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)

Version 16

Approved by SCC: June 23, 2025

Revised: June 16, 2025

Questions: vancouver.curriculum@ubc.ca

Table of Contents

Welcome to Curriculum at UBC Vancouver

Welcome to *A Guide to Curriculum Submissions for UBC Vancouver*! This guide provides comprehensive information on the processes and requirements for submitting Senate curriculum proposals at UBC Vancouver. Whether you're working on new courses, revisions to existing programs, or developing entirely new credentials, the guide covers a wide range of proposal types and offers clarity on what is needed at each step.

If you're not sure where to begin or who to consult, please visit the [UBC Vancouver Consultation Contacts](#) page to connect with the appropriate staff person for your unit. The primary audience for this guide is those involved in curriculum development and approval processes.

This guide is maintained by the Vancouver Senate Curriculum Committee and Senate and Curriculum Services. We are committed to keeping this resource useful and up to date. If you notice something missing or have suggestions for improvement, we welcome your feedback at vancouver.curriculum@ubc.ca.

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]

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, and the discontinuation of programs and/or courses. New degree programs, majors, specializations and some new minors require approval of the Ministry of Post-Secondary Education and Future Skills, in addition to Faculty, Senate, and Board of Governors approval.

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

---
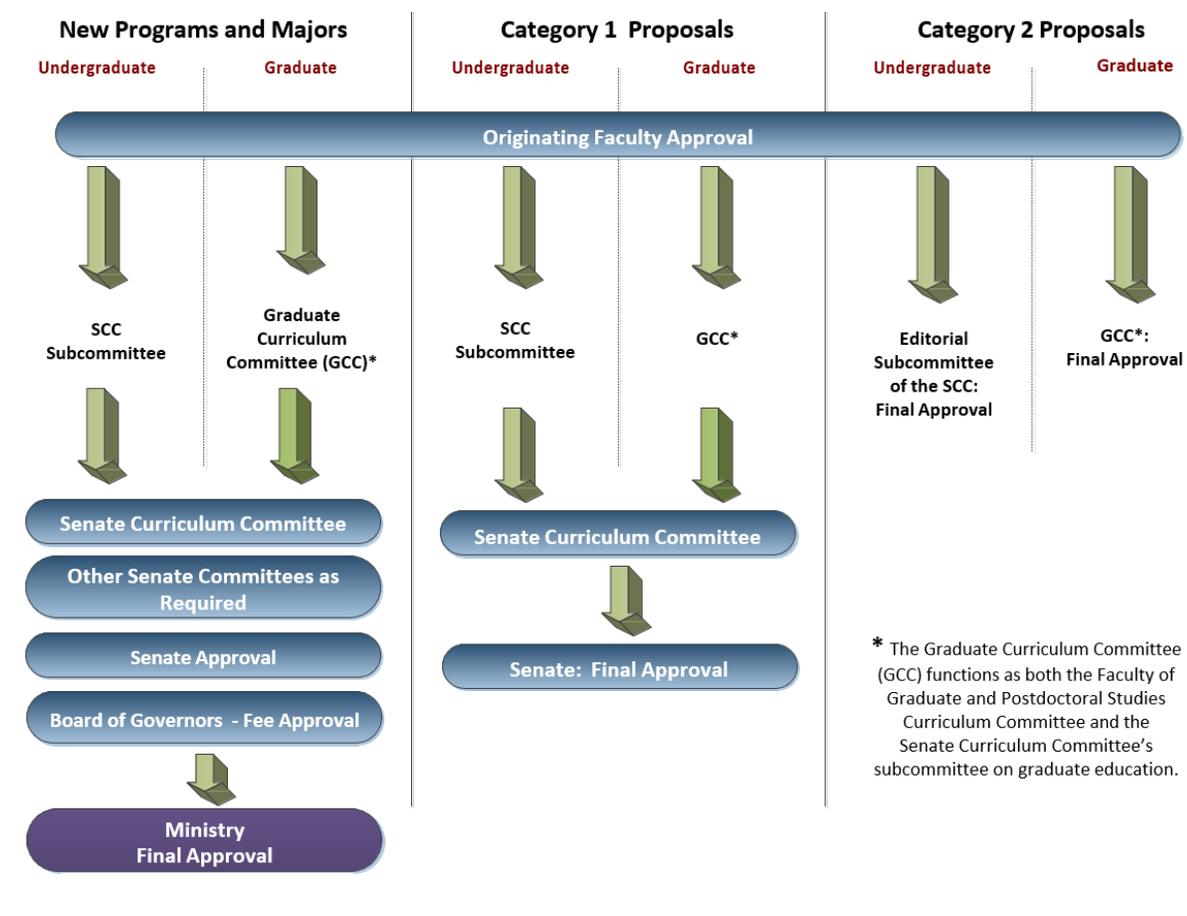
[1] This guide also applies to UBC Vancouver programs distributed throughout the province. For guidance regarding curriculum proposals at UBC Okanagan, please see the UBC Okanagan Curriculum Guidelines.

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.

For all categories of proposals described below, we recommend consulting the Indigenous Peoples Language Guide to ensure respectful and accurate use of terminology and meanings associated with Indigenous peoples.

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.

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

When proposing a new program, consider UBC's Indigenous Strategic Plan (ISP). How could the ISP be linked to the proposal and integrated into the curriculum? Where possible, curriculum proposals must specifically address ISP Goal 4, Action 16: "Ensure all academic programs, undergraduate and graduate, include substantive content in at least one course which explores Indigenous histories and identifies how Indigenous issues intersect with the major field of study of the Faculty."

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

Category 1

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

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

Category 2

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

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 Category 2 Proposals.

2. Curriculum Consultation

Consultation is a term used in a wide variety of ways with respect to curriculum development and submissions. "Curriculum consultation" is a term that has been used at UBC to refer to a paperwork-based step in a broader process of Senate curriculum approvals. Beginning in the 2025/26 academic year, we wish to offer greater clarity and flexibility, remove burdens of unnecessary work, and invite meaningful consultation where and when it is most valuable.

This reimagined process takes shape in up to three ways: Optional Advance Consultation, Required Consultation with the Library, Required Consulting Checks with Other Units.

Optional Advance Consultation

Consultation can be a process of sharing ideas and seeking advice. Such consultation while developing curriculum has the potential to build relationships among colleagues within and across units, to inspire collaboration, and ultimately to improve student learning experiences. Consultation that leads to these outcomes may occur early in the development process, likely before a proposal reaches its paperwork stages. Such relationship-building consultation may be especially appropriate for (but not limited to) proposals related to Indigenization, Decolonization, Anti-Racism, sustainability, climate emergency, other multi- or interdisciplinary topics and emergent fields of study.

Consider advance consultation with the following people or groups:

- Colleagues in other units with complementary or connected content.

- UBC Librarians welcome dialogue early in the process of curriculum development, especially when ideas rely on specific resources and customized support for students. (Before assuming, please check in.) *Note*: this optional consultation with the Library differs from the required consultation explained under [Required Consultation with the Library](#).

- CTLT Curriculum Consultants welcome dialogue early in the process of curriculum development. See [Academic Program Design and Renewal](#).

- CTLT Indigenous Initiatives welcomes dialogue early in the process of developing curriculum with respect to classroom climate considerations and integrating Indigenous knowledges and content in curriculum; CTLT Indigenous Initiatives may be able to provide referrals to appropriate Indigenous-focused support units on campus for additional consultation. See [Consultations and Services](#).

- Director of the First Nations House of Learning welcomes dialogue in early stages of developing curriculum with Indigenous focus regarding issues of risk, harm, and responsible care.

- If your new course is sustainability-focused or sustainability-related, the Sustainability Hub Team (sustainability.hub@ubc.ca) welcomes dialogue early in the

process to help you explore additional connections and opportunities. All sustainability and climate change courses are listed in their [public-facing course database](#).

The Senate Curriculum Committee enthusiastically invites course and program developers to engage in relationship-building consultations before and during the preparation of documents for submission **– but we do not require it.** *If you have done this kind of consultation, please add a brief description to the rationale section of the curriculum proposal form describing who has been consulted and how.* The rationale will be included in Senate documents, serving to support the quality of your proposal, while potentially inspiring others.

Required Consultation with the Library

The curriculum consultation process enables the Library to enact its vision as "a globally influential research library, leading and partnering with the University and communities in the creation, stewardship, exploration and discovery of knowledge" ([Strategic Framework](#)).

To ensure adequate resources are available to support new courses or programs, or substantial changes to existing ones, consultation with the Library is essential. Such resources include digital and physical collections, facilities, ongoing student support by librarians, and complementary co-curricular workshops. Ideally, consultation occurs in the early planning stages of new courses and, especially, new or revised programs.

The [UBC Vancouver Library Learning, Research and Scholarship Consultation form](#) (revised 2025) facilitates this required consultation. To enable dialogue and collaboration, please allow at least four weeks for this consultation process.

The name of your librarian consultant may be found in the Librarian Consultants for [Faculties and Schools directory](#). Please complete the top portion of the form and send it to the librarian consultant electronically.

Required Consulting Checks with Other Units

As of the 2025/26 academic year, the Senate Curriculum Committee seeks to clarify and minimize the required "curriculum consultation." The following cases require confirmation from the other unit(s)*:

- new proposals, or changes to curriculum, that are likely to affect the enrollment of courses in another unit
- new proposals, or changes to curriculum, that **include** a course from another unit as a pre-, co-, or antirequisite
- new proposals, or changes to curriculum, that **remove** a course from another unit as a pre-, co-, or antirequisite
- new proposals that may appear to have similar or overlapping content, to ensure credits are distinguishable and/or to implement an antirequisite

- any other logistical, enrolment-related, content, or programming decision explicitly involving another unit

With this streamlined process, some proposals may not require any consultations from other units. Where consultation from other units is required, proponents must submit the [UBC Vancouver Consulting Check form(s)](#).

Note that we have used the word "unit" here generically. In your context, it may define a department, academic program, school, and/or Faculty.

Proponents might also wish to send their proposal to colleagues in other units for advertising purposes, and/or to invite future dialogue/collaboration. We invite you to do so outside of the "curriculum consultation" process. For Senate purposes, there is no need to document such advertisements.

3. 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](#) and [Appendix B: New Program Approval Checklist](#).

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
- 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](#)[2]
- Senate approval process
    - approval of the appropriate Vancouver Senate Curriculum Committee subcommittee (see [Appendix F: Senate Curriculum Committee Subcommittees](#))
    - 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

---

[2] 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.

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 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 and the Office of the Vice-President Academic's New Programs Hub 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. UBC Vancouver Consulting Check form(s) for program

4. student curriculum consultation[3]

5. [UBC Vancouver Library Learning, Research and Scholarship 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, [UBC Vancouver Consulting Check forms](#), [UBC Vancouver Library Learning, Research and Scholarship Consultation forms,](#) and [Budgetary Impact of Curriculum Proposals forms](#)

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.[4] 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 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. UBC Vancouver Consulting Check form(s) 5. Student curriculum consultation 6. [UBC Vancouver Library Learning, Research and Scholarship Consultation form](#) 7. Budgetary Impact of Curriculum Proposal form
2. Senate Curriculum Committee	1. Executive summary and proposal document

---

[3] 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](#).

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

	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 Review

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 C: 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[5]

---

[5] 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.

- 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 Category 1 Proposals and 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. **UBC Vancouver Consulting Check form(s)** detailing consultation with units affected by the proposed change. See Curriculum Consultation for details.

7. **UBC Vancouver Library Learning, Research and Scholarship Consultation form** signed by the appropriate subject matter Librarian Consultant. See Curriculum Consultation for details.

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.

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 Admissions Committee 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 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 may be invited 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 and the Office of the Vice-President Academic's New Programs Hub 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 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: academic.ubc.ca/vpa-initiatives/new-program-proposals.

NOTE: ***No degree program can be offered or marketed prior to UBC receiving Ministry approval.***

> *The Ministry of Post-Secondary Education and Future Skills has advised that Faculties are not to add program information to Faculty-level websites prior to full Ministry approval. Advertising and marketing at this stage is limited to program information added to the UBC Academic Calendar with the appropriate disclaimer. Program proponents may wish to develop brochures or collateral material, but these cannot be distributed in advance of confirmation of Ministry approval.*

New Program Proposal Submission

Timing of the Submission

It is recommended that new program proposals be submitted at least <u>14 to 16 months prior to the desired first cohort start date</u>. 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 14-16 months in advance of the first cohort start date typically ensures sufficient time for University and Ministry-level approvals, permit the inclusion of the program in promotional marketing markets, ensure time for system set up, and allow for effective student recruitment.

Where to Submit Proposals

Following Faculty approval, new program proposals may be submitted to the Vancouver Senate Curriculum Committee. The Chair of a Faculty Curriculum Committee (or equivalent) submits the proposal after Faculty-level approval has been granted, all required forms have been completed, and the necessary signatures have been obtained. The date of Faculty

approval must be documented in the submission. Incomplete submissions will not be accepted and will not be considered for approval.

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

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

- Proposals for new **graduate programs** should be emailed to graduate.curriculum@ubc.ca.

The entire submission consists of:

- Executive Summary (Word file)

- proposal document (Word file)

- program Calendar entry in 2-Column Change to Course or Program form (Word file)

- complete proposals for all new courses proposed for the program (See Category 1 Proposals)

- UBC Vancouver Consulting Check forms for new and changed programs and all new courses (Word or PDF file)

- UBC Vancouver Library Learning, Research and Scholarship Consultation form for program and all new courses (Word or PDF file)

- Budgetary Impact of Curriculum Proposals form for program and all new courses (Word or PDF file)

4. 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 sync with the cohort with which they were admitted.

5. New Non-Degree Programs

University-level approval includes Faculty, Office of the Provost and Vice-President Academic, the appropriate Senate committees, Senate, and Board of Governors approval. Non-degree programs must adhere to the appropriate Senate policy:

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

Diploma Programs

Diploma programs require approval by the Faculty, Senate Curriculum Committee, Senate Admissions Committee, Senate, and Board of Governors.

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

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

- proposed name of academic-credit certificate program

- date of submission

- proposing Faculty/college/school

- proponent contact information (name, title, unit, email)

- supporting UBC partners or external partners, as applicable

- program description (300-500 words)

- rationale for the program (300-500 words)

- alignment with UBC's Indigenous Strategic Plan

- proposed length/duration (indicate hours, credits, months, etc.)

- proposed curriculum topics (list by brief descriptive titles only)

- target learners

- student admission criteria

- student assessment/grading methods

- program delivery format

- assessment of impact on departmental and university resources

- current program advisory committee members, as applicable (list names and affiliations)
- deans/department heads expected to approve proposal

After a new diploma has received Senate approval, proponents must also complete the Ministry of Post-Secondary Education and Future Skills' New Non-Degree Program Review. Please contact the New Programs Hub (new.programs@ubc.ca) in the Office of the Provost and Vice-President Academic for more information about the process.

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

Academic-Credit Certificate Programs

Academic-credit certificate programs require approval by the Faculty, Senate Curriculum Committee, Senate Admissions Committee, Senate, and Board of Governors.

Proposals to establish academic-credit certificate programs should comply with the Senate requirements for new program proposals as outlined above.

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

- proposed name of academic-credit certificate program

- date of submission

- proposing Faculty/college/school

- proponent contact information (name, title, unit, email)

- supporting UBC partners or external partners, as applicable

- program description (300-500 words)

- rationale for the program (300-500 words)

- alignment with UBC's Indigenous Strategic Plan

- proposed length/duration (indicate hours, credits, months, etc.)

- proposed curriculum topics (list by brief descriptive titles only)

- target learners

- student admission criteria

- student assessment/grading methods

- program delivery format

- assessment of impact on departmental and university resources

- current program advisory committee members, as applicable (list names and affiliations)
- deans/department heads expected to approve proposal

Certificates that will ladder into another credential must also complete the Ministry of Post-Secondary Education and Future Skills' New Non-Degree Program Review once they have received Senate approval. Please contact the New Programs Hub (new.programs@ubc.ca) in the Office of the Provost and Vice-President Academic for more information about the process.

See: Vancouver Senate Policy V-128 *Academic-Credit Certificate Programs*.

Non-Credit Credential Programs

Proponents of non-credit credentials are encouraged to use the Non-Credit Program Certificate Proposal Template to submit non-credit program certificate or non-credit program microcertificate proposals.

The Board of Governors has delegated fee approval to the Office of the Provost and Vice-President Academic and is a requirement for all new micro-certificates and program certificate programs, regardless of whether proponents plan to charge fees. Proponents must contact the Office of the Provost and Vice-President Academic New Programs Hub (new.programs@ubc.ca) to complete the fee approval process prior to launching their program. Proponents can continue to submit their program proposal for Senate review while pursuing fee approval separately. See: Vancouver Senate Policy V-129 *Non-Credit Credentials*.

6. 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, the relevant [Senate Curriculum Committee Subcommittee](#), Senate Curriculum Committee, Senate, and, depending on the type of Category 1 proposal, may also require approval by the Ministry. Please see [Ministry of Post-Secondary Education and Future Skills Approval](#) for more information on Ministry approval requirements.

The following are examples of Category 1 proposals:

- creation of new courses

- creation of new options, concentrations, specializations and streams

- changes to existing courses or programs that affect Faculties outside of the proposing Faculty

- changes to existing courses or programs that engender budgetary implications beyond the available resources of the proposing Faculty

- reopening a closed course

- creation of a new subject code

- deletion, dissolution or suspension of a program

- discontinuation of courses impacting Faculties other than the proposing Faculty

- program changes that result in deviations from the standard academic year[6]

- 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 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.

---

[6] Changes to courses or programs that result in deviations from the standard Academic Year, such as a Winter Term 1 course beginning prior to the Winter Session, require consultation with Senate and Curriculum Services for direction on the requirements for specific 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[7]

   - 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**[8] that outlines the following:

   - a description of the course structure (lecture, lab, tutorial, number of hours per week, method of presentation of course material, etc.)

   - a description of the operation of the course (e.g., number of instructors, evaluation methods and frequency of examinations, etc.)

   - prerequisites and/or corequisites

   - a clear statement of learning objectives/learning outcomes[9]

   - course requirements (e.g., assignments, exams, field work)

---

[7] 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.

[8] The content of syllabi is governed by Vancouver Senate policy V-130: *Content and Distribution of Course Syllabi.* For a suggested template, please see Appendix E: Course Syllabus Template. Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology: ctlt.ubc.ca/about/contact-us/.

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

- 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), pass/fail (P/F) or honours/pass/fail (H/P/F)

- a section on Academic Integrity is strongly recommended for all UBC course syllabi; Faculties can devise their own statements on Academic Integrity or copy the language included in Appendix G.

3. **UBC Vancouver Consulting Check form(s)** detailing consultation with units affected by the proposed change. See Curriculum Consultation for details.

4. **UBC Vancouver Library Learning, Research and Scholarship Consultation form** signed by the appropriate subject matter Librarian Consultant. See Curriculum Consultation for details.

5. **Budgetary Impact of Curriculum Proposals form** signed by the department head and the dean of the proposing Faculty. The signature of the Provost is also required where the form indicates that "Additional budget IS required to implement this curriculum change."

NOTE: *1. Forms should be completed and signed, and any potential issues resolved, prior to submission. The Senate Curriculum Committee will not review incomplete submissions.*

2. Student fees associated with launching a new course must be reviewed by the Office of the Provost and Vice-President Academic to confirm whether approval is required by UBC's Board of Governors. Approval would be required prior to offering the course to students. Please contact the New Programs Hub (new.programs@ubc.ca) to discuss further.

Guidelines for New Courses

Subject Code Assignment/Creation

Subject codes denote the subject area of a course and are appended by a campus identifier (i.e., _V or _O) where the course is approved to be offered. Subject codes should be a reasonable abbreviation of the subject of instruction.

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 (not inclusive of the campus identifier) must be included.

Neither a UBC Vancouver Library Learning, Research and Scholarship 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.

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. Typically, courses numbered 700 and above are clinical courses and cannot be counted towards graduate programs.

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_V 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 be 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_V 100 **(3)**) or a variable value (CRSE_V 100 **(3-6)**).

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

The 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.

The credit value for some variable credit courses is determined by the student in consultation with the department offering the 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.

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 materials 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. The recommended word limit is 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 D: 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.

Vectors

Vectors have historically been used in some Faculties to describe the distribution of contact hours across learning activities associated with a course.

A vector consists of either two or three digits in square brackets at the end of a course description and may also include a decimal number. 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.

Vectors are not required a required component of course descriptions; however, some Faculties regularly include them. Consult with your Faculty curriculum chair for guidance.

Credit Exclusion Statements

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

a) a credit-exclusion statement in a course description (credit will be granted for only one of X or Y, as described below), which would apply to all students taking the course, or
b) a credit-exclusion list under a particular degree's Academic Calendar listing, which would only apply to students in that degree program.

Equivalent courses are always credit exclusions, but credit exclusion does not necessarily imply equivalence.

As a very rough guideline, courses with credit exclusion typically have 50-80% commonality.

Credit exclusion can occur with respect to courses at different year-levels, e.g., a 3rd year course may be credit excluded with respect to a 4th year course.

If applicable, the credit-exclusion statement is included in the course description. It should be the last sentence before vectors.

The standard credit-exclusion statement is stated in the positive: "Credit will be granted for only one of COURSE 1 or COURSE 2." Course 1 should be the originating course.

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

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

A credit-exclusion statement may also be required between a specifically-defined course and a special topics course, which should read: "Credit will be granted for only one of COURSE 1 or COURSE 2(A-Z) when the subject matter is of the same nature." The special topics course should be listed with both the course number and letter, such as '495G'. Note that Workday cannot be programmed to support such a statement and program staff must manually check students' records.

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.

For example:

- Prerequisite: CHEM_V 304 and one of MATH_V 200, MATH_V 217, MATH_V 226, MATH_V 253.Corequisite: Either (a) PSYC_V 100 or (b) all of PSYC_V 101, PSYC_V 102.

Equivalency

Two UBC courses are deemed equivalent to each other if they can be used interchangeably for academic requirements, prerequisites or corequisites, and grade replacement. The statement that UBC Course A is equivalent to UBC course B means either course can be used interchangeably for the following:

a) academic requirement: Completing course A satisfies all academic requirements the same way that course B satisfies these requirements;
b) enrollment prerequisite: completing course A satisfies all prerequisites or corequisites the same way as course B; and
c) grade replacement: the grade for course A is used in place of a grade for course B.

The same course cannot be used in different equivalency groups. If A=B and B=C then A MUST equal C.

Courses at different year-levels generally cannot be equivalent; they are credit exclusions. This is critical since most programs track student progress by number of credits in specific years so equivalence cannot allow a student to get credit for a 3rd year course by completing a 2nd year course.

The equivalence concept is currently limited to individual courses. At this time, there is no "block equivalence" functionality in Workday, i.e., wherein a block of two or more courses is deemed equivalent to a block to two or more other courses.

Equivalent courses are indicated on the course proposal in the course description. A credit-exclusion statement should also be included to indicate students may not receive credit for both courses in the event students may not fully understand the implications of equivalent courses; however, usage of the credit-exclusion statement only does not imply courses are equivalent; it implies the courses are similar enough in nature not to allow credit for both courses.

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. Co-located courses are commonly but not necessarily equivalent (e.g., an undergraduate course could be co-located with a graduate course). Co-located courses may also be credit exclusions; if that is the case, see Credit Exclusion Statements. Otherwise, co-location information is not typically included in course descriptions.

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 may be co-located and the other could be different for each course).

Special Topics/Directed Study Courses

Special topics courses are those in which the instructor and content are expected to vary year-to-year. They can be used to offer courses on a one-time basis or to pilot courses a unit 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 unit'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 the proposed course.

Versions

Some types of courses such as directed studies, special 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_V 448A, BIOL_V 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 prerequisites, corequisites and equivalencies to other courses in exactly the same way
3. have identical prerequisites, corequisites 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 special 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.

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 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., 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 Vice-President Academic 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 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) begins. Accordingly, the 2025 Winter Session runs from September 2025 until April 2026. The effective year of any change that is to take place during this period is "2025." The effective year should never be listed as "2025/26."

The effective session for curriculum proposals should be a future (not current) session (Winter or Summer). Changes submitted for the current 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.

Effective sessions are normally a future Winter Session. Where the effective session is a Summer Session, the Summer Session should be of the next Academic Year. This means changes effective Summer Session 2027 are approved by the Senate no later than May 2026.

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 at which the proponent intends 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 Academic Calendar for more information on the Calendar proofreading and publication process.

Where to Submit Proposals

Proposals may be submitted to the 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. UBC Vancouver Consulting Check form(s) (Word or PDF file)

4. UBC Vancouver Library Learning, Research and Scholarship 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. UBC Vancouver Consulting Check form(s) (Word or PDF file)

3. UBC Vancouver Library Learning, Research and Scholarship Consultation form (Word or PDF file)

4. Budgetary Impact of Curriculum Proposals form (Word or PDF file)

7. Category 2 Proposals

Category 2 proposals are less substantive changes to existing courses and programs than those described in 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/corequisites 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. splitting one course into two separate courses with equal total credit value, without changing the course content

   NOTE: Submission of course information for the one original course and the two new courses is required.

6. merging two separate courses into a single course with the equal total credit value, without changing the course content

   NOTE: Submission of course information for the two original courses and the one new course is required.

7. changes to subject codes or course numbers (provided that new numbers still reflect the scope and depth of the course)

8. 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)

9. closure of a course

NOTES: *1. Category 2 proposals may require consulting checks with other units. See Required Consulting Checks with Other Units.*

2. Where any of these changes reflect significant changes in course or program content, the proposal should be submitted as a Category 1 change.

3. Changes in instructor or delivery method do not require Senate approval unless there is a concurrent change in course content.

4. 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.

5. If there is a plan to charge a fee as a result of any changes to a course, this must be reviewed by the Office of the Provost and Vice-President Academic to confirm whether approval is required by UBC's Board of Governors. Approval would be required prior to offering the course to students. Please contact the New Programs Hub (new.programs@ubc.ca) to discuss further

Category 2 Proposal Requirements

Category 2 changes typically do not require library consultations or budget approval; however, they may require consulting checks with other units. See [Required Consulting Checks with Other Units](#) In all cases, 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 [on the Senate website](#).

Faculty-level Approval

Category 2 proposals 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. 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., 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 Vice-President Academic 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 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) begins. Accordingly, the 2025 Winter Session runs from September 2025 until April 2026. The effective year of any change that is to take place during this period is "2025." The effective year should never be listed as "2025/26."

The effective session for curriculum proposals should be a future (not current) session (Winter or Summer). Changes submitted for the current 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.

Effective sessions are normally a future Winter Session. Where the effective session is a Summer Session, the Summer Session should be of the next Academic Year. This means changes effective Summer Session 2027 are approved by the Senate no later than May 2026.

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 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)

8. 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 may 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. 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 [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.

9. 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 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.

10. UBC Parchments and Academic Transcripts

The parchment is the physical representation of a university degree, diploma or certificate, printed on official parchment paper used only for those purposes. Policy J-126: *Degree, Diploma, and Certificate Names and Parchments* mandates what information appears on the UBC parchment.

The academic transcript is the primary record of each student's academic achievement at UBC. All UBC transcripts include by default a notation of each student's completed specializations, i.e., all honours, major or minor programs for which the student has satisfied all requirements. The information included on transcripts may change as result of curriculum changes. For questions related to information included on an academic transcript, consult with the Office of the Senate.

The transcript may also include special notations designed to recognize achievement in a specific area, e.g., Master of Library and Information Studies First Nations concentration. The text of the notation and the conditions under which it is granted must be explicitly stated in the relevant section of the Academic Calendar. This information informs not only students about their program options, but also Enrolment Services about program configuration. Without this notation, a concentration may not be programmed and thus may not appear in the transcript.

Example:	The notation "Concentration in Example Studies" shall be added to the transcript of any student who completes at least 18 credits of upper-level [subject] courses.

11. 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 February. 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 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. Please refer to 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 <u>major</u> change to an existing program). Proponents are encouraged to reach out to the [New Programs Hub](#) in the Office of the Provost and Vice-President Academic, which offers a single point of entry for coordinating support through the entire program development process—from ideation to approval and launch

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)

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 New Programs Hub and the VP Students Office to initiate the process of formal student tuition consultation as required under UBC Policy LR4. The Faculty must respond, in writing, to any significant issues raised in the Student Consultation Report.

13. With support from the New Programs Hub, 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 New Programs Hub in 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 of Curriculum Change 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 Ministry approval once it has been granted.

NOTE: **No degree program can be offered or marketed prior to UBC receiving Ministry approval.**

The Ministry of Post-Secondary Education and Future Skills has advised that Faculties are not to add program information to Faculty-level websites prior to full Ministry approval. Advertising and marketing at this stage is limited to program information added to the UBC Academic Calendar with the appropriate disclaimer. Program proponents may wish to develop brochures or collateral material, but these cannot be distributed in advance of confirmation of Ministry approval.

Appendix B: New Program Approval Checklist

Phase 1- Generating Ideas, Building Support

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

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

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

Phase 2 - Creating your Initial Program Proposal

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

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

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

Phase 3 - Departmental or Unit Approval

The proposal receives iterative review and approval by the following groups, in order:
- Departmental Teaching and Learning Committee
- Departmental Curriculum Committee
- Department or Unit
- Faculty Curriculum Committee or equivalent

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

Phase 4 - Preparing for Faculty Approval

The proposal receives iterative review by the following groups as necessary:
- Dean's Office
- Senate Secretariat (for completeness, form, and grammar)
- G+PS (if program is a graduate program)
- Provost's Office
- Library

NOTE: Formal consultations are undertaken using the prescribed forms.

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

Submit for Faculty Approval

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 C: 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 D: 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.

- 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_V 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_V 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_V 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_V 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_V 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_V 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_V 300.

Appendix E: Course Syllabus Template

This template is created by CTLT, UBC based on Policy V-130, effective August 2019. Additional instructions and resources are available at CTLT's Course Syllabus page. Contact the CTLT for support with syllabus design.

Course Code, Section Number, and Title (# of Credits)

Academic Year Term, Month - Month

Days of the Week, XX:XX am – XX:XX pm PST

Class Location [online, in-person]

Land Acknowledgement [Highly Recommended]

[Create a personal land acknowledgment that meaningfully connects to your course content, reflecting your personal connections and commitments to action. Some Faculties or departments may have established land acknowledgment statements for consistency across syllabi. Below is one example to guide you.

Example (UBC's Indigenous Portal):

UBC's Point Grey Campus is located on the ancestral and unceded territory of the xʷməθkʷəy̓əm (Musqueam) people. The land it is situated on has always been a place of learning for the Musqueam people, who for millennia have passed on their culture, history, and traditions from one generation to the next on this site.]

Course Information

Course Code, Section, and Title	Academic Period	Credits	Course Delivery Mode
[As listed in UBC Academic Calendar, e.g., CODE_V 100 001 Course Title]	[e.g., 2024-25 Winter Term 1]	[e.g., # Credits]	[e.g., In-Person, Online, Hybrid, Multi-Access]

Prerequisites and Corequisites: [List any prerequisite or concurrent courses required for this course. If none, indicate there are none.]

Course Description

Calendar Description

[Provide Course Description as on UBC Academic Calendar.]

Extended Course Description

[In addition to the description from the UBC Academic Calendar, provide your extended course description, clearly stating the overall reason for the course, its intended audience,

connections to related courses, and underlying philosophy, and so on. You may highlight pedagogical approaches or special activities such as fieldwork or a capstone project. The goal is to give students a deeper understanding of the course, including its intent and practical applications, beyond what the Academic Calendar description alone offers.]

Instructor(s)

Name

Contact Details	Office	Office Hours
[Include all contact information. If you have a preferred mode, state it. For example, do you accept email inquiries? What is your typical response time?]	[List a physical office location and/or virtual office room.]	[Do you have set office hours or can students make appointments? Do you hold "office hours" online? If so, how do students access you?]

Instructor's Bio [Highly Recommended]

[Provide a short biography, positionality statement, accessibility statement and/or approach to teaching in this course.]

Other Instructional Staff

[All student-facing members of the teaching staff such as teaching assistants.]

Name

Contact Details	Office and Office Hours	Teaching Roles
[Name all communication channels you are willing to have students use. If you have a preferred mode, state it. For example, do you accept email inquiries? What is your typical response time?]	[List a physical office location and/or virtual office room] [Do you have set office hours or can students make appointments? Do you hold "office hours" online? If so, how do students access you?]	[Describe how they support students' learning (e.g., leading discussions, labs, grading). For what reasons should the students contact each teaching staff and for what reasons should they contact you?]

Course Learning Outcomes/Objectives

[Course learning outcomes or objectives (LO) define what skills, knowledge, or attitudes students are expected to acquire and be assessed on throughout the course. These LOs, developed by your department and approved by Senate, outline the intended results of this

course in relationship to the degree/department. If the approved LOs are outdated, consult with your department.

Effective LOs are specific, use action-oriented verbs that are measurable and observable, and are challenging yet achievable upon successful completion of the course. Each LO should support the course's overall goals and directly link to assessments outlined in the Assessment of Learning section in the syllabus.]

Upon the successful completion of this course, students will be able to:

1.

2.

3.

4.

5.

Learning Materials

[List of required learning materials, including (but not limited to) textbooks, reading packages, on-line assessment tools, lab and field trip manuals and equipment, technological devices. For each item, include:

- where students can obtain them

- an estimated cost

- edition, ISBN, and publisher, if applicable

- any software or app requirements, including if they are limited to certain operating systems

Consider the use of Open Educational Resources for accessibility and affordability.

Assessment Materials/Tools: Cost to access fee-based assessment materials/tools must not exceed 12% of the domestic tuition (about $70 for each 3-credit course at the time this template was developed in 2024/2025) and cannot account for more than 20% of overall assessment grade. See Policy V-131.]

Course Structure and Learning Activities

[Outline main components of your course, such as lectures, labs, discussions, and tutorials and their modalities: in-person, online, hybrid, and multi-access. Describe the main learning activities that students will engage in (e.g., case studies, online discussions, presentations, field trips) so your students can prepare and better engaged in, and they can reach out for extra support when needed.]

Course Schedule

[Provide a schedule with list of topics. Include necessary information such as dates, required and optional readings, learning activities, and/or important deadlines.]

Assessments of Learning

[Identify the diverse ways used to assess achievement of stated learning outcomes or objectives, when each will occur, and the weighting of each component in the final grade.

Provide a short description of each assessment to let students know the key information without overwhelming them. Detailed instructions, criteria, and grading rubrics for each assessment may be in either Appendix, on separated documents, or in corresponding sections on Canvas.]

The final letter grade will be given following the UBC's Grading Practices.

Assessment Component	Learning Outcomes	Points Possible	% toward the Final Mark	Deadlines
[Quizzes, Problem Set, etc.]	LO #			
[Midterm, Exam, etc.]	LO #			
[Essay, Final Project, etc.]	LO #			

Course Policies

[State your course policies, in accordance with the Grading Practices and Campus-wide policies and regulations that can be found in the Academic Calendar. You may include the following:

- **Attendance:** Clarify how absences or lack of participation might affect a student's grade and provide any guidelines for makeup work in case of excused absences.
- **Late Submission and/or Missed Work:** Outline your late or missed submission policy, including penalties, deadlines for accepting late work, and conditions for extensions (e.g., illness or emergencies). Explain how students should request extensions.
- **Regrading:** Provide instructions on how students can request regrading, if applicable, and clarify any conditions or deadlines for regrading requests.
- **Academic Integrity/Mis-conduct**: Explain what academic integrity in your course is and emphasize the importance of originality and integrity in their work. Explain what students need to do to show their understanding. Outline (or provide a link to) how you and your department handle misconduct. You are encouraged to share this Academic Integrity for Students site with your students.
- **Use of Educational Technology**: Specify what constitutes acceptable and unacceptable use of educational technology (e.g., Generative AI) in learning and assessments as well as a rationale for students to understand how their use aligns or does not align with course learning objectives.
- **Academic Concession**: Academic concessions are meant to help with unexpected or short-term life events your students may experience. Please contact the Academic

Advisory Office in your Faculties to identify Faculty-based resources to support your students and your teaching.

- **Accessibility and Accommodation:** UBC's Centre for Accessibility (CfA) coordinates [academic accommodations for students with disabilities and ongoing medical conditions](). If your Faculty or department has specific procedures for handling accommodation letters, please include those instructions here so students are aware of the correct steps to follow.]

Policies and Resources to Support Student Success

University Policies and Resources

[Include and do not edit the following mandatory statement.]

UBC provides resources to support student learning and to maintain healthy lifestyles but recognizes that sometimes crises arise and so there are additional resources to access including those for survivors of sexual assault. UBC values respect for the person and ideas of all members of the academic community. Harassment and discrimination are not tolerated nor is suppression of academic freedom. UBC provides appropriate accommodation for students with disabilities and for religious, spiritual and cultural observances. UBC values academic honesty and students are expected to acknowledge the ideas generated by others and to uphold the highest academic standards in all of their actions.

Details of the policies and how to access support are available on **[the UBC Senate website]()**.

Learning Resources and Support [Highly Recommended]

[Inform any support resources that are important for student learning in this course.]

Additional Information [Optional]

[Use this space to provide additional information, such as but not limited to: Accessibility statement, EDI statement, Wellness information, Learning Analytics, Copyright.]

Appendix F: Senate Curriculum Committee Subcommittees

Subcommittee	Area of Responsibility
Applied Faculties	Review proposals from the Faculties of Applied Science, Commerce and Business Administration, Forestry, Land and Food Systems; the Peter A. Allard School of Law.
Arts	Reviews proposals from the Faculty of Arts.
Editorial	Reviews Category 2 proposals from all Faculties with the exception of graduate curriculum.
Graduate	Review proposals from the Faculty of Graduate and Postdoctoral Studies and other graduate programs not administered by G+PS.
Health and Education	Review proposals from the Faculties of Dentistry, Education, Medicine and Pharmaceutical Sciences; the School of Nursing.
Non-Credit Credentials	Reviews non-credit credential proposals from UBC Extended Learning and the Faculties
Science	Review proposals from the Faculty of Science.

Appendix G: Academic Integrity

Academic integrity is a commitment to upholding the values of respect, integrity, and accountability in academic work. It is foundational to teaching and learning, and is a shared value and commitment of all members of the UBC community. Students are responsible for informing themselves about and meeting academic integrity expectations, and for developing their understanding of academic integrity concepts and skills. 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 attempt to gain an unfair academic advantage or benefit, nor should you help others do the same. Do not cheat, copy, or mislead others about what is your work. For assessed work, any assistance from others (or AI tools) should be clearly acknowledged and done only where permitted by your instructor on the course syllabus. Students should seek clarification from their instructors if they have any questions about academic integrity expectations.

Violations of academic integrity (i.e., academic misconduct) may lead to serious consequences and harsh sanctions. Students engaged in academic misconduct may be issued a warning letter, referred to the diversionary process, or formally disciplined by the President's Advisory Committee on Student Discipline. Any academic work impacted by misconduct may receive a reduced grade, including a zero. Academic misconduct must be reported pursuant to UBC's academic misconduct regulations. Careful records are kept 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](#). [UBC's academic integrity website](#) contains information for students about academic integrity and the academic misconduct process.

Appendix H: 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.[10]

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.

---

[10] 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.

- 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' could be used to amplify additional essential details of the course design and expectations to students ahead of registration.

MULTI-ACCESS LEARNING:

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

- Based on how the course is intentionally designed, learners may choose (or their locations may dictate) whether they attend in person or online to complete learning outcomes for the course.

- One example would be a specific combination of in-person learning and online learning options co-existing within the same course (or section), giving students choice as to how they engage with a course, and options to change this mode of engagement throughout the course.

- Another example would be the distributed cohort programs (e.g., the undergraduate medical program), where cohorts join either in person or online, dependent on their location.