

FORM 1

Template:04/17

Before completing this form, please read *Important notes for completing proposals: Form 1S Indicative Proposal and Form 1* which is located on the [Proformas for New Proposals web page](#).

(Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

<p>UNIVERSITY OF OTAGO</p> <p>Proposal for New Qualification or New Major Subject or Endorsement or New Minor Subject (where there is no established major in the subject)</p> <p>Name of Division/School/Department Humanities/Theology and Religion</p> <p>Name of New Qualification/Major Subject/Endorsement/Minor Subject Buddhist Studies subject for MA by coursework</p> <p>Year of Introduction (Year Proposal Takes Effect) 2019</p>

The deadline for Form 1 proposals requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment is:

- the March meetings of the Divisional Boards;
- April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
- April Senate.

Section A

Purpose of Proposal

(A succinct description of the purpose of the proposal, e.g. to introduce Spanish as a new major subject for the degree of Bachelor of Arts, or to introduce a Postgraduate Diploma in Rehabilitation.)

To introduce Buddhist Studies as a new subject in the MA by coursework option.

Justification and Relationship to Strategic Planning Goals

(A statement as to why the new programme is being proposed with reference to the strategic direction of the Department, Division and University. The statement should also include such matters as background, context and evidence of demand. How does the new programme align with the University's Strategic Direction? In order to attract funding the new programme must also align with the Tertiary Education Strategy (TES). Please see the Tertiary Education Commission website for further information: <http://www.tec.govt.nz/Tertiary-Sector/Tertiary-Education-Strategy/>)

The introduction of Buddhist Studies as a subject in the MA by coursework, will make possible something which has long been a desideratum for the Religion programme and for the 60th Dhammachai Educational Foundation of New Zealand and Australia (one of our major external stakeholders), namely, a named Master's level award in Buddhist Studies. Buddhist Studies is an area of particular strength in the Religion programme, with four full-time and one part-time members of staff offering papers in Buddhist Studies. Since 2011, four MAs by thesis and one PhD on Buddhist topics have been awarded, and four Diplomas for Graduates endorsed in Buddhist Studies. Another MA and another PhD in Buddhist Studies are now under examination, and a further two candidates are enrolled for PhDs in Buddhist Studies. We would expect most of the students currently enrolled for the DipGrad to progress to the coursework MA in 2019; one student already enrolled for the MA coursework option in Religious Studies will change to Buddhist Studies if this proposal is accepted.

<i>DipGrad in Buddhist Studies</i>					
Years	Actual numbers enrolled *	Full-Time	Part-Time	EFTS	Numbers Completed
2011	1	1	0	1.1	1
2012	2	1	1	1.2	0†
2013	0	0	0	0.0	0
2014	0	0	0	0.0	0
2015	0	0	0	0.0	0
2016	3	1	2‡	2.4	1
2017	3	0	3‡	1.7	2

* With one exception, these are all full-cost international fee-paying students.

† One of the students enrolled for the DipGrad endorsed in Buddhist Studies in 2012 changed to the DipGrad endorsed in Religious Studies when the language requirement proved too challenging, but she did graduate in 2012 and took most of her papers in Buddhist Studies.

‡ These are all full-time, part-year students, so all three students enrolled in 2016 completed.

The MA in Buddhist Studies meets the CUAP definitions as listed in the handbook, and like the other subjects in the new taught masters in the Division of Humanities, it is a one-year, 180-point degree following on from a three-year undergraduate degree.

Qualification

(A statement confirming that the programme meets the relevant CUAP definitions. Definitions are outlined in the CUAP Handbook at Section 5 (p.25) or view the [Handbook](#) on the CUAP website, scroll down to Section 5.1 Qualifications. Please review the Chart of Levels within the NZ Qualifications Framework at Section 1.2 (p.9) of the CUAP Handbook or view the [Handbook](#) on the website).

The proposed qualification meets the applicable CUAP definition of programme type in relation to Masters degrees.

Acceptability

(A statement as to why the new programme is being proposed with reference to its relevance to the academic discipline or profession nationally and internationally. Evidence of consultation in the preparation of the proposal and acceptability to relevant academic, industrial, professional and other communities **external** to the university should be provided. Include information about any agreement required if this is a jointly taught or jointly awarded programme. *Attach formal letters of support from external organisations for the Board, and in preparation for CUAP.* If appropriate the proposal should include evidence of consultation within the University. Attach the Consultation Record, updated to reflect additional consultation occurring since the Indicative Proposal stage.)

There is no comparable qualification in New Zealand, but there are similar qualifications internationally. A list of some of these was provided on the indicative proposal as follows:

Provider	Qualification/subject	Comment / description
University of Sydney	Master of Buddhist Studies (Coursework)	Offered from 2006-2012. One year full-time, included introductory-level language papers in Sanskrit or Pali and a dissertation of 10-15,000 words.

		Student numbers on individual papers ranged from 2 to 11, probably averaging 6. In 2010 the Faculty set the minimum number of students for coursework Masters degrees at 5, later increased to 10, resulting in the closure of many coursework masters degrees. The Master of Buddhist Studies (Coursework) attracted a variety of students, both local and international. Many belonged to Buddhist organizations, with several being monastics. There were, for example, 16 students enrolled in Master of Buddhist Studies (Coursework) units during the period July 2010 to July 2011. Their countries of origin were: Australia 3; Vietnam/Australia 2; Thailand 2; China 5; Taiwan 1; Hong Kong 1; Singapore 1; South Korea 1. Four of these students were Buddhist nuns.
University of Oxford	MPhil in Buddhist Studies	Two year degree, requiring introductory and advanced study of one of three languages (Sanskrit, Tibetan or Chinese) as well as a paper on Methodological Approaches to the Study of Buddhism, one on Reading Buddhist Texts in Primary Languages, and a 20,000 word dissertation. The programme is limited to 13 students and is usually oversubscribed. https://www.ox.ac.uk/admissions/graduate/courses/mphil-buddhist-studies?wssl=1
SOAS, University of London	MA Buddhist Studies	Students must complete 120 credits of MA taught modules in addition to the compulsory dissertation (60 credits). Students must choose the core module (15 credits) “Critical Concepts in Buddhist Studies,” and a further 105 credits from a list of papers (some 15 point, some 30 point). The papers include introductory and advanced papers in languages relevant to Buddhist Studies (up to 30 points, or 25% of the non-dissertation credits). The full list of papers is available here: https://www.soas.ac.uk/religions-and-philosophies/programmes/ma-buddhist-studies/
University of South Wales	MA Buddhist Studies	Part-time, three-year MA, delivered entirely by distance . The MA was developed by Professor Peter Harvey at the University of Sunderland and offered from 2002 until his retirement in 2011 when the successful programme was taken over by Nick Swann at the University of South Wales. In 2005, the MA had 50 students, half of them overseas students. The MA includes the option to study the Pali language at introductory level and a 15,000-word dissertation. http://www.southwales.ac.uk/courses/ma-buddhist-studies/
University of Bristol	MA in Religions, Buddhist Studies pathway	40 credits of core papers (two papers, one on Buddhism, one a language paper—either Introductory Sanskrit I or Classical Chinese); 80 further credits (including Introductory Sanskrit II); 60-credit dissertation (10-15,000 words)

Since 2007 the Department of Theology and Religion has had an MoU with the 60th Dhammachai Educational Foundation of New Zealand and Australia under which two Thai students per year are fully sponsored to undertake programmes in Buddhist Studies. The Foundation has often expressed the desire to see a named MA in Buddhist Studies offered for these students. In the new MoU (for 2017-2021), the Foundation added provision to fully fund a visiting lecturer to teach one paper each year in the MA.

Treaty of Waitangi

(A statement of the implications for how this proposal is consistent with the University’s commitment to the principles of the Treaty of Waitangi. *Please refer to Section 10 of the Important Notes for completing proposals document for further information.*)

The University adopted a Māori Strategic Framework in 2007 and established the Office of Māori Development. The Office of Māori Development provides leadership to both academic and service divisions and assists the University to develop a deep understanding of and maintain a strong commitment to the principles of the Treaty of Waitangi. The Office of Māori Development manages the University’s Treaty partnerships, primarily with Ngāi Tahu by way of the Memorandum of Understanding

signed with Te Rūnanga o Ngāi Tahu and its on-going relationship with local Rūnanga, Te Rūnanga o Ōtākou, Te Rūnanga o Moeraki and Kāti Huirapa Rūnaka ki Puketeraki. All approved academic proposals at the University of Otago are consistent with this Memorandum of Understanding, the Māori Strategic Framework and the principles of the Treaty of Waitangi.

Although Asia is the geographic focus of most of the papers in the proposed degree programme, many of those countries share the experience of colonisation and there are many parallels in how this affected the knowledge systems and daily practices of indigenous peoples. These will be explored where appropriate and reflection on how the parallels might illuminate the experiences of Māori in Aotearoa New Zealand will be encouraged.

Goals of the Programme

(A statement as to what the programme aims to achieve, the academic rationale on which it is based, its relationship with the research of the University and how overall programme coherence is achieved.)

The Master of Arts in Buddhist Studies aims to provide an academically integrated programme of study, designed for graduates and others with equivalent qualifications or experience, who wish to extend their training in Buddhist Studies to Master's level.

Outcome Statement

(The Outcome Statement will be entered on the New Zealand Register of Quality Assured Qualifications. It is a description of the nature of what a holder of the qualification should be expected to have achieved. The statement will be publicly accessible. Outcomes must be expressed about what the whole qualification represents in terms of the application of knowledge, understanding, skills and attitudes. It consists of three parts: the Graduate Profile, further education pathways and further employment pathways.)

a) Graduate Profile

(A Graduate Profile is a statement of the expected outcomes or attributes that graduates should achieve from the programme. It could incorporate attributes from the Otago Graduate Profile (contextualised for the discipline), as well as any programme-specific knowledge, skills and values. *Please refer to Section 11 of the Important Notes for completing proposals, Form 1S and Form 1 for more detail regarding the Graduate Profile.*)

Master of Arts (MA)

A graduate who has qualified for a Master of Arts degree will demonstrate mastery of specialist knowledge and theory in Buddhist Studies and a well-developed ability in the planning, execution and completion of a research thesis.

Graduates will be able to demonstrate:

1. A well-developed ability to design and develop coherent and appropriate research questions that draw on the philosophical, methodological and theoretical knowledge of Buddhist Studies. [*Scholarship, Self-motivation, Specialist knowledge*]
2. A well-developed ability to apply appropriate and specific skills in acquiring, organising, analysing, and evaluating information in Buddhist Studies; to organise and configure that research; and report it both in oral and written scholarly forms. [*Information literacy, Research, Communication*]
3. A well-developed ability to consider and evaluate their research in an analytical and logical fashion; to engage in the highest scholarly ethical standards; to question

and challenge conventional assumptions; and to approach their research with flexibility, adaptability and creativity. [*Critical Thinking, Ethics*]

4. A commitment to intellectual openness and curiosity, and an awareness of the limits of current knowledge in Buddhist Studies as well as the links to other disciplines. [*Interdisciplinary perspective*]
5. An understanding, where appropriate, of the principles that govern natural systems, the effects of human activity on these systems, and the manner in which cultures and economies shaped by Buddhist traditions have interacted with those systems. [*Environmental Literacy*]
6. An understanding of how their research relates to society, and where appropriate use their research to contribute to wider society, whether within or outside New Zealand, and to Māori aspirations. [*Global perspective, Lifelong learning, Cultural understanding*]

b) Further Education Pathways :

(e.g. will the programme articulate to a higher degree?)

Graduates of the MA coursework option in Buddhist Studies who achieve excellent grades will be qualified to proceed to the PhD.

c) Further Employment Pathways:

(e.g. provide examples of possible careers open to graduates of the programme)

The MA in Buddhist Studies will prepare graduates for a wide range of careers. Previous graduates in the MA in Religious Studies have found work in government agencies (especially those which emphasise policy advice to select committees and ministers, such as the Ministry of Foreign Affairs and Trade and the Ministry for Social Development), in NGOs, in education and in journalism.

Programme Overview

(An overview of every qualification is provided on the University of Otago website. Please provide an overview statement which briefly but succinctly (usually no more than 100 words) summarises the main objectives of the programme and the content and/or career relevance of the programme. The overview should include a description of the main academic components of the programme, for whom it is designed and what it might lead to. It should not include the regulations for the programme. You may wish to view examples from the University website:

<http://www.otago.ac.nz/courses/qualifications/>)

The proposed MA in Buddhist Studies may be taken as a full-time degree in either twelve or eighteen months. Although it will be possible for students to combine the coursework component (taught over two semesters) with work on the dissertation during the same twelve-month period, we would expect most international students (who must be full-time) to take eighteen months, thus allowing them to focus entirely on the research dissertation in the final six months. For domestic students, the degree may also be taken part-time.

The programme is designed for graduates of a Bachelor's degree with a major in Buddhist Studies or Religious Studies, or an equivalent qualification (e.g., the DipGrad endorsed in Buddhist Studies). The programme will position graduates for a wide range of careers where advanced skills in research, analysis and communication are required, and where specialist knowledge of Buddhism and societies shaped by Buddhist

traditions would be advantageous. It will also prepare students for further work in Buddhist Studies.

Proposed Regulations

(Include the complete new degree regulations and/or all amendments to existing regulations and schedules as they are intended to appear in the Calendar. Provide current Calendar page numbers where relevant. Some qualifications only have a single Schedule in which case the amendments to that Schedule should be provided. Other qualifications have three schedules, in which case the proposal must include amendments to all relevant schedules i.e., Schedule A, Schedule B and Schedule C. Please note that you do not need to provide changes to the Programme Information that is or will be in the *Guide to Enrolment*. These will be done editorially.)

2018 Calendar – page 217

Add to the MA Schedule—Part 2: Subjects and Requirements for the Degree—
Coursework Option

Subject	Requirements
Buddhist Studies	RELS 590, and four of HUMS 501-503, RELS 521, 522, 523, 531. With HOD approval one 500-level paper from a relevant subject may be substituted.

Proposed Teaching/Delivery Methods

(An overview statement which should describe any distinctive features of delivery and also comment on inclusion of practical applications, e.g. inclusion of a clinical component.)

Teaching will mostly take the form of research seminars. There will be a distance learning option—for this purpose seminars will be held via video-conference.

Proposed Prescriptions for New Papers

(Refer to the *Guide to Enrolment* for format. This format should include the following: paper code, paper title, semester paper is offered, EFTS value of the paper, points value of the paper, description of the contents of the paper, prerequisites and restrictions. A separate Section B/Form 3 must be completed and attached for all new papers. Please note that proposals for new papers developed for a new programme are not automatically provided to CUAP with the Form 1 proposal. Therefore Section A of Form 1 should contain sufficient detail so that CUAP or the TEC will not need to request Section B (Form 3). If, however, during the peer review process any other university requests a proposal for a new paper, it will need to be sent to them. Therefore, where applicable, the proposal must make a confirmation that proposals for each new paper have been prepared and will be made available to CUAP on request. Please note that where feasible it would be helpful to provide the prescriptions for existing papers in order to give an indication of the flavour of the new programme without having to consult the *Guide to Enrolment*. Please clearly distinguish new papers from existing ones. Where the new or existing paper is at 400-level or higher, please state its NZQA level equivalence.)

Two **new papers** will be introduced, one of which will replace an existing paper RELS 428.

RELS 522 Buddhist Visual Culture in Southeast Asia

S1 0.25 EFTS OC, DL, OL 30 points

Material evidence for the arrival of Buddhism in Southeast Asia, the merger of pre-existing traditions with waves of cultural influx from South Asia, the resulting unique forms of visual culture.

LT MA

RELS 531 Pali for Postgraduates

FY 0.25 EFTS OC, DL, OL 30 points

Intensive Pali, reading both scriptures and commentaries from the Tipitaka. Particular attention is paid to grammatical and stylistic features, and to the manner in which ideas are presented.

LT MA

Existing papers that will form part of the proposed MA

RELS 521 Readings in Buddhist Texts
NS 0.25EFTS OL, OC, DL 30 points

A critical study of a selected Buddhist text or texts. The course will also provide an introduction to the methods appropriate to the study of ancient texts.

LT MA

RELS 523 Key Debates in Buddhist Studies
S2 0.25EFTS OL, OC, DL 30 points

The key debates and theorists in the study of Buddhism with an emphasis on recent work, including lived Buddhism, monasticism, Buddhism and politics, Buddhist law, and Buddhism outside of Asia.

LT MA

RELS 590 Research Dissertation
FY 0.5 EFTS OC DL 60 points

A supervised research dissertation of up to 20,000 words on an approved topic.

LT MA

HUMS 501 Writing and Revision for Graduate Research
S2 0.25 EFTS OL, OC 30 points

This paper provides graduate research students with the theoretical and practical tools they need to achieve effective communication of their academic ideas in both print and other media.

LT MA

HUMS 502 Research Methods in the Humanities
S2 0.25 EFTS OL, OC 30 points

Students will examine key principles of research in the humanities, develop a broad understanding of a range of methods and refine skills in a method of their choice.

LT MA

HUMS 503 Key Debates in the Humanities
S1 0.25 EFTS OL, OC 30 points

What is modernity? Where is power and how is it exercised? Are there limits to our abilities to understand and empathize with other people? Where is Humanities scholarship heading?

LT MA

Assessment and Moderation Procedures

(A brief description of the proposed assessment regime for the programme, the means of ensuring that assessment procedures are valid, consistent, appropriate and fair including the use of external moderators and examiners.

Please refer to the Guidelines on Assessment of Student Performance, available online at:

<http://www.otago.ac.nz/administration/policies/otago078920.html> .)

Summative assessment will normally be internal assessment. The details specified below for the two new papers proposed are similar to those on the existing 500-level RELS papers that will form part of the programme. Taught 500-level papers will be externally moderated; the RELS 590 dissertation is externally examined.

Resources

(A clear statement of the institution's ability to offer the new programme at a high level of quality including reference to such factors as the availability of appropriate expertise, physical facilities, equipment and library resources; access to practical and clinical experience (where appropriate); strengths in related disciplines. If the Strategic Assessment from Planning and Funding prepared for the Form 1S (or the Divisional Sustainability Assessment /Business Plan) has required an update, following changes made during proposal development, the updated version must be attached.)

There are no new resources required. All the staff required for the papers are already in place on contracts of at least five years. The papers will also contribute to the MA in Religious Studies.

External funding for RELS 521 Readings in Buddhist Texts, has already been secured and will be taught by a visiting academic. The intention is to invite leading international scholars to teach the texts in the study of which they have made their reputation. In 2018, RELS 521 will be taught by Steven Collins, Chester D. Tripp Professor in the Humanities, University of Chicago. Professor Justin McDaniel, University of Pennsylvania, has accepted our invitation to teach RELS 521 in 2019. Both are first rate scholars of Buddhist literature and will contribute to the profile of the programme.

A Library impact statement for the new papers is attached.

Predicted Student Numbers

(Estimate, with justification, the expected enrolment for the first three years of the programme. Please make clear whether the predictions are cumulative or new to programme each year.)

Year	Estimated full-time programme enrolments (head-count)	Estimated part-time programme enrolments (head-count)
First year offered	3	1
Second year offered	3	2
Third year offered	4	2
Fourth year offered	4	2

Limitation on Student Numbers

(Most new programmes will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the programme due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Programmes, available at www.otago.ac.nz/otago077163.pdf This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html)

Formal Enrolment Limit (maximum number per intake)

Nil

Vulnerable Children Act Compliance

(If the programme involves students working with children then it is possible the Vulnerable Children Act will apply; if so, admission and/or progression regulations should reference safety checking of students under the Act, and compliant processes must be put in place to safety check students)



The Vulnerable Children Act does not apply to this programme

- The Vulnerable Children Act applies, this is reflected in the programme regulations, and compliant student safety checking processes are, or shall be put, in place

Student Management System Requirements

(Details of how you want the SMS to support applications for the programme. This includes any special data to be requested on the application form (such as provision of a CV, authority for Police check, proposed research topic, referees, etc.), details of the required opening and closing dates for applications and whether the closing date is to be strictly enforced, and the expected source of students for the programme (i.e. will all applicants be existing Otago students or will there also be applicants who are new to Otago). Please discuss your requirements with the Student Management System Support Office to ensure the system will be able to support your requirements. Email: evisiondata@otago.ac.nz)

No special support from SMS will be required. Students on the programme are expected to be a mix of new and existing Otago students (BA in Religious Studies and/ or DipGrad endorsed in Buddhist or Religious Studies).

Plans for Monitoring Programme Quality

(A clear statement of provisions for monitoring quality, including teaching quality; reviewing regulations, content and delivery; reviewing whether papers should be added or deleted. Such provisions should include the establishment of a small monitoring group to collect information in respect of student numbers, pass rates, retention, and student satisfaction, to prepare any peer or self-review reports and to compile the Annual Programme Report and Graduating Year Review.)

All teaching will be evaluated through the Quality Advancement Unit questionnaires for paper and individual teacher evaluations. The reports of external moderators (for taught papers) and external assessors (for research dissertations) will also contribute to monitoring of the programme. Students undertaking this qualification will also be part of the Graduate Opinion and Student Opinion Surveys.

Review of the Programme

(A statement of how this fits into the University's regular review cycle for departments and the Graduating Year Reviews (refer to the Quality Advancement Unit at <http://www.otago.ac.nz/quality/reviews/index.html>, and Section 6.10 of the CUAP Handbook (p.50), or view the Handbook on the CUAP website at <http://www.universitiesnz.ac.nz/cuap-handbook>, scroll down to Section 6.10.)

The University will undertake a Graduating Year Review for this programme. The programme will also be reviewed as part of the regular reviews of the Department of Theology and Religion and of the MA in Humanities.

Statement re Section B

(Section B of Form 1 is equivalent to Form 3 and must be completed for new papers in the new programme. If there are no new papers being introduced with the new programme, simply state under this heading "No new papers". If, however, there are new papers being introduced with the programme, state that Section B (Form 3) has been prepared and will be made available to CUAP on request. Section B (Form 3) should be attached to Section A when it is submitted to the Divisional Board and to the Board of Undergraduate or Graduate Studies.)

Section B consists of the two Form 3s for RELS 522 and RELS 531.

Staff Member Responsible for Drafting Proposal

(Please give the name and contact details of the staff member who drafted the proposal if different from the Head of Department):

Associate Professor Will Sweetman, will.sweetman@otago.ac.nz x8793.

FORM 3 (or Section B of Form 1 if submitted as part of a new programme)

Before completing this form, please read the document entitled [Important notes for completing proposal forms](#). (Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

UNIVERSITY OF OTAGO Proposal for New Paper

Name of Division/ School/ Department	Department of Theology and Religion
Proposer (name and position)	Will Sweetman, Associate Professor and Head of Department
Subject Code, Number, Title (60 characters max.)	RELS 522 Buddhist Visual Culture in Southeast Asia
Proposed year of introduction	2019

Deadlines:

- a) For the introduction of new papers as part of a proposal for new qualifications and new major and minor subjects requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment:
- the March meetings of the Divisional Boards;
 - April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - April Senate
- b) For the introduction of new papers for the following academic year:
- the May meetings of the Divisional Boards;
 - June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;
 - June Senate.

Purpose of Proposal

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. Also note if you are proposing a number of related papers, please include on the one proposal form rather than filling out a separate form for each paper.)

To introduce a new 500-level RELS paper. An existing 400-level paper (RELS 428) will be deleted as a consequence.

Level of study

(Please indicate the level of study as defined by the NZ Qualifications Framework. For undergraduate papers, 100-level corresponds to Level 5, 200-level corresponds to Level 6, and 300-level and 400-level correspond to Level 7. For postgraduate papers, 400-level is Level 8, Master's papers are Level 9 and Doctoral papers are Level 10.)

Level 9

Part (i)

(Please note that the information in Part (i) of this proposal is required for the University Calendar, Guide to Enrolment and online Paper Information.)

Qualifications Affected

(Major qualifications for which this paper will be offered)

Master of Arts

Prescription

(Refer to *Guide to Enrolment* for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is 'limited to', whether it will be offered on-campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the *Important Notes for Completing Forms* for guidance on title, prescription and prerequisites etc.)

RELS 522 Buddhist Visual Culture in Southeast Asia
 S1 0.25 EFTS OC, DL, OL 30 points

Material evidence for the arrival of Buddhism in Southeast Asia, the merger of pre-existing traditions with waves of cultural influx from South Asia, the resulting unique forms of visual culture.

LT MA

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the *Important Notes for Completing Proposal Forms* for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	S1			On campus
Dunedin	S1			By distance

Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. Please provide both the current and proposed forms of words for publication, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

Delete: RELS 428 Life of Buddha: Text and Iconography (Advanced)

Refer to Section A

Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing a new paper? If necessary, special arrangements must be specified for students who are part-way through programmes who would otherwise be disadvantaged, e.g. by changes to prerequisites or the redistribution of course content amongst a number of papers.)

None.

Predicted Student Numbers

(Please give an estimate of the number of students who will enrol in the paper. Please provide a justification for the estimate.)

Four (based on recent enrolments at MA/Honours level in Religious Studies)

Limitation on Student Numbers

(Most new papers will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the paper due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Papers, available at www.otago.ac.nz/otago077162.pdf. This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html)

Formal Enrolment Limit (maximum number of students)

No Limit

Vulnerable Children Act Compliance

(If the paper involves students working with children then it is possible the Vulnerable Children Act will apply; if so, under the Act, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level)

The Vulnerable Children Act does not apply to this paper

The Vulnerable Children Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper level as appropriate)

Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other departments and Divisions. Detail any professional accreditation requirements. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the consultation undertaken in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

In the Division of Humanities all Heads of Department are consulted on a form to introduce a new paper, and are invited to respond only if they wish to raise a concern. For this proposal, all Heads of Department were consulted and the responses were all positive, so no consultation table has been included.

Part (ii)

(Please note that proposals for individual papers do not need to be approved by CUAP unless they are being proposed as part of a new programme. The information in Part (ii) of this proposal is consistent with that required by CUAP of all new papers being introduced in New Zealand universities.)

Justification and Relationship to Strategic Planning Goals

(A statement as to why the new paper is being proposed with reference to the strategic direction of the department, Division and University, relevance to the academic discipline or profession nationally and internationally. The statement should also include such matters as background, context and evidence of demand. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the justification and relationship to strategic planning goals in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

Refer to Section A.

Internationalisation

(Please provide a statement as to how the new paper contributes to the internationalisation goals of the Department and Division. The statement should address the potential for international student recruitment, as well as the possibility of international mobility experiences, such as student exchange. In addition, and if relevant, the potential for collaboration and/or articulation pathways with international partner institutions should also be highlighted. Staff should consult with the Divisional Associate Dean International prior to submission of Form 3 to the Divisional Board and read section 11 of the *Important Notes for Completing Proposal Forms*.)

Our existing MoU with the 60th Dhammachai Educational Foundation of New Zealand and Australia has resulted in a steady stream of international students in Buddhist Studies. This paper (together with RELS 521 and RELS 522) will be of particular interest for these students.

Learning Outcomes (Aims/Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – *please identify which attributes of the Graduate Profile are achieved by the paper*. See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/>)

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

Students who successfully complete the paper will be able to:

- Demonstrate knowledge and understanding of Buddhist visual culture in mainland Southeast Asia;

- Place the material evidence of Buddhism's arrival and development in Southeast Asia in the religious, social and cultural environments in which it was created;
- Give an account of Buddhist visual culture from an art historical perspective
- Demonstrate critical thinking skills in weighing evidence and scholarly arguments to decide what can be determined about the history of Buddhism in Southeast Asia from the extant material remains
- Develop and defend, in writing, an account of an aspect of the development of Buddhism and Buddhist visual culture in Southeast Asia.

Graduates attributes: Scholarship, Self-motivation, Specialist knowledge, Information literacy, Research, Communication, Critical Thinking, Ethics, Interdisciplinary perspective, Environmental Literacy, Global perspective, Lifelong learning, Cultural understanding.

Paper Outline

(Please provide an outline of the structure and content of lectures, laboratories and tutorials, and a description of the assessment tasks – see also Section 12 of the *Important Notes for Completing Forms*.)

Course Description:

This course explores Buddhist visual culture in mainland Southeast Asia. We will consider the material evidence for the arrival of Buddhism in the region, and the way successive waves of cultural influx from South Asia merged with pre-existing traditions in the region and produced unique forms of visual culture.

Weekly readings will focus on specific trends in Buddhist visual culture within their religious, social, and cultural settings. As we progress through the semester, we will visit and revisit certain thematic issues such as representation of the divine, transformation of styles across cultures, and the construction of cultural identity through the arts.

Course Structure

The course is divided up into five units. Each unit focusses on one aspect of Buddhist visual culture in a specific region of mainland Southeast Asia.

1. Buddha images
2. Buddhist stupa stones
3. Buddhist manuscripts
4. Buddhist votive tablets and amulets
5. Buddhist temple paintings

Texts

There is no required text, however there are required readings for each unit. Students must read the required readings BEFORE the class for which they are assigned.

In addition students are expected to read widely in preparation for their research essays, and to be familiar with a broad selection of visual materials relevant to their field of research.

Course Assessment

1) Reading journal (50%)

This journal consists of written responses to the Unit's required readings and class discussions. It is read by all the students and contributes to further discussion in-class. Each response is worth 5%, and the best 10 from 12 responses are taken.

2) Essay (50%)

A 4,500-5,000-word essay on a topic selected and developed by student in consultation with the lecturer. A outline of the topic and argument of the essay is presented in class for feedback from lecturer and students.

Workload Expectations

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University "norm".

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.)

These workload expectations should be part of the information provided to students at the beginning of the paper.)

(i) Contact hours

	<i>hours</i>	<i>derivation</i>
Seminars	39	(3 per week for 13 weeks)
<i>Sub-total</i>	<i>39</i>	

(ii) Non-contact hours

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(12 hours per week for seminar prep, including reading other students' journals)
Reading journal	65	(5 hours per week for 13 weeks)
Essay	67	(67 hours researching, writing and rewriting essay)
Private study	33	(3 hours per week for 13 weeks)
<i>Sub-total</i>	<i>321</i>	

(iii) Total number of hours

360

If introducing a new Distance taught paper:

(i) Contact hours for the new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Seminars	39	(3 per week for 13 weeks, by Zoom for distance students)
<i>Sub-total</i>	<i>39</i>	

(ii) Non-contact hours for new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(12 hours per week for seminar prep, including reading other students' journals)
Reading journal	65	(5 hours per week for 13 weeks)
Essay	67	(67 hours researching, writing and rewriting essay)
Private study	33	(3 hours per week for 13 weeks)
<i>Sub-total</i>	<i>321</i>	

(iii) Total number of hours

360

(iv) Evidence of consultation with the student body in deriving the above workload expectations:

The workload has been discussed with current postgraduate students and is similar to that on other 500-level papers in Humanities.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

No impact.

Terms Requirements

(Some departments require that a student gain Terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

No Terms Requirements

Assessment Procedures

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Demonstrate knowledge and understanding of Buddhist visual culture in mainland Southeast Asia.	Seminars, seminar preparation	Reading journal
Place the material evidence of Buddhism's arrival and development in Southeast Asia in the religious, social and cultural environments in which it was created.	Seminars, seminar preparation, discussion	Reading journal, essay
Give an account of Buddhist visual culture from an art historical perspective.	Seminars, seminar preparation	Reading journal, essay
Demonstrate critical thinking skills in weighing evidence and scholarly arguments to decide what can be determined about the history of Buddhism in Southeast Asia from the extant material remains.	Seminars, seminar preparation, reading other students' journals	Essay
Develop and defend, in writing, an account of an aspect of the development of Buddhism and Buddhist visual culture in Southeast Asia.	Seminars, seminar preparation, discussion with lecturer	Essay

(Add more rows if required)

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Reading journal (400-500 words)	50%	65
Essay (4-5,000 words)	50%	67

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1)

Type of Task	Type of Feedback	Non-contact hours
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Discussion of own and others' reading journals in class	Comment by lecturer and peers	n/a
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(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
N/A	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet-Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

- No Access** is where no part of the paper or course is accessible online.
- Web – Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
- Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
- Web – Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

- Blackboard** **Moodle** **OceanBrowser** **Other** **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)


Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below:**

- (i) Lectures (for each stream)
- (ii) Laboratories (for each stream)
- (iii) Field Trips
- (iv) Tutorials and any other teaching activity

- (v) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.


From: "Timetables Admissions and Enrolment" <timetables@otago.ac.nz>
Date: Wed, Feb 28, 2018 at 4:37 PM +1300
Subject: New paper Proposal - RELS522
To: "Will Sweetman" <will.sweetman@otago.ac.nz>
Good afternoon Will

Thank you for the opportunity to comment on the proposal for the new paper RELS522: Buddhist Culture in South East Asia, to be first offered in semester one, 2019.

When assessing new paper proposals from a timetabling perspective we have two main areas of concern; potential student clashes and venue availability.

However, since this new paper is expected to replace an existing paper (RELS328/428: Life of the Buddha) and adopt that paper's timetable, there is no real change to teaching space requirements. That said, we are more than happy to work with department closer to the time, if necessary, in order to help select suitable times for which we have available teaching space and that do not clash with other significant papers of interest.

With this caveat in place, I am happy to add the Timetable Services endorsement to the proposal.

Regards

Peter McLaren
Customer Services Representative (Timetables)

Library Resources (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)
Marilyn Fordyce, Information Resources Manager (extn 8923, marilyn.fordyce@otago.ac.nz)

Health Sciences Christchurch
Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, marg.walker@otago.ac.nz)

Health Sciences Wellington
Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email kareen.carter@otago.ac.nz)

 **Library Impact Statement attached**

Part (iii)

Departmental/Divisional Resources:

Please either provide a detailed "Business Plan" (or equivalent) or answer the following sections:

Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in this Part and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By approving this proposal, Divisions are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should be given to evidence of potential demand for the new paper and the strategic relevance of the paper for the Department. Have all new resources that are required for the sustainable, long-term delivery of the new paper including academic and general staff (new staff or time of existing staff),

equipment, space, library and IT been considered? Will the delivery of the new paper be undertaken by more than a single academic staff member? Will the new paper impact upon the Department's workload in a way that will enhance its research outputs and aspirations? Carefully consider issues like these in the sections below.)

Laboratories/ IT/Other physical resources

(Attach details of any additional costs for laboratory, IT or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

Equipment

(Attach details of any major new equipment required for the paper including computers.)

Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? What impact, including benefits or synergies, will the introduction of this paper have on research in the Department?)

The paper will be taught by a current staff member (Dr Elizabeth Guthrie-Higbee) as part of her regular teaching load and will replace a paper currently taught at 400-level (RELS 428 Life of the Buddha: Text and Iconography (Advanced)).

University of Otago Library

Library Impact Statement - For new or changing courses and programmes

Name of Division/School/Department:

Theology and Religion: Division of Humanities

Title of New Paper/Programme: Buddhist Visual Culture in Southeast Asia

Course code: RELS 522

Distance Course Code:

Year & Semester of Introduction: 2019

Predicted enrolment: approx. 4 STUDENTS

Staff member responsible for drafting: Associate Professor Will Sweetman

Email: will.sweetman@otago.ac.nz **Ext:** 8793

Resources (print & electronic):

The Library has a strong collection of monographs in the area of Buddhist visual culture to support this paper. The few gaps identified from the bibliography may be purchased from existing collection development resources.

The Library also provides access to a significant number of quality databases, eBooks and journals online, which will contribute to this paper; especially ALTA and JSTOR.

The ereserve system and the Library requesting service will allow students to access articles from journals that are only available in hardcopy.

The library continues to keep abreast of new publications in this area, and along with recommendations from staff from the Department of Theology and Religion, this paper can be supported by the Library's collection development processes.

Distance students will be able to make use of Library resources via the eReserve system, the Library ebook collections and its Home Delivery and requesting services.

Library Support

In accordance with the Library's Research Skills Strategy, the Subject Librarian for Theology and Religion is available for class presentations or individual consultations either face to face or by ZOOM or Skype. Information Literacy skill development may also be incorporated into the Blackboard paper, to support the students in navigating our subscription databases and in web-based research. As the anticipated enrolments for these papers is very small, our current services are well-placed to support students undertaking these papers.

Summary: *(of impact on Library Services)*

As this paper replaces another, and small student enrolment numbers are anticipated, there will be minimal impact on the Library, both in collection development and student assistance. We are already well-resourced in the area, and will purchase additional monographs as required from existing collection development resources, in consultation with academic staff.

Form completed by: Judy Fisher

Position: Subject Librarian

Date: 27/02/2018

FORM 3 (or Section B of Form 1 if submitted as part of a new programme)

Before completing this form, please read the document entitled [Important notes for completing proposal forms](#).
(Please retain the small font prompts for submission to the Board of Undergraduate Studies and Board of Graduate Studies.)

**UNIVERSITY OF OTAGO
Proposal for New Paper**

Name of Division/ School/ Department	Department of Theology and Religion
Proposer (name and position)	Will Sweetman, Associate Professor and Head of Department
Subject Code, Number, Title (60 characters max.)	RELS 531 Pali for Postgraduates
Proposed year of introduction	2019

Deadlines:

- c) *For the introduction of new papers as part of a proposal for new qualifications and new major and minor subjects requiring CUAP approval for introduction in the following year to ensure their inclusion in the Guide to Enrolment:*
- *the March meetings of the Divisional Boards;*
 - *April meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
 - *April Senate*
- d) *For the introduction of new papers for the following academic year:*
- *the May meetings of the Divisional Boards;*
 - *June meetings of the Board of Undergraduate Studies and the Board of Graduate Studies;*
 - *June Senate.*

Purpose of Proposal

(A succinct description of the purpose of the proposal including the introduction of new papers and any consequential amendments such as deletions of existing papers and amendments to schedules. Also note if you are proposing a number of related papers, please include on the one proposal form rather than filling out a separate form for each paper.)

To introduce a new 500-level RELS paper.

Level of study

(Please indicate the level of study as defined by the NZ Qualifications Framework. For undergraduate papers, 100-level corresponds to Level 5, 200-level corresponds to Level 6, and 300-level and 400-level correspond to Level 7. For postgraduate papers, 400-level is Level 8, Master's papers are Level 9 and Doctoral papers are Level 10.)

Level 9

Part (i)

(Please note that the information in Part (i) of this proposal is required for the University Calendar, Guide to Enrolment and online Paper Information.)

Qualifications Affected

(Major qualifications for which this paper will be offered)

Master of Arts

Prescription

(Refer to *Guide to Enrolment* for format. Include proposed subject code, paper number, points value and anticipated EFTS, prerequisites, restrictions, programmes the paper is 'limited to', whether it will be offered on-campus and/or by distance learning, and whether it is to be taught in the 1st and/or 2nd Semester, during the whole year or Summer School. The description of the content should be no longer than 30 words. Refer to the *Important Notes for Completing Forms* for guidance on title, prescription and prerequisites etc.)

RELS 531 Pali for Postgraduates

FY 0.25 EFTS OC, DL, OL 30 points

Intensive Pali, reading both scriptures and commentaries from the Tipitaka. Particular attention is paid to grammatical and stylistic features, and to the manner in which ideas are presented.

LT MA

Occurrence Details

Basic details of each occurrence of the paper, each listed separately. Include campus being taught at or from (Dunedin, Christchurch, Wellington, Invercargill, Auckland), teaching period (S1, S2 etc.), indicative start date (for each occurrence – if not standard), indicative end date (for each occurrence – if not standard), teaching method (i.e. on campus or by distance). Refer to the *Important Notes for Completing Proposal Forms* for guidance on the definition of an occurrence, teaching period and start/end dates.

Campus Taught From	Teaching Period	Indicative Start Date (if Non-Standard)	Indicative End Date (if Non-Standard)	Teaching Method
Dunedin	FY			On campus
Dunedin	FY			By distance

Consequential Amendments to Regulations and/or Schedules and/or Other Papers

(All changes to regulations, schedules and the paper rules of related papers (e.g. prerequisites, corequisites, and restrictions) as a result of introducing this paper must be detailed below. Please provide both the current and proposed forms of words for publication, with changes or additions in bold or italic type. This includes changes that will need to be made to Schedules, including Schedules A, B and C. Include Calendar page numbers. Changes to the Programme information in the *Guide to Enrolment* are not required. Consequential deletion(s) of papers must also be reported here (in which case a separate Form 5, proposal to delete a paper, does not need to be completed).)

Refer to Section A

Transitional Arrangements

(Are there any transitional arrangements necessary as a result of introducing a new paper? If necessary, special arrangements must be specified for students who are part-way through programmes who would otherwise be disadvantaged, e.g. by changes to prerequisites or the redistribution of course content amongst a number of papers.)

None.

Predicted Student Numbers

(Please give an estimate of the number of students who will enrol in the paper. Please provide a justification for the estimate.)

Four (based on recent enrolments at MA/Honours level in Religious Studies)

Limitation on Student Numbers

(Most new papers will not have a limitation on enrolment. However, if it is proposed that there needs to be a limit on the maximum number of students permitted to enrol in the paper due to availability of resources, please indicate using the format below (including the note) and complete and attach a Limitation of Enrolment Form for Papers, available at www.otago.ac.nz/otago077162.pdf This form will be used to assess the proposed limitation and, if appropriate, to gain formal approval for the limitation from Council. Further information is available in the Limitation of Enrolment for Specific Papers and Programmes Procedure at www.otago.ac.nz/administration/policies/otago075807.html)

Formal Enrolment Limit (maximum number of students)

No Limit

Vulnerable Children Act Compliance

(If the paper involves students working with children then it is possible the Vulnerable Children Act will apply; if so, under the Act, safety checking of students planning to enrol in the paper will be required if this is not already covered at programme level)

The Vulnerable Children Act does not apply to this paper

The Vulnerable Children Act applies and compliant student safety checking processes are, or shall be put, in place (at programme and/or paper level as appropriate)

Academic Consultation with other Departments/other Divisions

(Outline the consultation that has been undertaken with interested parties including other departments and Divisions. Detail any professional accreditation requirements. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the consultation undertaken in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

In the Division of Humanities all Heads of Department are consulted on a form to introduce a new paper, and are invited to respond only if they wish to raise a concern. For this proposal, all Heads of Department were consulted and the responses were all positive, so no consultation table has been included.

Part (ii)

(Please note that proposals for individual papers do not need to be approved by CUAP unless they are being proposed as part of a new programme. The information in Part (ii) of this proposal is consistent with that required by CUAP of all new papers being introduced in New Zealand universities.)

Justification and Relationship to Strategic Planning Goals

(A statement as to why the new paper is being proposed with reference to the strategic direction of the department, Division and University, relevance to the academic discipline or profession nationally and internationally. The statement should also include such matters as background, context and evidence of demand. Please note that if you are introducing new papers as part of a new qualification, new major subject or new endorsement and have already outlined the justification and relationship to strategic planning goals in response to Section A of Form 1, simply refer to that part of Section A under this heading.)

Refer to Section A.

Note: It has been unusual in New Zealand to offer language instruction at MA level, but it is quite normal overseas. The two-year MPhil in Buddhist Studies at the University of Oxford devotes most of the first year to language study, with only one other paper, which can be a second language.¹ The MA in Buddhist Studies at SOAS, University of London includes as an option up to 30 points (or 25% of non-dissertation credits, so the same proportion as is proposed here) of either introductory or advanced language papers. The Master of Buddhist Studies offered at the University of Sydney from 2006-2012 included introductory, intermediate and advanced language papers in Sanskrit or Pali which could constitute up to half the credits required for the degree. The Buddhist Studies pathway for the MA in Religions offered at the University of Bristol requires 20 credits (of a total of 120 taught credits) in language (Introductory Sanskrit I or Classical Chinese) with an option to include a further 20 credits (Introductory Sanskrit II). Given the absolute necessity of training in languages for entry to higher research degrees, many students will not consider the MA if there is not an option to study languages. The paper proposed does not absolutely require prior knowledge of Pali, but we expect that many students will have some knowledge of it (many monks have studied Pali) or of Sanskrit (a closely related language, which we

¹ “You will be requested to select a primary Buddhist canonical language. The options currently available are Sanskrit, Classical Tibetan and Classical Chinese. The first year focuses on intensive training in all aspects of your chosen language, **without presuming previous knowledge of it...** You are also required to choose one optional paper. Possible options are a second primary Buddhist language (Sanskrit, Tibetan or Chinese) or a paper chosen from a list published annually.”
<https://www.ox.ac.uk/admissions/graduate/courses/mphil-buddhist-studies?wssl=1>

offer as an option in the Diploma for Graduates endorsed in Buddhist Studies). The course is intensive, and significantly more demanding than an equivalent 18-point paper at 100-level.

Internationalisation

(Please provide a statement as to how the new paper contributes to the internationalisation goals of the Department and Division. The statement should address the potential for international student recruitment, as well as the possibility of international mobility experiences, such as student exchange. In addition, and if relevant, the potential for collaboration and/or articulation pathways with international partner institutions should also be highlighted. Staff should consult with the Divisional Associate Dean International prior to submission of Form 3 to the Divisional Board and read section 11 of the *Important Notes for Completing Proposal Forms*.)

Our existing MoU with the 60th Dhammachai Educational Foundation of New Zealand and Australia has resulted in a steady stream of international students in Buddhist Studies. This paper (together with RELS 521-523) will be of particular interest for these students.

Learning Outcomes (Aims/Objectives) of Paper

(Learning outcomes (aims/objectives) for individual papers can be described in a range of styles and should indicate what learners are able to do on successful completion of the paper. Outcomes for the paper should also contribute to the Graduate Profile of the programme – ***please identify which attributes of the Graduate Profile are achieved by the paper.*** See Section 10 of the *Form 1S and Form 1 Important notes for applicants* for further information and a best practice example, or the *Teaching and Learning Plan* at <http://www.otago.ac.nz/staff/>)

The course design should ensure alignment between learning outcomes, teaching and learning methods, and assessment. When considering outcomes, be sure to consider the different domains such as knowledge, skills (generic and subject-specific) and attributes. Note that assessment tasks later in this form will need to be aligned with the outcomes for the paper.)

Graduate attributes: Scholarship, Self-motivation, Specialist knowledge, Information literacy, Communication, Global perspective, Lifelong learning, Cultural understanding

Students who successfully complete the paper will be able to

- Demonstrate understanding of a wide range of Pali grammatical forms, and of Pali syntax;
- Demonstrate knowledge of essential Pali vocabulary;
- Read Pali in both Roman script and one other script traditionally used for writing or publishing Pali;
- Attempt the translation of unseen Pali texts;
- Translate prepared Pali texts;
- Demonstrate an understanding of Pali philology and its application in Buddhist Studies;
- Provide a piece of sustained translation and study of Pali text.

Paper Outline

(Please provide an outline of the structure and content of lectures, laboratories and tutorials, and a description of the assessment tasks – see also Section 12 of the *Important Notes for Completing Forms*.)

The paper will begin with a comprehensive review of Pali grammar, and will proceed by reading Pali texts of progressively increasing difficulty beginning with narratives from the Suttapiṭaka and Vinayapiṭaka and progressing to more complex texts from Pali philosophical and commentarial literature.

The first semester will consist of the following grammar and reading classes, using Warder's *Grammar* and Wallis's *Reader*.

1. First, sixth and seventh conjugations, present tense, aorist, past participles, imperatives, pronouns, masculine nouns in *a*, nominative, accusative and vocative cases (Warder pp.10-43)
2. Gerunds, present participle, passive, causative and third conjugation, future tense, genitive, ablative and dative case, further uses of instrumental case, past participles in *na*, neuter and feminine nouns in *ā tappurisa* compounds (Warder, pp.44-95)
3. Second and fifth conjugation, *dvanda*, *kammadhāraya* and *bahubbīhi* compounds, locative case, declension of masculine and neuter nouns in *a, i, in* and *u*, feminine nouns in *ā, i, ī, u* and *ū* and pronouns, reflexive or possessive pronouns, negative prefixes, auxiliary verbs (Warder, pp. 96-167)
4. Fourth conjugation, “middle”, denominative, and intensive conjugation, derivation, abstract nouns, secondary nouns (including adjectives), *avyayībhāva* and *digu* compounds, sentences and clauses, relative clauses, complex sentences, order, verse and archaic forms, metre (Warder, pp 168-370)
5. *Sakuṇagghisuttaṃ* and *Cūlamālukyasuttaṃ* (Wallis, pp. 26-51)
6. *Tevijjasuttaṃ* and *Kesamuttisuttaṃ* (Wallis, pp. 52-127)
7. *Sabbasuttaṃ* and *Phenapiṇḍūpamasuttaṃ* (Wallis, pp.128-44)
8. *Anattalakkhaṇasuttaṃ* and *Bhārasuttaṃ* (Wallis, pp.146-62)
9. *Dhammacakkappavattanasuttaṃ* and *Gotamasuttaṃ* (Wallis, pp. 164-93)
10. *Parāyanasuttaṃ* and *Nibbutasuttaṃ* (Wallis, pp. 194-203)
11. *Saṅkhatalakkhaṇasuttaṃ*, *Asaṅkhatalakkhaṇasuttaṃ* and *Ānāpānasatisuttaṃ* (Wallis, pp. 204-35)
12. *Satipatṭhānasuttaṃ* (Wallis, pp. 236-271)

In the second semester, further texts will be read. These will be taken from the readers listed in the course texts or directly from versions of the Pali Tipiṭaka available online (e.g., the Sri Lanka Tripitaka Project, or Sutta Central <https://suttacentral.net>). The texts will be chosen to reflect the students’ interests and may include extra-canonical texts, such as chronicles or jātakas.

Assessment:

Weekly in-class exercises Graded exercises in reading aloud and translating into and out of Pali. Exercises will be taken from Warder and texts from Wallis. These will be supplemented by others of the same kind created by the lecturer or taken from other Pali grammars and (in the second semester) by texts drawn directly from the Tipiṭaka or other texts chosen in part to reflect the literature of most interest to the students (i.e., narrative or commentarial texts).	20%
Mid-year in-class test Translation of several short passages of unseen Pali texts.	30%
In-class translation exercise (open book) Translation of an extended, unseen, Pali text from the Tipiṭaka or an extra-canonical source, with commentary on the linguistic and literary features of the text.	50%

Workload Expectations

(For undergraduate study 1 point = 10 hours (except in many Health Sciences papers), e.g. the expected student workload is 180 hours for a 18-point paper, 240 hours for an 24-point paper, and 360 hours for a 36-point paper. For postgraduate students 1 point = 12 hours (except in Health Sciences), e.g. expected student workload is 240 hours for a 20-point paper.

Every paper has a point value that indicates its contribution to the qualification enrolled for (or to any other qualification to which that paper can contribute). These values have been derived on the basis of an equivalent full-time year of enrolment being 120 points.

It is recognised that Divisions may have guidelines for workload (total hours per point) for the undergraduate papers in their Division, including the ratio of contact to non-contact hours. If this is the case please state any differences to the University "norm".

The required workload for a paper should include provision for lectures (50-minute lectures factored as 1 hour), seminars, tutorials, laboratories, use of computer resource rooms, field work, examinations and tests, preparation and private study. Allocations for each component should be specified in hours and the basis of the allocation given in brackets (suggestions are provided below). A paper that does not include a final examination will normally demand more work of a student during the 13 teaching weeks of a semester.)

These workload expectations should be part of the information provided to students at the beginning of the paper.)

(i) Contact hours

	<i>hours</i>	<i>derivation</i>
Seminars	78	(3 per week for 26 weeks)
<i>Sub-total</i>	78	

(ii) Non-contact hours

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(6 hours per week for seminar prep)
Private study	126	(4.85 hours per week for 26 weeks)
<i>Sub-total</i>	282	

(iii) Total number of hours 360

If introducing a new Distance taught paper:

(i) Contact hours for the new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Seminars	78	(3 per week for 26 weeks, by Zoom for distance students)
<i>Sub-total</i>	78	

(ii) Non-contact hours for new, distance taught paper

	<i>hours</i>	<i>derivation</i>
Class preparation	156	(6 hours per week for seminar prep)
Preparation for assessment	126	(4.85 hours per week for 26 weeks)
<i>Sub-total</i>	282	

(iii) Total number of hours 360

(iv) Evidence of consultation with the student body in deriving the above workload expectations:

The workload has been discussed with current postgraduate students and is similar to that on other 500-level papers in Humanities.

(v) Impact on semester workloads in relation to existing papers that could be expected to be taken in combination with the paper being introduced.

No impact.

Terms Requirements

(Some departments require that a student gain Terms before they sit final examinations i.e., fulfil certain specified conditions (e.g. attending classes; completing oral, written and practical work to a satisfactory level). If students are required to gain Terms before being permitted to sit the examination, please give details of these requirements. If there are no Terms Requirements please state this.)

No Terms Requirements.

Assessment Procedures

(Please provide details of the assessment procedures for the new paper. This table should show clear alignment between the main learning outcomes and how they will be taught and assessed.)

Key Learning Outcomes	Teaching and Learning Method	Summative Assessment (Internal or Final Exam)
Demonstrate understanding of a wide range of Pali grammatical forms, and of Pali syntax.	Seminar preparation and participation	Weekly in-class exercises; mid-year in-class test; final in-class translation exercise
Demonstrate knowledge of essential Pali vocabulary.	Seminar preparation and participation	Weekly in-class exercises; mid-year in-class test;
Read Pali in both Roman script and one other script traditionally used for writing or publishing Pali.	Seminar preparation and participation	In-class tests; mid-year exam; translation exercises
Attempt the translation of unseen Pali texts.	Seminar preparation and participation	Weekly in-class exercises; mid-year in-class test;
Translate prepared Pali texts.	Seminar preparation and participation	Weekly in-class exercises; mid-year in-class test; final in-class translation exercise
Demonstrate an understanding of Pali philology and its application in Buddhist Studies.	Seminar preparation and participation	mid-year in-class test; final in-class translation exercise
Provide a piece of sustained translation and study of Pali text.	Seminar preparation and participation	Final in-class translation exercise

(Add more rows if required)

i) Summative (graded) Internal Assessment

Type of Task	Percentage Contribution to Final Grade (figure should align with non-contact hours assigned to these tasks)	Non-contact hours
Weekly in-class exercises	20%	26
Mid-year in-class test	30%	38
In-class translation exercise (open book)	50%	62

(Add more rows if required.)

ii) Formative (non-graded) Internal Assessment (*For more information, see section 8 of the Important Notes for completing Form 3 or Section B of Form 1*)

Type of Task	Type of Feedback	Non-contact hours
Contribution to seminar discussion	Comment by lecturer and peers	n/a

(Add more rows if required.)

iii) Final Examination

Duration	Percentage Contribution to Final Grade
N/A	

(If a final examination is worth 50% or less of the final grade it would normally have a 2 hour examination. If the final examination is worth more than 50% of the final grade the examination is 3 hours. If not please provide a brief justification here.)

(If a minimum grade has to be achieved in the final examination to pass the paper as a whole, please state the minimum and provide a brief justification for the requirement here.)

(Will plussage apply to the paper? If so, please supply a justification here.)

Internet-Based Learning

(Please indicate whether teaching and learning in the paper is available in part or as a whole via the Internet by stating which one of the four classifications it falls under)

- No Access** is where no part of the paper or course is accessible online.
- Web – Supported** is where a paper or course expects students to access limited online materials and resources. Access is optional, as online participation is likely to be a minor component of study.
- Web – Enhanced** is where a paper or course expects students to access online materials and resources. Access is expected, as online participation is likely to make a major contribution to study.
- Web – Based** is where a paper or course requires students to access the accompanying online materials and resources. Access is required, as online participation is required.

Online Learning Management System used (Choose one)

- Blackboard** **Moodle** **OceanBrowser** **Other** **None**

(If you are using Moodle, OceanBrowser or Other, how will this be supported?)

Proposed Timetable

(Timetable Services must be contacted in the early planning of the introduction of the paper. They can provide advice and information and they will need to know your intentions. Timetable allocations are dependent on the availability of suitable teaching space. Also please attach written confirmation from the Timetable Services that requested facilities are available (contact Timetable Services at timetables@otago.ac.nz). Please note that timetable consultation is not required for research only papers or where a paper is taught within departmental facilities to a circumscribed group of students taking no other subjects e.g. 400 level papers.)

When consulting with the Timetable Services, please take into account the following, **and supply the details below**:

- (vi) Lectures (for each stream)
- (vii) Laboratories (for each stream)
- (viii) Field Trips
- (ix) Tutorials and any other teaching activity
- (x) Identification of possible timetable clashes with other papers that could be expected to be taken in combination with the paper being introduced.



From: "Timetables Admissions and Enrolment" <timetables@otago.ac.nz>
Date: Wed, Feb 28, 2018 at 4:43 PM +1300
Subject: New Paper Proposal - RELS531
To: "Will Sweetman" <will.sweetman@otago.ac.nz>

Hi Will

Thank you for the opportunity to comment on the proposal for the new paper, RELS531: Pali for Postgraduates, to be first offered as a full year paper in 2019.

In this case, as it is expected that this paper will be taught in departmental space, there is no impact on the pool teaching system. I am happy, therefore, to add the Timetable Services Group endorsement to the proposal.

Regard

Peter McLaren
Customer Services Representative (Timetables)

Library Resources (Please identify the initial library purchases and the ongoing annual requirements. You should include all monographs, serials and electronic databases. Written confirmation from your library contact is required and should be attached:

Commerce, Humanities, Sciences and Health Sciences (Dunedin campus)
Marilyn Fordyce, Information Resources Manager (extn 8923, marilyn.fordyce@otago.ac.nz)

Health Sciences Christchurch
Marg Walker, Health Sciences Librarian, Canterbury Medical Library (extn 364 0505, marg.walker@otago.ac.nz)

Health Sciences Wellington
Kareen Carter, Medical Librarian, Wellington Medical Library (1 04 385 5348, email kareen.carter@otago.ac.nz)



Library Impact Statement attached

Part (iii)

Departmental/Divisional Resources:

Please either provide a detailed "Business Plan" (or equivalent) or answer the following sections:

Confirmation of Availability of Resources

(Please note that resource information regarding the paper being introduced should be provided in this Part and will be considered by each relevant Division. If the academic and/or financial responsibility for the new paper is shared by more than one Division, or the paper resides academically in one Division but is the financial responsibility of another, then Part (iii) will need to be approved by each relevant Division. You should contact the relevant Divisional Office(s) in case there are any additional requirements regarding information on resources for the new paper. By approving this proposal, Divisions are not only approving the academic soundness of the new paper, they are also confirming and approving the capacity for the sustained delivery of the new paper taking into account the consideration of relevant resources including library resources, teaching facilities, equipment and staff (human resources). Consideration should be given to evidence of potential demand for the new paper and the strategic relevance of the paper for the Department. Have all new resources that are required for the sustainable, long-term delivery of the new paper including academic and general staff (new staff or time of existing staff), equipment, space, library and IT been considered? Will the delivery of the new paper be undertaken by more than a single academic staff member? Will the new paper impact upon the Department's workload in a way that will enhance its research outputs and aspirations? Carefully consider issues like these in the sections below.)

Laboratories/ IT/Other physical resources

(Attach details of any additional costs for laboratory, IT or other resources related to teaching. If new staff are required, will there be a need for additional office or research space (see also Staffing Workload)?)

None.

Equipment

(Attach details of any major new equipment required for the paper including computers.)

None.

Staffing Workload

(Attach details of the impact introduction of this paper will have on the workload of the Department. You should address the following issues: Will any new staff be required? If so what percentage of their time will this paper require? Will any new tutors be required? If no new staff are required, how will the workload of the Department be managed in order to meet the increased responsibilities of the paper, i.e., is the teaching of the new paper in place of or in addition to present commitments? Does the new paper require administrative or technical support in addition to the responsibilities of the academic staff? What impact, including benefits or synergies, will the introduction of this paper have on research in the Department?)

The paper will be taught by a visiting lecturer funded under an MoU with the 60th Dhammachai Education Foundation of New Zealand and Australia. One of the permanent members of staff in Religion will act as course co-ordinator for the paper.

University of Otago Library
Library Impact Statement - For new or changing courses and programmes

Name of Division/School/Department:

Theology and Religion:

Title of New Paper/Programme: Pali for Postgraduates

Course code: RELS 531

Distance Course Code:

Year & Semester of Introduction: 2019

Predicted enrolment: approx. 4 students

Staff member responsible for drafting: Associate Professor Will Sweetman

Email: will.sweetman@otago.ac.nz **Ext:** 8793

Resources (print & electronic):

The Library has a reasonable collection of monographs in the area of Pali grammar, syntax and general literature to support this paper. The Library also provides access to a significant number of quality databases, eBooks and journals online. There are two items on the reading list which are not held by the Library or freely available online. There is no expectation that new journal or database subscriptions would be required for this paper.

The ereserve system and the Library requesting service will allow students to access articles from journals that are only available in hardcopy.

The library continues to keep abreast of new publications in this area, and along with recommendations from staff from the Department of Theology and Religion, this paper can be supported by the Library's collection development processes.

Distance students will be able to make use of Library resources via the eReserve system, the Library ebook collections and its Home Delivery and requesting services.

Library Support

In accordance with the Library's Research Skills Strategy, the Subject Librarian for Theology and Religion is available for class presentations or individual consultations either face to face or by ZOOM or Skype. Information Literacy skill development may also be incorporated into the Blackboard paper, to support the students in navigating our subscription databases and in web-based research. As the anticipated enrolments for these papers is small, our current services are well-placed to support students undertaking these papers.

Summary: *(of impact on Library Services)*

Although this is a new paper, the Library has a good basic collection of monographs which support the course requirements, and there should be minimal impact on the Library's resources and services. Additional material will be added as required from existing collection development resources, in consultation with academic staff.

Form completed by: Judy Fisher

Position: Subject Librarian

Date: 27/02/2018