

Category: Education	Responsible Owner: Academic Board	Effective Date: September 2019
Procedure/Form Number: P2.3.2	Final Approval Body: Board of Directors	Procedure/Form Name: Procedures for Developing a Course Outline

A. POLICY:

This is a procedural document for Course Outline Policy 2.3

PURPOSE/COMMITMENT:

See Course Outline Policy 2.3

SCOPE:

Instructors
 Administration
 Academic Board
 Students

WHEN TO USE THE POLICY/PROCEDURE:

The policy/procedure should be used in the development and amendment of course outlines in the UT/AD program. A separate policy will be developed for the ELC and Secondary programs respectively.

DEFINITIONS:

“Course Outline”: This is the information regarding the course, its structure, grading, and the administration of the course, which is a contractual obligation from Columbia College to students.

“Course Outline for Articulation Purposes Only”:

The following information (in the box) is added to the Course Outline for Articulation purposes:

Course Level: First Year _____ Second Year _____ Third Year _____ Fourth year _____	New Course: Yes__ No__ Replacement Course(s): Yes__ No__ Revision of an existing Course being resubmitted for Articulation: Yes__ No__ Former Course Code(s) and Numbers (if applicable):
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	Other Pertinent Information Relevant to Transfer:
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- The Course Outline for Articulation is the same as the Course Outline for students but includes some additional administrative information detailed above.
- Topics/Week by Week: BCCAT recommends inclusion of Topics and a week by week Schedule in the Course Outline for Articulation as a means of ensuring the receiving institution has enough information to make a decision.
- If there is more than one section of a course, a representative Course Outline should be sent to BCCAT.
- If there is more than one section in a course, it is advisable to use the same textbook and evaluation scheme in each course, for equity (not mandated but suggested by BCCAT).
- If a Course Outline is renewed it does not have to be re-submitted for articulation unless there is a substantive change (the rule of thumb is more than 20%).
- There is no need to rearticulate for a textbook change.

“Course Format”: List delivery format i.e. Lecture, Lab, On-line etc.

“Course Description”: As per calendar and online description, at <https://www.columbiacollege.ca/programs-and-courses/courses/>, this provides an overview of the essential course elements that will be covered contractually. This has been written to clearly articulate what the course is about and in a sense serves to give the student enough knowledge to choose, or not to choose the course. It should be student-centered but detailed enough to meet the needs of external reviewers.

“Additional Course Details”: This is an optional narrative that allows instructors to provide additional details about the course for their specific sections. This detail would not be in the calendar or on the website, but in the instructor’s Course Outline.

“Required Texts/Readings/Learning Resources”: Example text, e-learning resource, calculator

“Course Learning Outcomes”: DQAB requires each course to state Course Learning Outcomes. These clearly delineate what the student will be able to do when they finish the course. There should be 6-9 learning outcomes and each begins with an action verb. The level of the verb varies with the level of the course, i.e. Bloom’s Taxonomy: Based upon the level of the course, the action verb should be determined with reference to Bloom’s Taxonomy. For more information see <https://www.mohawkcollege.ca/employees/centre-for-teaching-learning/curriculum-development/how-to-write-course-learning-outcomes>

- Associate Degree Program Requirements:

The Ministry of Advanced Education has provided a list of program requirements that all students must develop in their program of study. As applicable, these program learning outcomes can be a guide when developing specific course learning outcomes and evaluations.

See: <https://www.bctransferguide.ca/associate/requirements>

- Degree Level Standard:

In addition, the Ministry of Advanced Education states that each degree program must meet a substantial and common set of competency outcomes at increasing complexity based upon the level of the course. As

applicable, these competencies should be implicit in specific course learning outcomes and evaluations, at increasing complexity based upon the level of the course.

See: <https://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf>

“Course Content/Schedule”:

- a. Topics are listed in the first column of the weekly schedule.
- b. Timelines are advised, but do not need to be kept to during the course of the term; it is noted on the Course Outline that timing is subject to change. However, it should present a realistic progression of the class and clearly demonstrate a pathway for students to reach the intended Learning Outcomes.
- c. The Course Learning Outcomes are not listed in the Course Content/Schedule but Topics should align with the Course Learning Outcomes that must be covered as they are part of the contract with our students.
- d. Reading Texts/Readings/Learning Resources by Week should be listed as specifically as possible, subject to change in timing.
- e. Experiential/Applied Learning Evaluation/Assessment by Week, e.g. Written Assignment, Computer Assignment, Case Study, Class Activity, Presentation, Project, Field Experience, External Experience, Essay, Reflection etc.(if applicable) should be listed, and that they are subject to change in timing. See: http://flexible-learning2015.sites.olt.ubc.ca/files/2016/05/experiential_learning.pdf
- f. Quiz/Tests/Exams should be referenced subject to change in timing. The level of complexity should be commensurate with established expectations of the level (1st or 2nd year). Weighting must align with the Evaluation Criteria. Where the number of quizzes or other assignments may be variable, the total weighting should be listed.
- g. Each type of evaluation, and each weighting should be summarized and a brief description of each evaluation and what Learning Outcomes are evaluated should be provided.
- h. Labs Courses: Use the lab skills template instead of the above.

“Evaluation Criteria”:

- a. Evaluation should be based upon Learning Outcomes.
- b. There should be more than 3 separate assessments, i.e. tests, exams, essays etc., with no one assessment more than 40% unless required for articulation.
- c. At least 25% of evaluation must be completed by the withdrawal date.
- d. Exams must represent 25%-40% of the course evaluation weight, unless required by articulation to be greater than 40%.
- e. Evaluation Methods should vary and clearly identify assessment that applies what has been learned, i.e. experiential and applied learning to include Written Assignments, Computer Assignments, Case Studies, Class Activities, Presentations, Projects, Field Experiences, External Experiences, Essays, Reflections, Quizzes, Tests, Exams, Critical Analyses, etc.
- f. The weight of the evaluation should be clear and cannot be changed during the term without agreement of the entire class, except in instances where the instructor clearly advantages the student and is able to clearly articulate why an exception is being made.
 - i. An example is where the instructor says they will weight an exam that the student did better on more heavily than the one that they did worse on.
 - ii. Advantage cannot be theoretical, so an instance where an instructor removes an assignment because of low expectations for the student is not allowable, unless the entire class agrees.

“Split Course”: This is when the teaching of a course is split between two instructors, as arranged prior to term-start by the Dean of the Division.

Category: This is the Category or grouping that the policy falls into i.e.
2.0 Education

B. PROCEDURES:

Instructor Responsibilities:

- a. Complete the Course Outline template
- b. Provide a copy to students in the first class
- c. Post a copy on CAMS
- d. Upload an electronic version of the Course Outline to the designated drive before the end of the previous term if possible
- e. Ensure the Course Outline is up to date on an on-going basis

Instructor Responsibilities in a Split Course:

- a. Whenever possible, the instructors of a split course should meet before term-start to determine a unified course outline.
- b. When the instructors of a split course are unable to meet, for whatever reason, or come to an agreement on a unified course outline, the following must be present and the same on each course outline provided to students:
 - i. Points 1-3, 6-9, 11-17, 19 and 20 in Section A. (first page) of the Course Outline policy (2.3)
 - ii. Because the Evaluation Criteria is set prior to the start of a course, It is advised that instructors generalize assignments on the Course Outline to ensure that the first instructor does not commit the second instructor to a path that he or she does not wish to pursue.
- c. When the instructors of a split course are unable to meet or come to an agreement on a unified course outline, the instructors must agree to designate the responsibility creating, *ex post facto*, a unified course outline that accurately reflects what was taught in the course, so that if a partner institution requests a course outline, a single document reflecting the course can be submitted promptly to the receiving institution. Whenever possible, this responsibility should fall to the instructor of record as defined by the Faculty Handbook, under Shared Courses:

"The final examination is solely the responsibility of the second half instructor who will reassure the students that any questions on first half material will be consistent with the treatment given that material by the instructor of the first half i.e.:

- i. The first half of a shared course accounts for at least 30% of the final grade.
- ii. The first-half instructor should provide the second-half instructor with a clear breakdown of marks, showing all marks assigned (i.e. assignments, participation, mid-terms, quizzes, essays, labs, etc.) by the end of week 8.
- iii. The marks for the first half be communicated to all students by the end of week 8*. e) That the first-half instructor makes him/herself available via email (and/or phone) for student and College queries regarding marks

Assistant Dean or Designate Responsibilities:

- a. Remind instructors to upload e-copies of their Course Outlines to the designated drive.
- b. Review a selection of Course Outlines each semester to ensure that required components are included.
- c. Review a selection of Course Outlines each semester for any anomalies outside of the norm or College policy.
- d. Review all current Course Outlines during a subject-specific program review.

The Administrative Assistant will maintain Course Outline directory access by term, Division, Department, and course (for each section) for ten (10) years.

Course Outlines should be posted to the course outline drive in the applicable Division and Semester.

LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITE:

2.3 Course Outline Policy
Course Outline Form
Faculty Handbook

REFERENCE TO EMPLOYMENT AGREEMENT CLAUSES:

REFERENCE TO BYLAWS:

RELATED ACTS AND REGULATIONS:

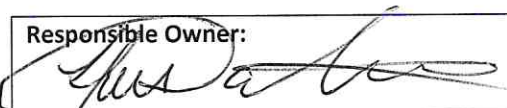
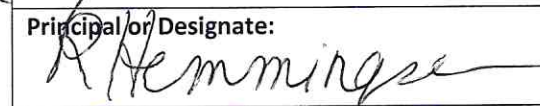

RELATED POLICIES:

C. APPROVALS:

IF APPLICABLE:

Chair, Academic Board:	Date:
Chair, Marketing and Recruitment Committee:	Date:
Chair, Finance Committee:	Date:

APPROVAL FOR ALL POLICIES:

Responsible Owner: 	Date:
Principal or Designate: 	Date: Oct 23 / 19
Chair, Board of Directors: 	Date: Oct 23 / 2019

Proposed Review Date: September 2024	Dates(s) revised: June 2019 August 2019 September 2019	Replaces Policy/Form Number: P2.3.1
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