



# Executive Summary Draft: For New Program Proposals or Substantive Changes to an Existing Program<sup>1</sup>

Revised August 2024

The below questions reflect some of the Provost's Office, Okanagan Senate, Board of Governors, [Ministry criteria](#), and priorities for academic programs. **Briefly** answer them to the best of your knowledge and be prepared to continue elaborating on them throughout the iterative process of proposing a new program, or proposing substantive changes to an existing program. The Office of the Provost will review your submission and provide you with feedback, guidance, and support, as relevant.

**If this is a graduate program**, please submit your completed Executive Summary Draft to CoGS via their Dean, prior to submitting it to the Provost's Office.

## Program rationale, vision and goals

1. What is the name, rationale and vision for the program? What are the aims, goals and/or objectives? What will be the delivery model? When do you hope to launch this program?
2. How does the program contribute to [UBC's mandate](#) and strategic plans: [UBC's Next Century](#) and [Outlook 2040](#)  
*Also consider, [UBC's Indigenous Strategic Plan](#), [The Okanagan Charter](#), [UBC Okanagan Climate Action Plan](#), [UBC Health Strategic Plan](#), [UBC Global Engagement Strategy](#), [UBC's StEAR Framework](#).*
3. What are the high-level learning outcomes (minimum 6) of the program?  
If proposing changes to the program, what is the impact on the program's existing learning outcomes?

*Proponents are strongly encouraged to seek support from the Centre for Teaching and Learning (CTL) to identify program learning outcomes and use [UBC's Curriculum MAP](#) to evaluate curriculum.*

4. How closely aligned are the program goals with those of the unit/Faculty? How about alignment with recommendations or insights gained from the unit's/program's last external review?

*Note that program reviews are currently done in the context of an [external review of the unit](#).*

## Targeted audience, community & peer engagement

5. Please describe the primary and secondary audiences for this program (e.g., domestic or international, traditional or non-traditional, professionals in the field, etc.)
6. If the program is not offered at UBC Okanagan where might students go for this type of program/competencies?

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<sup>1</sup> The Provost's Office advises on what is considered "substantive changes" to a program, in alignment with Ministry guidelines and standards.



7. Is there demonstrated demand to sustain this program? This may include results from surveys, focus groups, consultations, etc.
8. To what extent have you engaged and received input from the targeted audience and community members, including employers, alumni, traditionally underrepresented groups, and Indigenous communities? If none, please list those you believe would be relevant to engage
9. What are related or competitive programs at UBC, [other BC post-secondary institutions](#), and in Canada? Have you engaged with any of them to find opportunities for collaboration (e.g., pathways, block transfer) or request feedback?

### Benefits to students: Employment and further studies in British Columbia

10. What key and employable knowledge and skills will the students gain after successfully completing this program? *You may refer to BC's Labour Market information and forecasts [here](#) for guidance.*
11. What are potential industries of employment for graduates in the region, the province, and beyond? *See BC's industries [here](#).*
12. What opportunities will students have to engage in experiential learning, including but not restricted to, work-integrated learning? *For further reference, visit UBCO's [Experiential Education \(EE\)](#) website*
13. Will there be opportunities for further study after completing this program? If so, how may the program help graduates meet further studies' admissions requirements?

### Increased access and supports for underrepresented groups

14. Pursuant of UBC's [Inclusive Excellence](#), [the StEAR Framework](#), and Ministry's criteria: How may your program increase access and supports for traditionally underserved and underrepresented students either within the discipline, the campus, or overall post-secondary system in BC?

*Consider ways to lower barriers or increase support via the program's admissions criteria, funding opportunities, use of plain and inclusive language throughout the Academic Calendar pages, specialized advising support, etc. For further information and considerations contact [Dharshi Lacey at the Equity and Inclusion Office](#)*

15. Have you considered different admission pathways into the program for Indigenous students? How about specific benefits to Indigenous students in UBC and/or BC?

*To learn about UBCO's Indigenous Pathways Framework and supports, contact [Adrienne Vedan](#), Senior Advisor on Indigenous Affairs and Director, Indigenous Programs and Services.*