science. This program will educate students in the handling and analysis of data and the extraction of knowledge from the data for many different disciplines, including health care, commerce, social media and utilities.

The program consists of 30 credits: 24 credits of required coursework and a 6-credit capstone project. The courses will consist of face-to-face lectures, with some blended delivery, and required tutorials and laboratories. The 24 credits of coursework will consist of 24 1-credit courses to enable intensive focus on particular techniques and skills. This coursework will enable students to:

- Gain competency in a wide range of practical modelling methods,
- Transform data from its typically messy and often opaque form to a standard usable format,
- Tell a compelling story about the data that may be acted upon,
- Design experiments and appropriately acquire data according to privacy, ethics, and security standards,
- Apply fundamental statistical thinking, and
- Develop software.

A small number of selected data sets will be consistently used across courses, enabling different perspectives on the data. The capstone project will enable students to work together in groups and simulate the process of solving a domain problem on real-world data, including posing critical questions about data within a particular domain, making a plan based on data and available time, applying the data handling and analysis skills they have learned throughout the program, and reflecting on the strengths and weaknesses of chosen approaches.

The MDS program is expected to attract: 1) recent graduates from a wide range of undergraduate degree specializations, including the life sciences; earth, ocean and atmospheric sciences; linguistics; economics, and business; and 2) individuals engaged in a wide variety of careers who want to add data analysis skills to strengthen career prospects within their organization or embark on a new career trajectory.

A 2011 report from the McKinsey Global Institute cites a 50-60% gap in available highly skilled knowledge workers with deep analytical talent by 2018, numbering 140,000 to 190,000 in the US alone. A 2013 report in the Globe and Mail noted that the unemployment rate among Data Scientists was less than 1% suggesting that the Canadian supply stream is already fully tapped. Canada's Big Data Talent Gap report estimates a need for "between 10,500 and 19,000 professionals with deep data and analytical skills, such as those required for roles like Chief Data Officer, Data Scientist, and Data Solutions Architect". The Master of Data Science will help provide graduates that can fill this gap. These programs will be ready to address the demand for skilled data science professionals across a wide number of sectors.



## Appendix E: Examples of UBC Curriculum Proposal Form

### Examples of UBC Curriculum Proposal Form

UBC THE UNIVERSITY OF BRITISH COLUMBIA

**UBC Curriculum Proposal Form**  
Change to Course or Program

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

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

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

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

Category: (1 or 2)

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

Enter the session (W or S) and the year (single year, i.e. 2017 only, never 2017/18) in which you would like the change to be effective.

Paste the current Calendar entry here. Use **bold font** and **highlighting** to indicate the new text. Words that are indicated as deleted in the right-side column should not appear in the left-side column.

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

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

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

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

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

Example of a changed course

<b>Proposed Calendar Entry:</b> (40 word limit.)	<b>URL:</b> (URL from the current web Calendar – not the draft Calendar. This URL is not needed if you are only making changes to individual courses – for course entries simply list the course number.)
<b>Present Calendar Entry:</b> (Cut and paste from the current web Calendar.)	<b>Type of Action:</b> (e.g. new course, delete course, etc.)
<b>Rationale for Proposed Change:</b> When you have supporting documents for Category 1 proposals please label each document with the course number, or the name of the program, being proposed.	<input type="checkbox"/> <b>Not available for Cr/D/F grading.</b> (Check the box if the course is NOT eligible for Cr/D/F grading and provide the rationale for below. Note: Not applicable to graduate-level courses.)
<b>Rationale for not being available for Cr/D/F:</b> The default is that undergraduate courses are offered for Cr/D/F unless there is a specific reason as to why it should not be so.	<input type="checkbox"/> <b>Pass/Fail or</b> <input type="checkbox"/> <b>Honours/Pass/Fail grading</b> (Check one of the above boxes if the course will be graded on a P/F or H/P/F basis. Default grading is percentage.)
<b>Faculty:</b> Science <b>Department:</b> Biology <b>Faculty Approval Date:</b> 1 March 2012 <b>Effective Session (W or S):</b> Summer <b>Effective Academic Year:</b> 2012/13	<b>Date:</b> 14 November 2011 <b>Contact Person:</b> primary contact <b>Phone:</b> 2-XXXX <b>Email:</b> f.name.lname@ubc.ca
<b>Proposed Calendar Entry:</b> BIOL 464 (3) Animal Developmental Genetics. Role of genes in embryonic development. <b>Emphasis on tissue specific expression patterns and the role of genetic networks in establishing cell types.</b> Prerequisite: BIOL 463. [3-0-0]	<b>URL:</b> <a href="http://www.calendar.ubc.ca/vancouver/courses.cfm?code=BIOL">http://www.calendar.ubc.ca/vancouver/courses.cfm?code=BIOL</a> <b>Present Calendar Entry:</b> BIOL 464 (3) Animal Developmental Genetics. <del>Detailed analysis of the role of genes in establishment of embryonic polarity and axes, pattern formation, segmentation and establishment of tissue types. A detailed research proposal is developed.</del> Prerequisite: BIOL 463. [3-0-0] <b>Type of Action:</b> Change course description.



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

Example of a new course



<p>Example of a change to a program entry</p>	<table border="1"> <tr> <td data-bbox="462 279 803 430"></td><td data-bbox="803 279 1144 430"> <p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</a></p> </td></tr> <tr> <td data-bbox="462 430 803 1123"> <p><b>Proposed Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and <b>one of APSC 201, APSC 202 and APSC 203, or IGEN 201</b>. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p> </td><td data-bbox="803 430 1144 1123"> <p><b>Present Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (<del>or equivalent</del>). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p> </td></tr> <tr> <td data-bbox="462 1123 803 1413"></td><td data-bbox="803 1123 1144 1413"> <p><b>Type of Action:</b>            Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p> <p><b>Rationale for Proposed Change:</b>            Update of text in introductory section of Calendar to reflect recent curriculum changes.</p> </td></tr> </table>		<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</a></p>	<p><b>Proposed Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and <b>one of APSC 201, APSC 202 and APSC 203, or IGEN 201</b>. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p>	<p><b>Present Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (<del>or equivalent</del>). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p>		<p><b>Type of Action:</b>            Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p> <p><b>Rationale for Proposed Change:</b>            Update of text in introductory section of Calendar to reflect recent curriculum changes.</p>
	<p><b>URL:</b>  <a href="http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30">http://www.calendar.ubc.ca/vancouver/index.cfm?tree=12,195,272,30</a></p>						
<p><b>Proposed Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and <b>one of APSC 201, APSC 202 and APSC 203, or IGEN 201</b>. Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p>	<p><b>Present Calendar Entry:</b></p> <p><b>English Requirement</b></p> <p>The Faculty of Applied Science recognizes that good communication skills in English are essential to the understanding of course material and to the successful practice of engineering. To qualify for the B.A.Sc., a student must complete ENGL 112 (or equivalent) and APSC 201 (<del>or equivalent</del>). Students admitted directly from secondary schools are required to take English in their first year if eligible to do so. To be eligible, students must have met the <a href="#">Language Proficiency Index Requirement for First-Year English</a>. Once admitted to UBC, students will not normally be permitted to satisfy the English requirements at another institution. Students should take particular notice of the English requirements for advancement in the Faculty (see <a href="#">Advancement</a>).</p>						
	<p><b>Type of Action:</b>            Add reference to other courses that can satisfy the English Requirement, along with ENGL 112.</p> <p><b>Rationale for Proposed Change:</b>            Update of text in introductory section of Calendar to reflect recent curriculum changes.</p>						

URL from online official Calendar

Cr/D/F and grade type information does not apply to program entries, and therefore can be removed or ignored.



## Appendix F: UBC Curriculum Consultation Request

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**To:**

Name:	Date:
Dept./School:	Faculty:

**From:**

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

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

Course Number or Program Title:
---------------------------------

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

PLEASE RESPOND NO LATER THAN:	
-------------------------------	--

### Response

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

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

**Comments (Please type or print):**

**Respondent:**

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

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



## UBC Curriculum Consultation Report for Category 1 Curriculum Proposals.

Faculty:	Department:	Date: (dd mm yy)
----------	-------------	------------------

Name of Course or Program:
Identification Number:

**Consultations:**

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

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



## Appendix G: Guide to Writing Course Descriptions

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### Basic philosophy:

- Write in sentence fragments for brevity
- Eliminate anything that is obvious from the course title or course code
- Eliminate redundancies
- State clearly and precisely what the course is about
- Keep descriptions succinct and easy to understand

### Discouraged words and phrases

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





"Special focus/emphasis"	Redundant: "Focus" or "emphasis" is enough;
"Students will learn"	Implied: students are assumed to learn about topics specific to a particular course
"This course", "This course is", "In this course"	Redundant: course descriptions naturally describe courses
"To cope with", "deal with"	Superfluous: "address" is a better usage
"Very unique"	Redundant: you cannot intensify "unique"

## Examples

### 1. Eliminate superfluous words

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

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

- It is implied that students will be taking the course.
- "A variety of" is not necessary, as "forms" implies more than one narrative type.
- Recommended revision: delete the superfluous phrase and use entire course description to focus on specific elements of the course.

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

Introduction to popular Klingon literary genres ..."

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

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

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

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





## **2. Use economical language; eliminate ambiguous language**

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

- "Skills" is preferable to "communicative competence in".
- Recommended revision: "Develops listening, speaking, reading, and writing skills".

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

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

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

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

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

e.g., “KLNG 401 (3) Media Klingon

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

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

## **3. Use transparent and sensible subject groupings and descriptions**

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

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



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



## Appendix H: Course Syllabus Template and Example

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### Template

[Course Code, Number, Credit Value, and Title]

#### Course Objectives

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

#### Learning Outcomes<sup>12</sup>

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

#### Course Format:

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

#### Course Requirements

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

#### Assessment, Evaluation, and Grading

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

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<sup>12</sup> Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca). Resources related to the development of assessable learning outcomes can be accessed through <http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/>



### **Required and Recommended Readings**

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

### **Course Schedule**

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

### **Academic Integrity**

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

A more detailed description of academic integrity, including the University's policies and procedures, may be found in the [Academic Calendar](#).

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



## Example

### NEW COURSE PROPOSAL (abridged)

**COMM 663:** Judgment and Decision Making

University of British Columbia

Marketing Division, Sauder School of Business

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

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

### COURSE OVERVIEW

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

### LEARNING OBJECTIVES

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

### COURSE FORMAT

Class Discussion – 30%

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



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

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

#### Two Paper Critiques – 30% (15% each)

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

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

#### Research Proposal (paper and presentation) – 40%

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

1. Motivation for the proposed research. (Why is it important to study this?)
2. A thorough review of the relevant literature. (What has already been done in relevant areas of research and what's missing?)
3. A clear statement of the intended contribution of the proposed research. (How will it improve our understanding of the phenomenon of interest?)



4. A theoretical framework for the proposed work. (What are the relevant theories, and how are you building up your theorizing based on the existing work?)
5. A set of research hypotheses. (What are the specific predictions, in connection with your theoretical framework, that you propose to test?)
6. A detailed description of the research method that you propose to use to test your hypotheses. (Including plans for experimental design and data collection as well as analysis.)

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

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

### GRADING CRITERIA

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

### Class Schedule:

#### **Jan 12 – Frequency, Conditioning and Rewards (Silk)**

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

#### **Jan 19 – Time Discounting I (Griffin)**

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

#### **Jan 26 Procrastination (Silk)**

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

#### **Feb 2 – Time Discounting II (Griffin)**

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

#### **Feb 9 – Overconfidence and Knowledge Calibration (Silk)**

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

#### **Feb 16 – Planning & Budget Fallacy (Griffin)**



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

**Feb 23 – No Class (UBC Reading Week)**

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

Kahneman, Daniel. Maps of Bounded Rationality: Psychology for Behavioral Economics.

*The American Economic Review*, Vol. 93, pp. 1449-1475

**Mar 8 – Choice Overload (Griffin)**

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

**Mar 15 – Framing & Health Communication (Silk)**

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

**Mar 22 – Public Policy (Silk)**

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

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

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

**April 5 – Student Research Proposals**





## Appendix I: Senate Curriculum Committee Sub-Committees

Sub-Committee	Area of Responsibility
<b><i>Applied Faculties</i></b>	Undergraduate Category 1 proposals from the Faculties of Applied Science (including the School of Architecture and Landscape Architecture and the School of Community and Regional Planning); Commerce and Business Administration; Forestry; Land and Food Systems; and Law.
<b><i>Arts</i></b>	Undergraduate Category 1 proposals from the Faculty of Arts (including the School of Music and the Vancouver School of Economics).
<b><i>Editorial</i></b>	All undergraduate Category 2 submissions.
<b><i>Education and Health Sciences</i></b>	Undergraduate Category 1 proposals from the Faculties of Dentistry; Education (including the School of Kinesiology); Medicine (including the School of Audiology & Speech Sciences and the School of Population and Public Health); Pharmaceutical Sciences; and the School of Nursing.
<b><i>Graduate</i></b>	Graduate proposals (both Category 1 and 2, including graduate level certificates) from all Faculties and Schools.
<b><i>Science</i></b>	Undergraduate Category 1 proposals from the Faculty of Science.



## Appendix J: Example of a change to a UBC Parchment

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**To:** Senate Curriculum Committee

**From:** Associate Dean, Faculty of Science

**Date:** Oct. 30, 2016

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

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

### 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”. Other faculties 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 detailed information on the parchment.

*Therefore*, whereas Senate allows for a Faculty seeking changes to 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, or Combined Honours. Each of these 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 will normally 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**

“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.

Standing: The Faculty is requesting Senate through a separate proposal to institute a graduating standing (“with Distinction”) for scholars who meet certain requirements.

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



## Appendix K: Academic Integrity

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

## Appendix L: Workday Definitions

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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 share 100% of the learning objectives and course content. 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 3<sup>rd</sup> year course by completing a 2<sup>nd</sup> 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 of 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.