

Category: Education	Responsible Owner: Academic Board	Effective Date: December 2018
Policy Number: 2.2	Final Approval Body: Board of Governors	Proposed Review Date:
Policy Name: New Course Articulation Policy and Procedure	Forms: BCCAT Articulation Form	

A. POLICY:

The New Course Articulation Policy ensures that all proposed and approved courses have undergone a rigorous and consistent process to ensure their relevance, educational value, stakeholder interest, are sustainable from the perspective of infrastructure and teaching resources, and align with the Academic and Strategic Plan of Columbia College.

PURPOSE/COMMITMENT:

1. To ensure new Articulation proposals are Academically sound
2. To ensure new Articulation proposals are relevant to stakeholders
3. To ensure new Articulation Champions have engaged and consulted with stakeholders
4. To ensure new Articulation proposals align with the Academic Plan and Strategic Plan of the College
5. To ensure new Articulation proposals align with Departmental and Divisional Plans
6. To ensure new Articulation proposals meet DQAB requirements regarding the expression of learning outcomes
7. To ensure new Articulation proposals are likely to meet BCCAT rules regarding the articulation of courses at, at least, one of the four research Universities in British Columbia

SCOPE:

Instructors
Department Chairs
Curriculum Subcommittee
Administration
Academic Board
Student Services
The Library

WHEN TO USE THE POLICY:

This policy should be followed whenever a new course is proposed for articulation.

DEFINITIONS:

Champion: Instructor, Administrator or member of Student Services that is supporting the articulation of a new course.

Category:

2.0 Education

B. PROCEDURES:

Conceptualization Stage (Concept Paper)

1. Champion identifies a course to be articulated.
2. Champion engages relevant department and consults broadly within it to determine whether new course fits within Departmental Plan
3. Champion creates a short two-three paragraph statement of interest and justification see Form 2.2.1
4. Consult with Student Services to determine whether there is demand for this or a similar course. Provide departmental enrolment data as available. Where registration in a department is low, explain how articulation will help grow the department and create sustainability.
5. Champion engages relevant Dean to determine if the concept aligns with divisional goals or if further groundwork is needed.
6. Champion engages relevant Dean for approval to proceed to the proposal stage.
7. The Dean's decision is presented to the Academic board.

Full Proposal including the BCCAT Articulation Form (Proposal Stage)

8. Complete 2.2.2 BCCAT Articulation Form
9. Expand initial Concept Paper with relevant information and data regarding student interest. This could include surveying current students or assessing demand at other universities.
10. Determine whether the school will need to provide additional resources not in the budget i.e. new equipment, technology, software, library resources etc. If so, prepare a Business Case to request use of Discretionary Funds as per Policy No.: 1.2
11. Include a list of similar courses at public BC Post-Secondary institutions, with emphasis on the expected transfer course at one of the research universities.
12. If this course exists within a concentration, map out how it impacts the concentration and enrolment in other courses.
13. Identify regular and tenured faculty that can teach the course
14. Map the course's engagement with the province's Associate Degree Taxonomy (Form 2.2.3) and Bloom's Undergraduate Taxonomy (Form 2.2.4)
15. Provide the full proposal and completed BCCAT form, Associate Degree form, Bloom's Taxonomy form and Business Case (if applicable) to the Dean for approval. If approved, Dean forwards the documents to the Curriculum Committee.

Review Stage

16. Curriculum Sub-committee will consider the following areas:
 - a. Is this an academic course?
 - i. Yes/No
 - b. Will this course articulate transfer to the research universities?
 - i. Yes/No
 - c. Will this course impact the concentration or other courses in a positive way: Yes/No
 - d. Does the college have the faculty expertise to run this course: Yes/No
 - e. Does the College have the resources necessary to run this course:
 - i. Equipment: Yes/No
 - ii. Technology: Yes/No
 - iii. Software: Yes/No
 - iv. Library Resources: Yes/No
 - v. Other (specify): Yes/No
 - f. If the answer is "No" to any part of #d, answer the following:
 - i. Are the resources in the budget: Yes/No
 - ii. If no, is there a Business Case included: Yes/No
 - g. Do the course learning outcomes align with DQAB Associate Degree outcomes?: Yes/No
 - h. Do the course learning outcomes align with Blooms Taxonomy?: Yes/No
 - i. Does the course align with the Academic Plan?

- i. Yes/No
- j. Is there likely to be sufficient demand for this course to run on a regular basis (regular in this instance is defined as a minimum of once per academic year)?
 - i. Yes/No
- k. Does the Committee recommend this course be articulated by the Academic Board?
 - i. Yes (received approval on all eleven tests)/No (failed on one or more tests)
 - 1. If yes, proposal is moved to the Academic Board
 - 2. If no, justification for the rejection is provided to the Dean. The Dean relays the information to the Champion. The Champion may reapply to articulate the course at a time stated by the sub-committee. Reapplication must clearly demonstrate how the Champion has addressed the short-comings identified by the Academic Board
 - 3. The committee may only reject a proposal based on the tests applied above.
 - 4. The committee's decision may not be appealed to the Academic Board

Approval Stage

- 17. At the next Academic Board meeting where course articulations are scheduled (currently Weeks 3, 4, 5, 9 and 10); subject to change at the discretion of the Academic Board), the approved proposal is presented to the Academic Board.
- 18. If the Champion is a member of the Academic Board, they will excuse themselves from this stage of the process.
- 19. The Academic Board will review the recommendation made by the Curriculum Sub-Committee. If there are concerns that were not addressed by the Sub-Committee, the Academic Board may consider them.
- 20. The Academic Board may approve, deny or defer a decision on an articulation put before them.
 - a. If approved the VPA will send the course articulation for to BCCAT and inform relevant stakeholders of course articulations (i.e. library, student services).
 - b. If denied, the Academic Board must provide a clear reason for the decision and provide it to the Dean of the appropriate division to relay to the Champion. The Champion may attempt to rearticulate again after 6 months (unless a shorter time period is stated by the Academic Board).
 - i. Unless expressly stated otherwise by the Academic Board, reapplication must clearly demonstrate how the Champion has addressed the short-comings identified by the Academic Board. The reapplication process should start at the appropriate stage to address the short-coming. But must be resubmitted for approval to the Curriculum Committee
 - c. If deferred, the Academic Board must provide a clear reason for the decision and provide it to the Dean of the appropriate division to relay to the Champion, along with a date on which the Academic Board will revisit the application.

LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITE:

Form 2.2.2 BCCAT Articulation Form
 Form 2.2.3 Associate Degree Taxonomy
 Form 2.2.4 Bloom's Undergraduate Taxonomy
 Form 1.2 Business Case for Use of Discretionary Funds

REFERENCE TO EMPLOYMENT AGREEMENT CLAUSES:

REFERENCE TO BYLAWS or ARTICLES:

RELATED ACTS AND REGULATIONS:

RELATED POLICIES:

APPROVALS:

Responsible Owner:	Date:
Principal or Designate: <i>R. Henningsen</i>	Date: <i>December 2018</i>
IF APPLICABLE:	
Chair, Academic Board <i>[Signature]</i>	Date: <i>December 2018</i>

APPROVAL FOR ALL POLICIES

Chair, Board of Governors <i>[Signature]</i>	Date: <i>December 2018</i>
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Revision Date(s):	Replaces Policy Number:
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