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A Guide to Curriculum Submissions for UBC Vancouver

Compiled and maintained by the Office of the Senate with oversight from the UBC Vancouver Senate Curriculum Committee (SCC)

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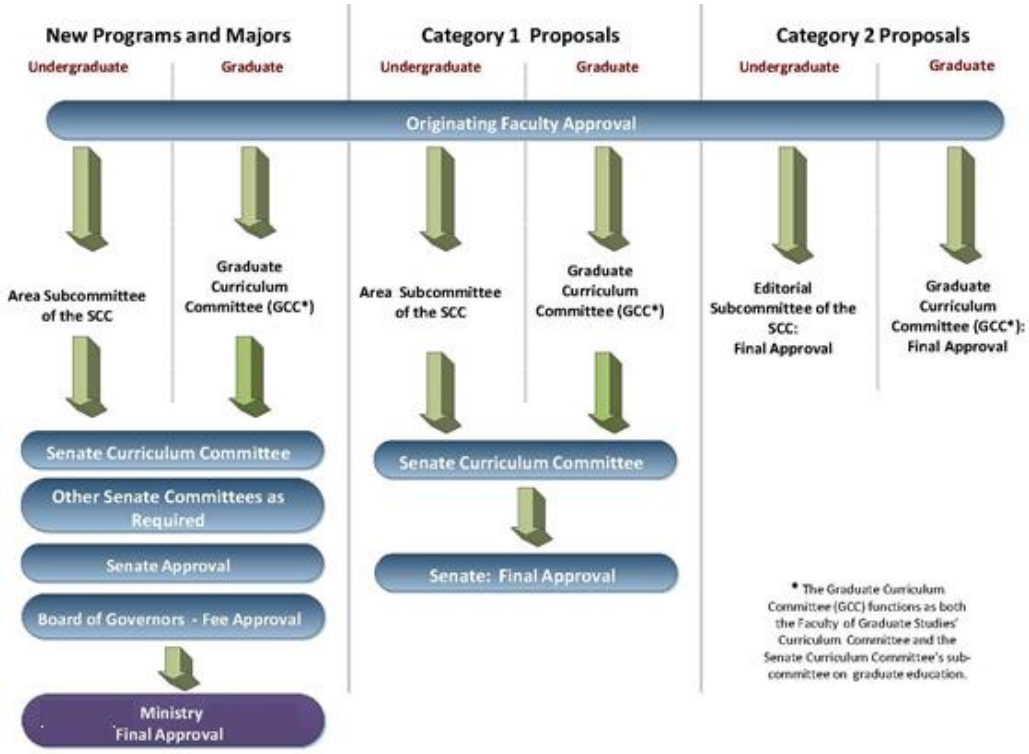
Overview

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.[1] 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 Post-Secondary Education and Future Skills, 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, so are not addressed in detail in this guide. The curriculum approval process following Faculty approval is depicted below:



[1] 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

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 vancouver.curriculum@ubc.ca.

New Programs

Proposals requiring Ministry of Post-Secondary Education and Future Skills 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.[2]

[2] 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 on the advice of Senate and Curriculum Services or at the discretion of the Senate Curriculum Committee or the subcommittee charged with review of the proposal.

For more information on Category 2 changes, see Section 7: Category 2 Proposals.

2. New Degree Programs

The **New Degree Programs** category includes all curriculum proposals requiring the approval of the Ministry of Post-Secondary Education and Future Skills. The complete new program development and approval process is outlined in Appendix A: Guidelines for New Program Development and Approval Process.

The Ministry of Post-Secondary Education and Future Skills 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 Post-Secondary Education and Future Skills 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
- 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[3]

[3] 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.

- Senate approval process
    - approval of the appropriate Vancouver Senate Curriculum Committee subcommittee
    - approval of the Vancouver Senate Curriculum and/or Admissions Committees (and in some cases the Academic Policy Committee)
    - approval of the Vancouver Senate
- 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. However, graduate programs that will be administered by disciplinary faculties 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 LR4 requires that a formal consultation with students be conducted regarding all changes to tuition and mandatory fees, including the establishment of tuition and fees for new programs. 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 form(s) for program
4. student curriculum consultation[4]
5. Library Consultation form for program
6. Budgetary Impact of Curriculum Proposals form for program
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.[5] 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)	1. Executive summary and proposal document 2. Program calendar statement 3. Associated new course proposals, including calendar entry, syllabus, curriculum and library consultations and budgetary impact form

[4] 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 LR4.

[5] Email vancouver.curriculum@ubc.ca for more information

	4. Program curriculum consultations 5. Student curriculum consultation 6. Library consultation 7. Budgetary impact of curriculum proposal form
2. Senate Curriculum Committee	1. Executive summary and proposal document 2. Program calendar statement 3. Calendar entries for associated new courses
3. Senate Admissions Committee	1. Admissions portion of program calendar statement
4. Academic Policy Committee	1. Variable
5. Senate	1. Executive summary and proposal document 2. Program calendar statement 3. Calendar entries for associated new courses

Senate Curriculum Committee and Subcommittees

Senate Curriculum Committee review is conducted in two stages. First, proposals are reviewed by a subcommittee of the Curriculum Committee and second, by the entire Curriculum Committee.

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

1. **Executive Summary**: a one-page document intended to mirror the Executive Summary required by the Ministry of Post-Secondary Education and Future Skills. At minimum, the Executive Summary should include:
    - name of the program and the credential awarded
    - required number of program credits
    - expected time for completion
    - any available concentrations within the program
    - delivery methods
    - targeted students
    - learning outcomes
    - 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.

2. **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
    - resources required by the new program, including:
        a. budget (including proposed tuition fee)
        b. space resources (including learning and instructional formats that require special learning spaces and/or technology)
        c. library resources

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

3. **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[6]
- 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 admission requirements, academic regulations or other content is intended to mirror that of other programs, it is recommended that identical language 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.

4. **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).
5. **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 LR4.
6. **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:
   1. all consultation must be documented in a consultation request form

[6] 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.

2. 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
3. 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.

7. **Library Consultation form** signed by the appropriate subject matter 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 subject matter Librarian Consultant list is maintained on the UBC Library website: http://directory.library.ubc.ca/librarianconsultants.
8. **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.
9. **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:
    1. Holistic Systems Thinking
    2. Sustainability Knowledge
    3. Awareness and Integration
    4. Acting for Positive Change

NOTE: *All forms 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 will 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 and 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 Post-Secondary Education and Future Skills Approval

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

In order to seek Ministry of Post-Secondary Education and Future Skills 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: https://academic.ubc.ca/vpa-initiatives/new-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:

1. Proposals for new **undergraduate programs** should be emailed to vancouver.curriculum@ubc.ca
2. Proposals for new **graduate programs** should be emailed to graduate.curriculum@ubc.ca

The entire submission consists of:

3. Executive Summary (Word file)
4. proposal document (Word file)
5. program Calendar entry in 2-Column Change to Course or Program form (Word file)
6. complete proposals for all new courses proposed for the program (See Section 6: Category 1 Proposals)
7. Curriculum Consultations forms for new and changed programs and all new courses (Word or PDF file)
8. Library Consultation form for program and all new courses (Word or PDF file)
9. Budgetary Impact of Curriculum Proposals form for program and all new courses (Word or PDF file)

3. Curriculum Renewal

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 and 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 considered when planning significant curriculum renewal projects. The policy states that:

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

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

This section is under review and will be updated in Fall 2023.

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

Certificate Programs

This section is under review and will be updated in Fall 2023.

See: Vancouver Senate Policy V-128 *Academic-Credit Certificate Programs* and Vancouver Senate Policy V-129 *Non-Credit Credentials*.

Diploma Programs

This section is under review and will be updated in Fall 2023.

See: Vancouver Senate Policy V-127 *Diploma Programs*.

5. Category 1 Proposals

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 Subcommittee, Senate Curriculum Committee and Senate, but typically do not require the approval of the Ministry of Post-Secondary Education and Future Skills.

The following are examples of Category 1 proposals:

- creating new courses
- creating new programs including honours, majors and minors
- creating new options, concentrations, specializations and streams that show on a degree parchment
- suspending admission to any program
- 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
- creating 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[7]
- program name changes
- any case that, upon review, is considered to be Category 1 in the opinion of the Senate Curriculum Committee or the subcommittee 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

[7] 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 and Curriculum Services for advice regarding the requirements for specific proposals.

proposal. Please contact Senate and Curriculum Services at vancouver.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:

1. 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[8]
    - 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
    - contact information for the proponent
2. **Course syllabus**[9] 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

[8] 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.

[9] 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: https://ctlt.ubc.ca.

- a clear statement of learning objectives/learning outcomes[10]
- course requirements (e.g., assignments, exams, field work)
- evaluation criteria and grading, including an explicit statement of assessment strategies linked to learning outcomes with a mark breakdown
- a detailed course schedule, texts and bibliography
- a description of the grading system - numeric (percentage) or pass/fail (P/F)
- a section on Academic Integrity[11] 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

3. **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
    - 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
4. **Library Consultation form** must be signed by the appropriate subject matters 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.
5. **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."

[10] Resources related to the development of assessable learning outcomes can be accessed online.

[11] See Appendix K.

6. **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). 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
    - Sustainability Knowledge
    - Awareness and Integration
    - 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 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. Permanent elements of a course such as mandatory field trips and associated fees should be set out in the text of the course description (proponents must obtain all necessary approvals for course fees regardless of whether or not they appear in the course description). Any material that may be "variable" in a given year should be set out in the course syllabus, not in the formal course description.

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. Typically, 600-level courses are doctoral.

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)**).

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).

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.

Co-located 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:

1. A **co-located course** is a single course offered under multiple course codes. Co-located 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 co-located 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 co-located, it is expected that graduate students will satisfy more rigorous course requirements than undergraduate students.

2. **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

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

A vector consists of either two or three digits in square brackets at the end of a course description. The number of hours assigned each week to lectures or another primary activity (first digit), and to laboratories or secondary activity (second digit) are always included. Where a third digit appears, it refers to periods where discussions, tutorials, or assigned problems are done. 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

The primary activity digit is typically equal to the credit value of the course. 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. AMNE for Ancient Mediterranean and Near Eastern 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 and Curriculum Services (vancouver.curriculum@ubc.ca) at an early stage is required. Senate and 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:

1. have identical course descriptions
2. operate as pre-requisites, co-requisites and equivalencies to other courses in exactly the same way
3. have identical pre-requisites, co-requisites and equivalencies
4. 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 2-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 2022 Winter session runs from September 2022 until April 2023. The effective year of any change that is to take place during this period is "2022." The effective year should never be listed as "2022/23".

The effective session for curriculum proposals 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 May/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 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:

1. Proposals relating to **undergraduate** courses and programs are to be emailed to vancouver.curriculum@ubc.ca
2. Proposals relating to **graduate** courses and programs are to be emailed to graduate.curriculum@ubc.ca

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

1. 2-column Change to Course or Program form (Word file)
2. course syllabus (Word file)
3. Curriculum Consultation form(s) (Word or PDF file)
4. Library Consultation form (Word or PDF file)
5. Budgetary Impact of Curriculum Proposals form (Word or PDF file)

The entire submission for substantially changed programs consists of:

1. 2-column Change to Course or Program form (Word file)
2. Curriculum Consultation form(s) (Word or PDF file)
3. Library Consultation form (Word or PDF file)
4. Budgetary Impact of Curriculum Proposals form (Word or PDF file)

6. Category 2 Proposals

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:

1. program changes that **do not:**
    - result in deviations from the standard academic year
    - affect Faculties outside of the proposing Faculty
    - result in deviations from the standard academic year
2. changes to a course title or description to clarify or reflect updates in the field
3. changes to the credit value of a course
4. 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)
5. 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.*
6. changes to subject codes or course numbers (provided that new numbers still reflect the scope and depth of the course)
7. creation of a co-located course mirroring an existing course within the same Faculty (i.e. assigning a second course code to an existing course)
8. 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 reclassified 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 2022 Winter session runs from September 2022 until April 2023. The effective year of any change that is to take place during this period is “2022.” The effective year should never be listed as “2022/23”.

The effective session for curriculum proposals 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 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 revised courses and Category 2 revised programs) and further divided by internal unit (e.g. school, department).

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

1. Proposals relating to **undergraduate** courses and programs are to be emailed to vancouver.curriculum@ubc.ca
2. Proposals relating to **graduate** courses and programs are to be emailed to graduate.curriculum@ubc.ca

The entire submission for changed courses consists of:

1. 2-column Change to Course or Program form (Word file)
2. course syllabus (where required depending on nature of change) (Word file)

7. Program Nomenclature

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 Post-Secondary Education and Future Skills 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:

1. 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.
2. advising and program administration information.
3. 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:

1. coordination of approvals with the other institution is required for items such as amendments or program changes
2. 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*
3. 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

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 Office of the Senate 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

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.

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

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:

4. Line 1 is used for the credential (e.g. “Bachelor of Science”)
5. Line 2 is used for the field of study (e.g. “Major in Physics”)
6. Line 3 is used for either co-operative education programs (e.g. “Co-operative Education Program”) or standing (e.g. “with Distinction”)
7. 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 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 Post-Secondary Education and Future Skills.

11. 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 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 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 Committee subcommittees before they are reviewed by the Senate Curriculum Committee. A list of current subcommittees is set out in Appendix I: Senate Curriculum Committee Subcommittees.

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

1. Proposals for changes to **undergraduate parchments** are to be emailed to vancouver.curriculum@ubc.ca
2. Proposals for new **graduate parchments** are to be emailed to graduate.curriculum@ubc.ca

12. Academic Calendar

Proofreading

Senate and 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.

Calendar Releases

The Vancouver Academic Calendar is released twice per year, in February and May/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 Post-Secondary Education and Future Skills 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 Post-Secondary Education and Future Skills. 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.

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 for more information on accessing the Draft Calendar).

Appendix A: Guidelines for New Program Development and Approval Process

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 LR4. 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.

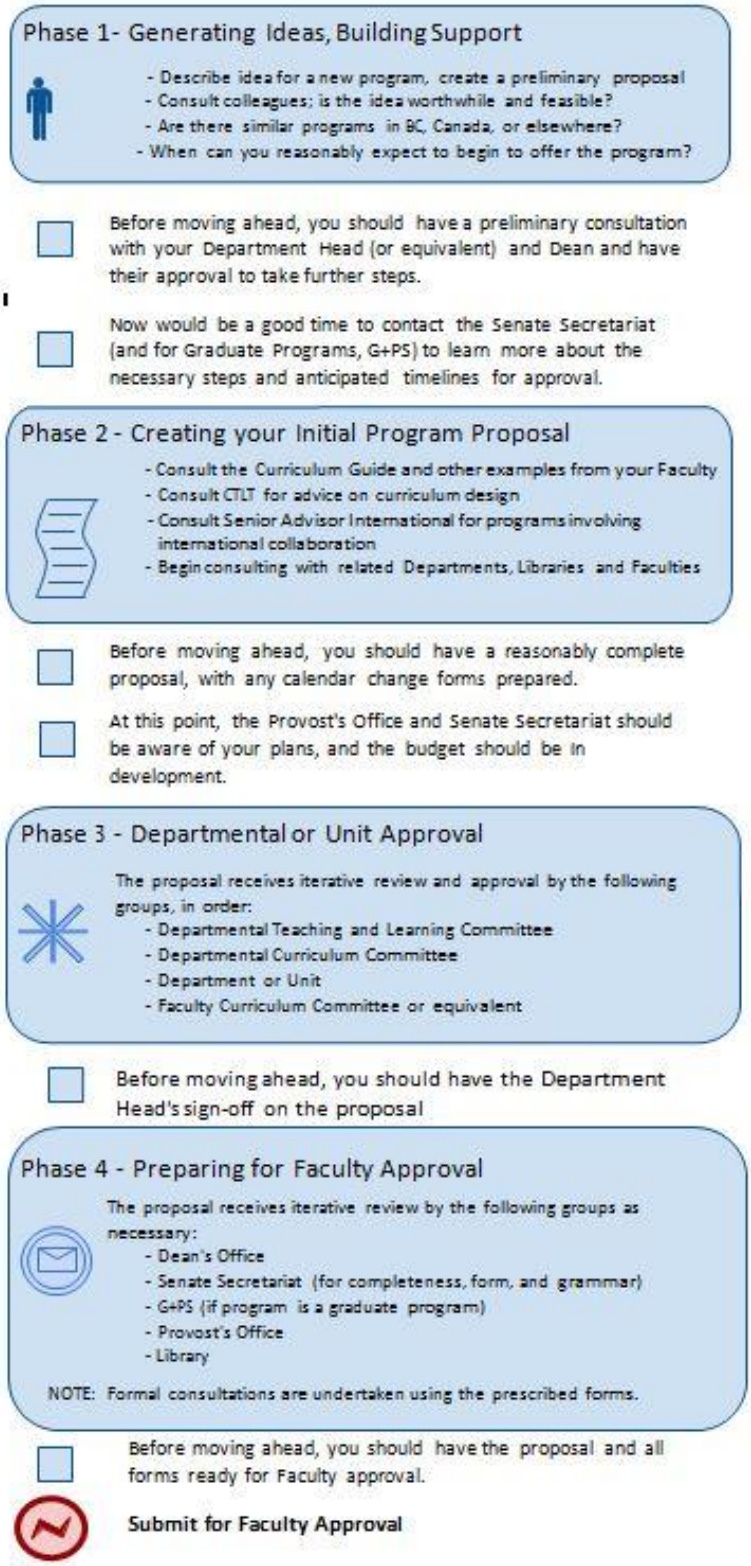
Note: If a September intake is planned, Senate and Board of Governors approval should occur at the previous December meeting(s) at the latest, to allow time for the subsequent ministry approval process.

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 Post-Secondary Education and Future Skills.
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



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

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

Phase 5 - Senate Secretariat and Committees

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

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

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

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

Phase 6 – Senate and Board Approval

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

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

Phase 7 – Ministry Approval

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

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

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

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
- 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

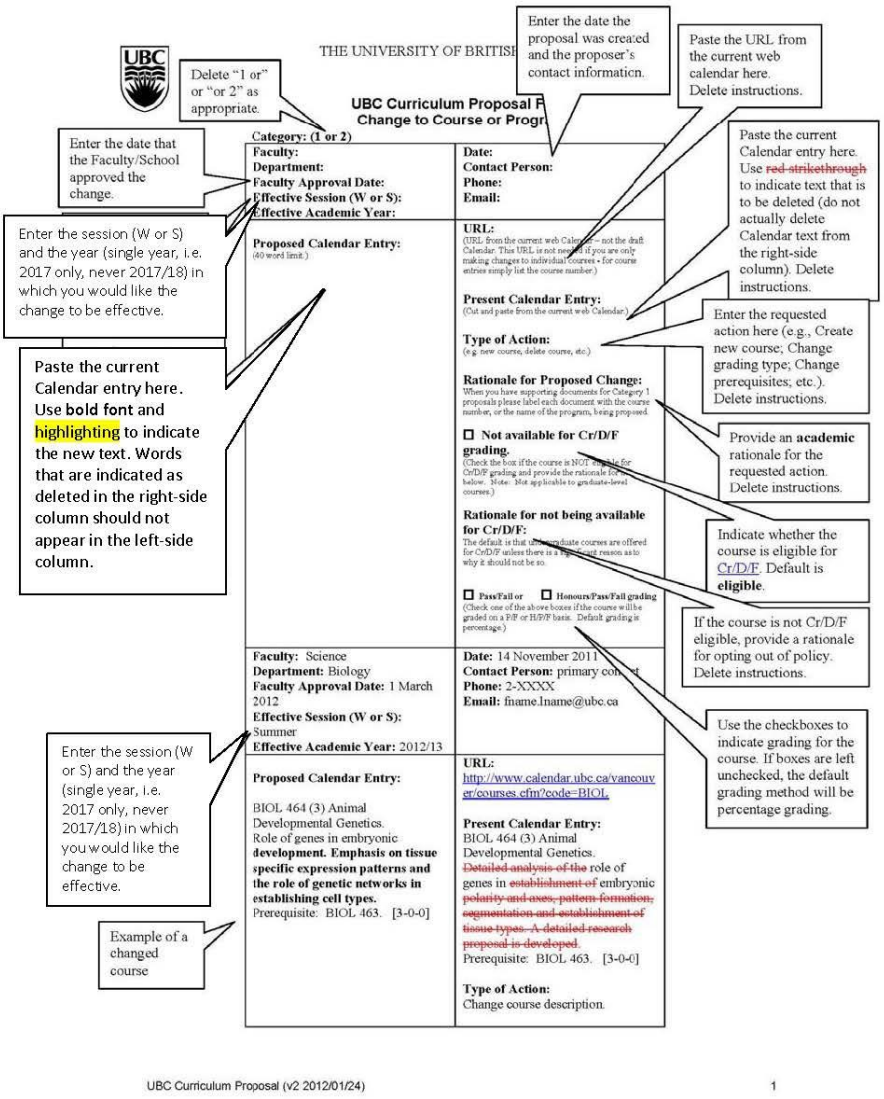
2) individuals engaged in a wide variety of careers who want to add data analysis skills to strengthen career prospects within their organization or embark on a new career trajectory

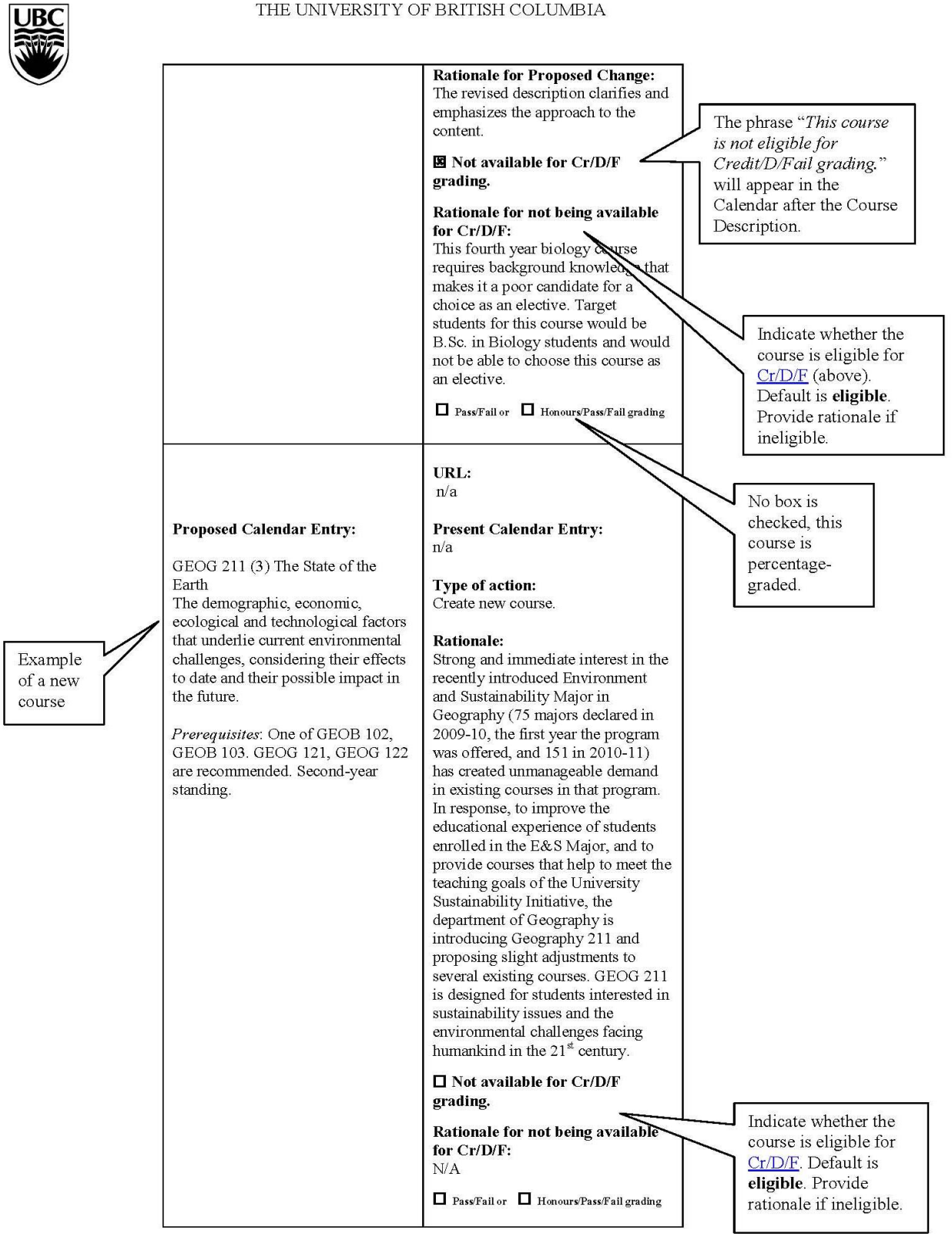
A 2011 report from the McKinsey Global Institute cites a 50-60% gap in available highly skilled knowledge workers with deep analytical talent by 2018, numbering 140,000 to 190,000 in the US alone. A 2013 report in the Globe and Mail noted that the unemployment rate among Data Scientists was less than 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




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

THE UNIVERSITY OF BRITISH COLUMBIA

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

Example of a change to a program entry

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

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.

THE UNIVERSITY OF BRITISH COLUMBIA

Office of the Senate
Brock Hall | 2016 - 1874 East Mall
Vancouver, BC V6T 1Z1

Phone 604 822 5239
Fax 604 822 5945
www.senate.ubc.ca

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

Editorial Guidelines:

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

Discouraged words and phrases*

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

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

Examples of What to Avoid

Implied Terms
CRSE 100 (3) Introduction to Courses
This course examines the history of courses from late antiquity to the present. *Students will gain insight into* major theories of historical courseography.

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

Superfluous Language
CRSE 230 (3) Modern Course Management
Course management plays a vital role in modern higher education and has a major impact on many facets of university administration. This course provides a comprehensive overview of contemporary topics in course management including planning and delivering courses, course scheduling, verification of prerequisites, *and other topics in this challenging field*.

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

Redundant Terms

CRSE 490 (3/9) Special Topics Seminar: Course Structure Theory and Practice

This special topics seminar focuses on course structure theory and its practical applications. Recent developments in the field of course structure theory and related emerging pedagogical tools. *With different topics, this course may be taken more than once for credit.*

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

Improperly Stated Restrictions

CRSE 320 (3) Course Schedule Modelling

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

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

	change over time. It is also unwise to provide specific contact information, dates or deadlines for the same reason.
Recommended Revision	Application of statistical modelling techniques to course scheduling systems. Restricted to students registered in the CRSE Honours or Majors program. Students must contact the department for permission to register.

Restrictions Stated as Prerequisites
CRSE 340 (6) Advanced Course Mechanics
course theory, credit functions, syllabi variables, and vector hypothesis testing. applications of course design software within the framework of modern curriculum management practices.
Prerequisite: CRSE 300 *and third-year standing.*

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

Appendix H: Course Syllabus Template and Example

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[12]

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

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

Course Format:

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

Course Requirements

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

Assessment, Evaluation, and Grading

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

Required and Recommended Readings

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

Course Schedule

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

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, UBC 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 Subcommittees

Subcommittee	Area of Responsibility
Applied Faculties	Undergraduate Category 1 proposals from the Faculties of Applied Science (including the School of Architecture and Landscape Architecture and the School of Community and Regional Planning), Commerce and Business Administration, Forestry, Land and Food Systems Law, and as appropriate, UBC Extended Learning.
Arts	Undergraduate Category 1 proposals from the Faculty of Arts (including the School of Music and the Vancouver School of Economics) and as appropriate, UBC Extended Learning.
Editorial	All undergraduate Category 2 submissions.
Graduate	Graduate proposals (both Category 1 and 2, including graduate level certificates) from all Faculties and Schools.
Health and Education	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 the School of Nursing, and as appropriate, UBC Extended Learning.
Science	Undergraduate Category 1 proposals from the Faculty of Science and as appropriate, UBC Extended Learning.

Appendix J: Example of a change to a UBC Parchment

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

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

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

EQUIVALENCY
Two UBC courses are deemed equivalent to each other if they can be used interchangeably for academic requirements, pre- or co-requisites, and grade replacement.. The statement that UBC

Course A is equivalent to UBC course B means either course can be used interchangeably for the following:

1. **academic requirement**
    a. completing "Course A" satisfies all academic requirements the same way that "Course B" satisfies these requirements
2. **enrollment prerequisite**
    a. completing "Course A" satisfies all prerequisites or corequisites the same way as "Course B"
3. **grade replacement**
    a. the grade for "Course A" is used in place of a grade for "Course B"

Notes

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

CREDIT EXCLUSION

A credit exclusion applies to groups of courses (2 or more) which have content that overlaps to the extent that a student should not receive credit for more than one course within the group. Credit exclusions may be represented by either:

1. 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
2. a credit exclusion list under a particular degree's Academic Calendar listing, which would only apply to students in that degree program.

Notes

1. Equivalent courses are always credit exclusions, but credit exclusion does not necessarily imply equivalence.
2. As a very rough guideline, courses with credit exclusion typically have 50-80% commonality.
3. 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.
4. 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

1. 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.
2. 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.

CO-LOCATING

Co-locating 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 referring to co-locating and instead use the more specific terminology defined above.

Appendix M: Modes of Delivery

Note: Modes of delivery do not require Senate approval unless included in a course description in the Academic Calendar (e.g. "History of X and Y. Major theories of Z. Online course."). Publishing a specific modality in a course description implies that all sections will be delivered accordingly, which may not be pedagogically appropriate. Modes of delivery are a function of course scheduling and the following definitions are provided for reference. Proponents are encouraged to contact their unit scheduler for assistance with scheduling.

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

ONLINE:

The course activity is fully online and does not require any in-person attendance to complete.

- Learners do not need to attend in person to complete learning outcomes for the course.
- Learning activities are not tied to learners being in the same physical locations.
- This modality encompasses what was previously called 'distance learning' to reflect modality rather than location of learners (previously many 'DE' learners were actually based on campus)
- Sometimes, equivalently referred to as 'remote learning' (though some use that to describe 'what we did during COVID', emergency remote instruction, as distinct from online learning.)

- Learning activities may be wholly or partly synchronous, asynchronous or a combination of both, where 'synchronous'/'asynchronous' refer to characteristics of learning activities in a particular modality, not tied to the modality itself.[13]

IN-PERSON:

The course activity takes place in-person.

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

HYBRID:

The course activity has a mixture of mandatory in-person and online activities as designed by the instructor.

- Learners do need to attend some activities in person to complete learning outcomes for the course, but not all activities take place in person.
- Synonymous with the term blended learning.
- Learning activities are a mixture (a hybrid) of on-campus/in-person learning activities and online activities, such that the online activities contribute to some significant fraction of the total credit value or credit hours, in a pattern/course design that is determined by instructors.
- The online activities may be asynchronous, synchronous or a combination of both.
- For the question of 'how much is enough to designate something as hybrid?' would suggest 'normally 20% or more of class sessions/credit hours' (sensitive to context, rather than a fixed rule)
- There are many and varied hybrid designs ranging from end-points of an effectively online course with in-person exams to an effectively in-person course with one class of 3 per week offered online (asynchronous or synchronous). Hybrid covers a lot of ground and 'Section comments' in the SIS could be used to amplify additional essential details of the course design and expectations to students ahead of registration.

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

MULTI-ACCESS LEARNING:

The course activity allows students the choice to attend either in person or online, as designed by the instructor.

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

Appendix N: Indigenous Peoples: Language Guidelines

THE UNIVERSITY OF BRITISH COLUMBIA

INDIGENOUS PEOPLES: LANGUAGE GUIDELINES

2021 | VERSION 3.0

THE UNIVERSITY OF BRITISH COLUMBIA

Respect. Recognize. Reflect.

Dear Colleagues,

Canada's historical relationship with the first inhabitants of the land has been shaped by its imperial and colonial history. One result has been that for many years, Indigenous peoples' respective identities were neither recognized nor respected in mainstream discourse.

This is best exemplified by the fact that all of the Western Hemisphere's autonomous Indigenous groups or nations came to be referred to simply as "Indians," even though they were and continue to be distinct from one another linguistically, culturally, politically and in many other ways.

Over time, Columbus's misnomer "Indians" has been superseded by a succession of other terms, such as Native, Aboriginal, First Nations and more recently Indigenous, some of which derive from government discourse or Indigenous national and international movements.

All these terms carry connotations that can be functional or harmful, depending upon context, and their usage by powerful social institutions such as universities makes a real difference.

Version 3.0 of this guide has been produced to help UBC communicators navigate the terminology and meanings associated with this subject in order to produce the best — and most respectful — results, with the recognition that, as time passes, the terminology is subject to change and this guide will again need to be refreshed.

Please note that this guide is not a comprehensive treatment of this complex subject, but it is an entry point. Users are encouraged to expand their knowledge on the matter by referring to other sources, some of which are listed at the end of this document.

Dr. Linc Kesler
Associate Professor
First Nations and Indigenous Studies Program

Indigenous Peoples: Language Guidelines

2021 | VERSION 3.0

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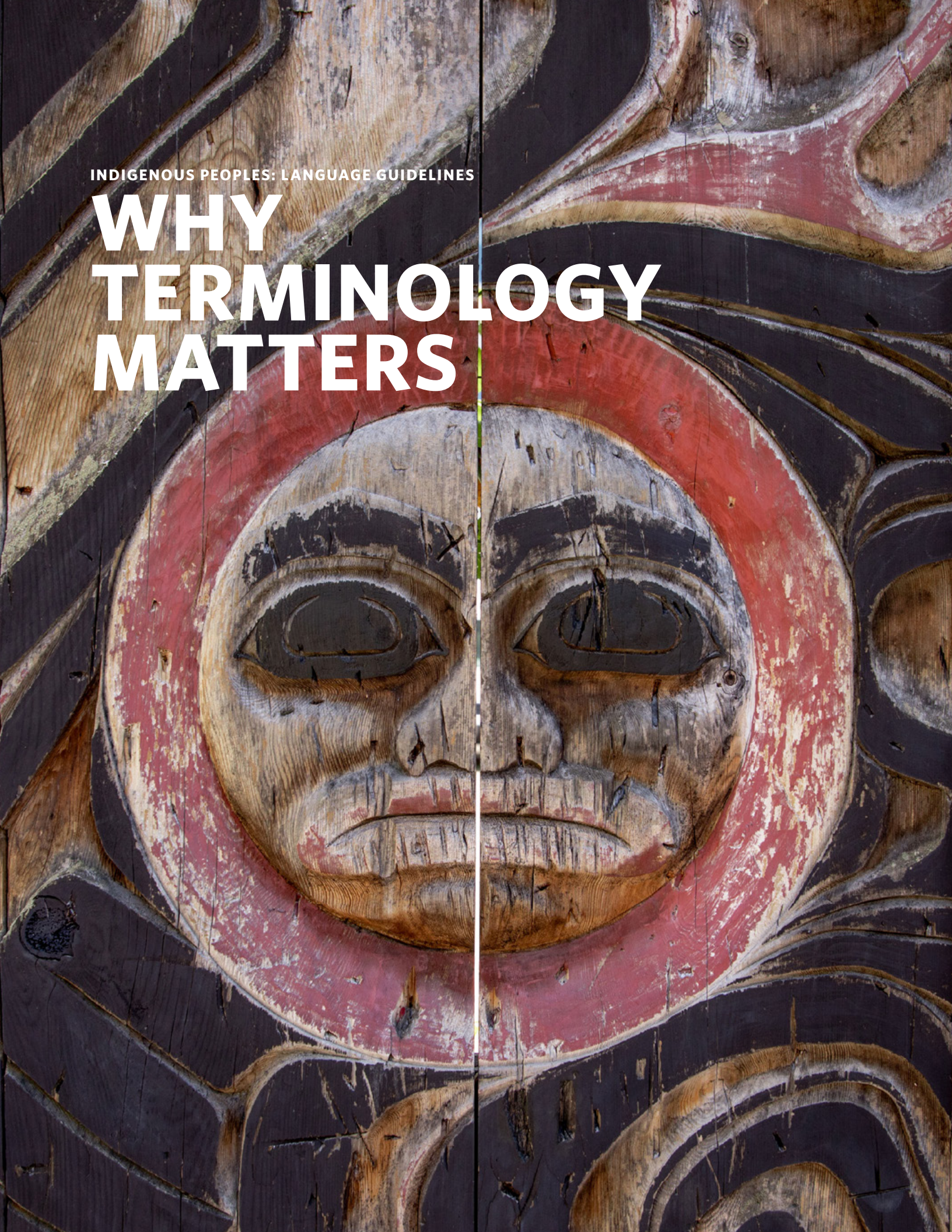


INDIGENOUS PEOPLES: LANGUAGE GUIDELINES

WHY TERMINOLOGY MATTERS

Why Terminology Matters

1.0

In the history of relations between Canadian institutions and Indigenous peoples, terminology has often been deployed in ways that have been damaging to communities. The terminology used in public discourse has rarely been that actually preferred by Indigenous people, who most often refer to themselves by the traditional name of their specific group.

Using the best terminology in any given situation is not just a matter of being "politically correct" but of being respectful and accurate.

1.0

1.1 PEOPLES VS PEOPLE

The plural "peoples" can be used to recognize that more than one distinct group comprises the Indigenous population of Canada. In some contexts, using "Indigenous people" may seem homogenizing, or seem to refer simply to a collection of individuals. In contrast, "Indigenous peoples" (plural) indicates a broad group that includes a number of separate Indigenous populations.

For the purposes of style, it is acceptable to use "Indigenous people" when referring to separate Indigenous populations, or in contexts in which the scope of reference is clearly aggregated, and then conversely to use "Indigenous peoples" in contexts in which a recognition of multiple communities, or the diversity of communities, is helpful. The subject and context will determine which is more appropriate, e.g., news article vs. official report. In any case, the key is to be consistent, or to have a clear logic in each choice.

Indigenous negotiators of the UN Declaration on the Rights of Indigenous Peoples waged a years-long "Battle over the S" with state negotiators. They fiercely and successfully advocated for the term "peoples" rather than "people," as the former (being a collective of distinct groups) have the right of self-determination, respectively, whereas the latter (regarding individuals) do not.

1.2 CAPITALIZATION

UBC uses uppercase for the terms "Aboriginal," "Indigenous," "First Nations" and "Native" in all cases, consistent with the larger global community of specific demographics, e.g., Europeans, American.

As a generalized adjective in non-specific running text, "native" and/or "indigenous" is not capitalized. For example, "milkweed is indigenous to the region" or "he's a native Vancouverite."

When deciding to use Indigenous *peoples* or Indigenous *Peoples*, consider the publication you are writing for and its purpose, including the message you want to convey. Consider, too, which version was used previously in your publication or in a similar one. For instance, the former is acceptable for informal news, opinion or narrative writing, e.g., *the Indigenous peoples of Canada*, while the latter is more suited for a formal declaration for the purpose of assigning the highest level of recognition and respect toward First Nations, Métis and Inuit collectively, e.g., the *Indigenous Peoples of Canada*.

"Métis" and "Inuit" are capitalized.

When part of a formal title, capitalize "Chief," "Hereditary Chief," "Grand Chief" and "Elder."

1.3 TERMS TO USE AND/OR AVOID

NATIVE

Today, "Native" is a depreciated general term, and is used very infrequently. We advise that you not use it unless there is a specific reason to do so, such as in an organizational name that derives from an earlier period (e.g., Vancouver Native Health Society). If you choose to use a general term, "First Nations," "Aboriginal," and more recently, "Indigenous" are more current and are preferred by many in the community, though each has particular nuances.

ABORIGINAL

"Aboriginal" is a general or umbrella term that collectively refers to First Nations, Métis and the Inuit in Canada. Given it is found in the Canadian constitution, it is a term often used in legal circles, e.g., "Aboriginal rights." It is broad, on one hand, because it includes all three groups, but specific, on the other, in that it is not widely used in international contexts. (In the US, for instance, it is not widely understood.) Though until recently a preferred term, it does, for many Indigenous people in Canada, by the very fact of its use in government policy, carry a negative association, though not nearly as strong a one as its predecessor, "Indian."

Do not use "Aboriginal" as a noun, but rather as an adjective. The former, especially "Aboriginals," connotes an early colonial time when poorly conceived synonyms like "Indians," "primitives" and others were casually applied to Indigenous people. It is also needlessly reductive, in that it unnecessarily reduces an agglomeration of distinct Indigenous groups to a singularly blunt term.

For example, do not say "the Aboriginals of Canada" or "June is an Aboriginal who is…." Instead say, "the Aboriginal people of Canada" or "She's an Aboriginal student (or person, athlete, leader, etc.) who is…."

With "Indigenous" having overtaken "Aboriginal" in usage, the need to consider how to appropriately use the latter term has become less of a concern. For instance, because the former is difficult to use as a noun, e.g., "The Indigenous of Canada…," "June is an Indigenous who is…," which simply sound wrong, proper use is more assured.

Be aware that Aboriginal people, however named, do not "belong" to Canada. Therefore, do not preface any of the terms considered above with a possessive, e.g., "Canada's Aboriginal (or First Nations, Inuit, Indigenous, Métis) people," or worse yet, "our Aboriginal people." This is profoundly insulting and not easily forgiven, as it invokes an entire history of paternalism and control.

When in doubt as to what is the most appropriate term to use, ask the person or group involved, learn what is in use in your area or subject field or simply ask someone knowledgeable.

>

INDIGENOUS

The term "Indigenous" also encompasses all these groups, either collectively or separately, and is a preferred term in international usage, e.g., the UN Declaration on the Rights of Indigenous Peoples. In its derivation from international Indigenous movements, which is associated more with activism than government policy, it has emerged, for many, as the preferred term for national Indigenous movements, as well. Subsequently, governments across Canada have adjusted to this preferred use, e.g., Ministry of Indigenous Affairs.

In some contexts, however, it can be ambiguous: a reference to "Indigenous people in Canada" could include Māori or American Indian (US) people living here, as well as Canadian Aboriginal people, so in contexts in which legal specificity to people originating in Canada is important, "Aboriginal," or a more qualified use of "Indigenous" may be warranted (e.g., "the Indigenous people *of* Canada").

While "Indigenous" is increasingly being chosen over "Aboriginal" in both formal and informal communications in Canada, and that some First Nations, Métis and Inuit people prefer to self-identify with this particular high-level term (in addition to their more specific identity), there are instances where it may still be preferable to continue to use "Aboriginal" for the sake of consistency or clarity, depending on the situation. Thus, it may be acceptable to use both terms in a formal document or across a communications channel. To avoid confusion, however, do not use both in the same article, unless there is a logical reason to do so.

While a preferred term, "Indigenous" is nevertheless a colloquial term, at least insofar as it does not replace the legally recognized term "Aboriginal," as in, for example, "Aboriginal rights," or for that matter "Indian," as per the *Indian Act*. However, given that the Province of British Columbia recently passed the Declaration on the Rights of Indigenous Peoples Act, and with similar legislation being pursued nationally, the term "Indigenous" is increasingly becoming formalized in Canada.

Use of the antonym "non-Indigenous" should be done judiciously, as its use often creates a dichotomy between the two populations, which is made all the more starker in the context of sometimes fraught relations arising from colonialism. In some instances, it is clearly preferable to use the term to convey concepts or expressions that stand to benefit from this rhetorical approach. Casual use, however, whether for brevity or stylistic reasons, runs the risk of inadvertently and thus unnecessarily creating an "us and them" framing. Since this approach does not come without risk, it's worth asking whether it accurately and appropriately describes or expresses the thing you want to convey (subject and context notwithstanding), and, if not, whether alternate phrasing is better.

>

Consider that "Indigenous and other students (faculty/groups/people/etc)" works to offset the starker binary phrase "Indigenous and non-Indigenous students," while using "broader UBC community" in place of "non-Indigenous UBC community" works well, too. In the first phrase, the alternate choice recognizes that Indigenous students are but one of many student groups on campus, while the second one implies that the Indigenous community is a subset of the whole community rather than being its opposite, and thus possibly perceived to be excluded from it. In short, using alternative phrasing like this exemplifies UBC's commitment to inclusive language.

INDIAN

The term "Indian" can still be found in use today, but in general, it is an archaic term with very negative connotations for many and should be avoided in most contexts, unless it is part of a historical reference, part of a legacy term or used in reference to a government policy or classification (e.g., the *Indian Act*, "status Indian," "Musqueam Indian Band"). You may encounter, particularly in legal or policy contexts, the terms "status Indian," "Indian status" or simply "status." All refer to the government classification system in which "status" confers certain benefits (and historically, certain penalties). This is a technical area with sensitivities, so you may want to consult with knowledgeable people before initiating the use of any of these terms.

FIRST NATIONS

Most, but not all, reserve-based communities in Canada refer to themselves as "First Nations," though some do not. Most notably, for UBC Vancouver, Musqueam does not use this term in self-reference, but rather prefers to use their legal name, i.e., "Musqueam Indian Band."

For informal documents, use "First Nation," or, collectively in referring to reserve-based communities, "First Nations," but in specific references, use the name that the community (or First Nation) uses publicly, i.e., "Indian Band," "First Nation" or "Nation."

The term "First Nation" can refer to individuals, but technically refers only to those who have Indian status under Canadian law, as part of a recognized community (or Band). Using "First Nation" is more specific than simply using Indigenous (or Aboriginal) and thus is encouraged, along with identifying the particular First Nation the person is affiliated with, whenever possible. For example, "Linda, a Katzie First Nation member, is a first-year science student," is preferable to "Linda, an Indigenous student, is a first-year science student."

Always keep in mind that including a First Nation's full name is more accurate as well as more respectful of actual identity. What is more, for stories that highlight student or faculty success, the subject will appreciate seeing their First Nation's name in the story, that is, if it isn't already central to the story itself. Also, the spelling of the First Nation's full name should be what the community itself uses.

>

Committing to this level of specificity adds context and clarity, which makes for a richer story. Moreover, it goes a long way toward restoring the unique differences and complexities between First Nations, Métis and the Inuit that umbrella terms like "Indigenous" or "Aboriginal," "Native," etc., flatten and obscure.

Do not use "Indian" when referring to a First Nations individual! And Métis and Inuit individuals should never be referred to as "First Nations."

Avoid using "nation" to refer to a whole cultural group, e.g., "Tom Smith is from the Cree Nation." Instead, it's acceptable to simply say "Tom Smith is Cree…." In some cases, the attribute of nationhood to a cultural group may be misleading and/or somewhat offensive. For instance, referring to the "Coast Salish Nation" could be found offensive and thus derided by some, specifically because the notion of a "national" grouping is not a traditional part of the culture of Salish communities in this area. Even the term "Coast Salish" is falling out of favour with many since it derives more from anthropology than community self-description.

The exception to this standard occurs when referring to the Squamish Nation, Tsilhqot'in Nation, Innu Nation, etc., who are formally comprised of two or more communities (or Bands and/or reserves), all sharing specific attributes, e.g., Bob Williams is from the Squamish Nation.

To learn more about BC First Nations' traditional names, visit the BC Government's First Nations A-Z Listing webpage: (https://www2.gov.bc.ca/gov/content/environment/natural-resource-stewardship/consulting-with-first-nations/first-nations-negotiations/first-nations-a-z-listing)

MÉTIS

The Métis are a distinct Indigenous (or Aboriginal) group in Canada with a very specific social history. The term "Métis" may be used as singular or plural, and refers to individuals or groups, e.g., "Tom, a Métis student, attends UBC," or "The *Indian Act* does not govern the Métis." Be sure to use the acute accent over the "e" in Métis unless quoting a name or source where it is not used.

INUIT

The Inuit are the third main Indigenous (or Aboriginal) group recognized in Canada. Historically located in the Arctic, they are legally and culturally distinct from First Nations — or legally-defined Indians — and Métis. The singular of "Inuit" is "Inuk," and thus you would write, for example, "He is Inuk" and "the Arctic is home to the Inuit."

Note that the translation of Inuit is "the people," and therefore it is redundant to add "people" after it.

Do not use "Eskimo," which the Inuit consider to be a derogatory term.

1.4 OTHER KEY CONSIDERATIONS

RESERVE

An "Indian reserve" is a legally defined geographical area set aside by the federal government exclusively for use by a specific First Nation, and, historically, where its members were once confined. First Nations often possess a main reserve where they reside and secondary ones for less intensive residential use and/or land-based activities. In general, it is better to refer to a "community" than to a "reserve," unless the geographic or legal precision of "reserve" is required.

The term "reservation," commonly used in the United States, is not used in Canada.

TRADITIONAL, ANCESTRAL AND UNCEDED TERRITORY

Use "traditional territory" in recognition of lands traditionally used and/or occupied by First Nations, and "ancestral" for lands handed down to subsequent generations, but only if you know this to be the case. "Unceded" refers to land not turned over to the Crown by treaty or some other agreement.

In most cases, when referring to a First Nation's traditional territory, it isn't necessary to include "ancestral" or "unceded," as First Nations generally do not use these descriptions themselves. The Musqueam, however, often do, and so we include them in land acknowledgments at UBC Vancouver.

"Traditional territory" almost always refers to a more extensive area than a legal "reserve." The Vancouver campus, for instance, is most definitely part of Musqueam traditional territory, though not part of the very small Musqueam reserve. And most traditional territory in BC (though not elsewhere in Canada) is unceded, including the Vancouver campus, because very few treaties were negotiated here.

POLES AND POSTS

"Totem pole" is a popular term derived from anthropological discourse that is generally used to describe any elaborately sculpted woodwork of this nature, which is most often made from a Western red cedar tree. Depending on its purpose, a more accurate reference than "totem" might be to a heraldic (or crest, family), honour, memorial, welcome, shaming or mortuary pole. Such poles are characteristics of some, but not all, communities in which carving is common. Other communities may carve statuary figures or house posts, and not "totem poles," and will find the misnomer annoying if not insulting. The Musqueam Post or sʔiːɬqəy̓ qeqən (double-headed serpent post) by the UBC Bookstore, for instance, is a "post" and not a "totem pole." When possible, it is a good practice to determine what kind of pole or post is being discussed.

See Resources on page 19 for information on diacritic characters for Musqueam and Syilx terms.

INDIGENOUS PEOPLES: LANGUAGE GUIDELINES

ACKNOWLEDGMENT AND RECOGNITION

2.0

2.1 ACKNOWLEDGMENT

The UBC Vancouver campus is situated within the traditional territory of the Musqueam, and UBC's other Vancouver operations are situated within territory best regarded as shared by the Musqueam, Squamish and Tsleil-Waututh. The Okanagan campus is situated within the traditional, ancestral, unceded territory of the Syilx Okanagan Nation. It is now a common practice at public and private university events, important business meetings, and in formal documentation, to acknowledge these relationships, as appropriate to the specific location.

ORAL RECOGNITION

Vancouver Campus:

- I/we would like to acknowledge that we are gathered today on the traditional, ancestral and unceded territory of the Musqueam (*people* is optional).

Robson Square, Vancouver General Hospital and/or Centre for Digital Media:

- I/we would like to acknowledge that we are gathered today on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh (*peoples* is optional).

The anglicized pronunciation of Tsleil-Waututh is "slay-wa-tuth." Sometimes you will hear people say "Coast Salish" to address all three First Nations, but we recommend naming the communities instead: "Coast Salish" is regarded by some in the communities as a depreciated anthropological term.

Okanagan Campus:

- I/we respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory we stand and are gathered upon today.
- *Alternative:* I/we respectfully acknowledge that we are gathered today on the traditional, ancestral, unceded territory of the Syilx Okanagan Nation.

Okanagan campus virtual event recognition:

- I/we would like to respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated. I would also like to acknowledge that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.
- *Alternative:* I/we would like to respectfully acknowledge that UBC Okanagan is situated on the traditional, ancestral, unceded territory of the Syilx Okanagan Nation. I would also like to acknowledge that you are joining us today from many places, near and far, and acknowledge the traditional owners and caretakers of those lands.

UBC virtual events not attached to a specific campus/location:

- I/we acknowledge that UBC's campuses are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.

WRITTEN RECOGNITION

Vancouver Campus:

- We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the Musqueam.
- *Alternative:* We acknowledge that the UBC Vancouver campus is situated within the traditional, ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam).

In the second version (above) the traditional spelling of "Musqueam" is used, a practice that is increasingly being followed across campus, and "people" does not follow "Musqueam." In the latter instance, it is acceptable to leave out "people" as "Musqueam" translates to "People of the River Grass," thus it can be seen as redundant. (To render the traditional spelling, see Resources on page 19 for a link to the First Nations Unicode font.)

Robson Square, Vancouver General Hospital and/or Centre for Digital Media:

- We acknowledge that (*insert learning site name, e.g., UBC Robson Square, VGH, Centre for Digital Media*) is situated on the traditional territory of the Musqueam, Squamish and Tsleil-Waututh peoples. *(Note: "unceded," "ancestral" are not included in this version, and, for the reason noted below, you may choose to leave out "peoples.")*

As with "Musqueam," the translations for Squamish and Tsleil-Waututh are "People of the Sacred Water" and "People of the Inlet," respectively. Thus, it is acceptable to not use "people(s)" when referencing these First Nations. At this point, however, including it is still acceptable as it helps those unfamiliar with these First Nations to know that groups of people are being referenced.

Okanagan Campus:

- We respectfully acknowledge the Syilx Okanagan Nation and their peoples, in whose traditional, ancestral, unceded territory UBC Okanagan is situated.
- *Alternative:* We respectfully acknowledge that the UBC Okanagan campus is situated on the traditional, ancestral, unceded territory of the Syilx Okanagan Nation.

Campuses and Learning Sites:

- We acknowledge that UBC's campuses and learning sites are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.

Digital land recognition (for UBC websites and publications not attached to a specific campus/location):

- We acknowledge that UBC's campuses are situated within the traditional territories of the Musqueam, Squamish and Tsleil-Waututh, and in the traditional, ancestral, unceded territory of the Syilx Okanagan Nation and their peoples.

2.2 ACKNOWLEDGMENT RESOURCES

To learn more, view the short video, *Why We Acknowledge Musqueam Territory* (https://indigenous.ubc.ca/indigenous-engagement/musqueam-and-ubc/).

You may also refer to UBC Ceremonies' *Guidelines — Acknowledging the Musqueam First Nation at Ceremonies and Events* (https://ceremonies.ubc.ca/protocol-at-ubc/).

2.3 A NOTE ON IMAGES OF INDIGENOUS ARTWORK

Indigenous artworks almost always contain culturally significant iconography associated with important stories. Attribution helps to avoid the trivialization of these artworks, and it avoids the fact or appearance of appropriation (see example below).

In general, video, photographic and graphical representations of Indigenous-related artworks should be attributed to the artist, along with Indigenous affiliation and the artwork's name and location. In most instances, permissions for use should be secured if the work is not in the public domain (as it might be, for instance, if it appeared in news coverage of a public event). In some cases, it may be advisable to seek advice from the artist or the artwork's custodian to ensure an artwork's image is used in a manner consistent with its intended purpose.

- Example: "The Respect to Bill Reid Pole," James Hart, Haida, Totem Park, MOA

2.4 A NOTE ON LOGOS

Like others, Indigenous groups use logos to represent their communities and organizations. As a general practice, when it comes to another organization's or group's logo (or mark or signature), it is best not to reproduce or use it without explicit permission.

These logos are legal property of the group or organization. Do not assume use of these logos for any purpose is acceptable, except as specifically provided for by license, signed agreement or other written permission. This advice is recommended even when one accurately describes a relationship with the group or organization, or even in cases where one is advocating or supporting a group or organization's interests.

When requesting permission to use a logo, it is advisable to specifically state the intended use, and not replicate the logo outside of that instance.

INDIGENOUS PEOPLES: LANGUAGE GUIDELINES

EVOLVING COMMUNICATIONS

Evolving Communications

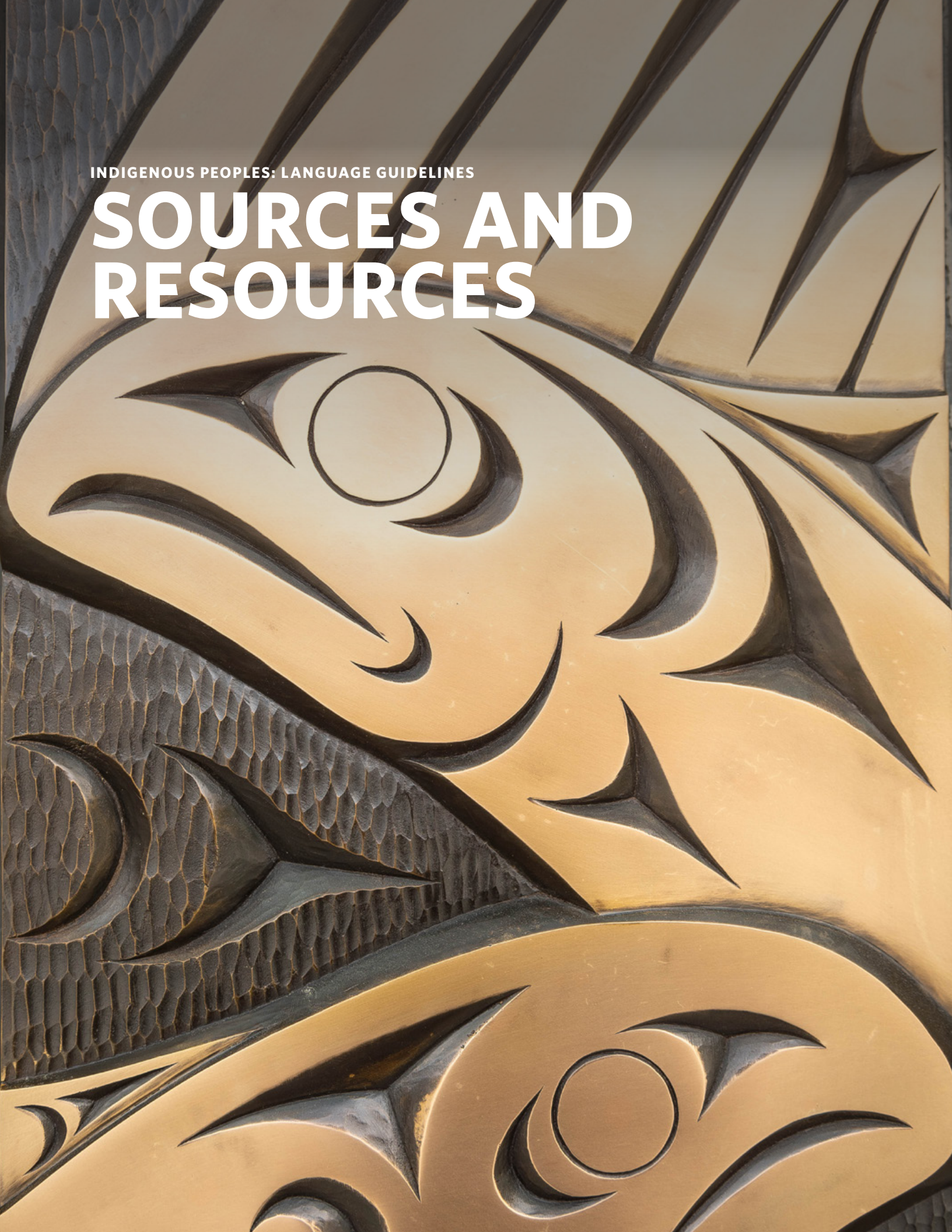
3.0

As with any living, adaptive language such as English, the "rules" are in constant evolution and adjustments are part of the multi-faceted world the language strives to represent. We have seen, in the past few years, for instance, a very rapid rise in the use of "Indigenous" in both publications and in usage by community members.

So if you are feeling less than confident in using certain terms in reference to Indigenous peoples, keep in mind that fear of using the "wrong" word should never stifle important dialogue and discussions that need to be had. And please do not be insulted or defensive if someone suggests a correction, but do try to understand the logic of the suggested change.

While nuances can be challenging to understand and navigate at times, every effort should be made to be specific and use the correct word in any given context.

As UBC communicators, the goal is to provide consistent, clear language with the objective of being respectful, non-hierarchical and inclusive at all times.



INDIGENOUS PEOPLES: LANGUAGE GUIDELINES

SOURCES AND RESOURCES

4.0

RESOURCES

Reporting In Indigenous Communities Lexicon and Terminology

- Good, broad strokes
- Refers back to Strategic Alliance of Broadcasters for Aboriginal Reflection (SABAR) for most points
- Not substantial as a standalone guide

Journalists for Human Rights' Style Guide for Reporting on Indigenous People

- Authored by Indigenous journalists

Library and Archives Canada Research on Aboriginal Heritage Terminology Guide

- Thorough glossary and terminology
- Not a style guide
- Good for background and historical reference

If you are in need of a font that supports all the Indigenous languages of the Americas, we suggest using Huronia. To obtain Huronia, please contact Ross Mills at ross@tiro.com.

Additionally, a version of UBC's official font, Whitney, that includes diacritic characters for typesetting Musqueam and Syilx words has been created in consultation with members of the Musqueam and Syilx communities. These are available to UBC communicators upon request.

Another option is to install the First Nations Unicode Font, which allows you to render certain characters used in First Nations languages in your preferred font. You may also wish to use BC Sans, a free typeface created and used by the BC Provincial Government that supports many Indigenous languages.

SOURCES

This guide was informed by existing resources at UBC:

- Indigenous Foundations
- UBC Style Guide

THANK YOU

Thank you to Professor Linc Kesler, former Director of the First Nations House of Learning and Senior Advisor to the President on Aboriginal Affairs, and Kevin Ward, Research and Communications Officer from the First Nations House of Learning at UBC, for advice and written input on the creation and update of this guide.

PHOTOGRAPHY DESCRIPTIONS

Cover: sʔiːɬqəy̓ qeqən (double-headed serpent post), Brent Sparrow Jr. (Musqueam), UBC Vancouver. Photograph by Paul Joseph.

Page 3: Haida Looplex X Canoe, Bill Reid (Haida), UBC Vancouver. Photograph by Kevin Ward.

Page 4: Raven Brings the Light, Bernard Kerrigan (Haida), UBC Vancouver. Photograph by Caid Dow.

Page 13: sn̓ilíʔtn, Les Louis (Syilx), UBC Okanagan. Photograph by Margo Yacheshyn.

Page 15: Musqueam artist Brent Sparrow Jr. in front of his artwork, ʔəlqsən (Point Grey) at UBC. Photograph by Paul Joseph.

Page 19: ʔəlqsən (Point Grey), Brent Sparrow Jr., UBC Vancouver. Photograph by Paul Joseph.