



<b>Category: Education</b>	<b>Responsible Owner:</b> Academic Board	<b>Effective Date:</b> January 2019
<b>Policy Number:</b> 2.12	<b>Final Approval Body:</b> Board of Governors	<b>Policy Name:</b> New Concentration Proposal Policy

**A. POLICY:**

The New Concentration Proposal Policy ensures that all proposed and approved programs have undergone a rigorous and consistent process to ensure their relevance, educational value, and 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 Concentration Proposals are academically sound.
2. To ensure New Concentration Champions have engaged and consulted with stakeholders.
3. To ensure New Concentration Proposals align with the Academic Plan and Strategic Plan of the College.
4. To ensure New Concentration Proposals align with Departmental and Divisional Plans.
5. To ensure New Concentration Proposals meet Ministry and DQAB learning outcomes and program development, as applicable.

**SCOPE:** The policy applies to

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

**WHEN TO USE THE POLICY:** This policy should be followed whenever a new Associate Degree, Degree Concentration, or, if relevant, Bachelor’s Degree is proposed at Columbia College.

**DEFINITIONS:**

**Champion:** Instructor, Administrator or member of Student Services who is supporting the proposal.

**Category:**

2.0 Education

**B. PROCEDURES:**

**Conceptualization Stage (Concept Paper)**

1. Champion identifies a concept.
2. Champion creates a short (two-three) paragraph statement of interest and justification (Concept Paper).

3. Champion engages relevant department and consults broadly within it to determine whether the concept fits within the Departmental Plan.
4. Where a proposed degree or concentration is interdisciplinary, the Champion identifies the department in which the most courses are likely to make up the degree and consults within it to gain tacit approval for going forward.
5. Champion consults with Student Services to determine whether there is demand for a concentration in this area.
6. Champion obtains enrolment data as available from similar programs at the research universities and other relevant institutions.
7. Champion engages relevant Dean to determine if the concept aligns with divisional goals or if further groundwork is needed.
8. Champion engages relevant Dean for approval to proceed to the proposal stage.
9. The Dean's decision is presented to the Academic Board.

**Full Proposal including the BCCAT Articulation Form (if necessary for Proposal Stage)**

10. Expand the initial Concept Paper in preparation of a Proposal with relevant information as detailed below:
  - a. Include enrolment data and information obtained about demand (as per the Concept Paper), obtained from Student Services and similar programs at the research universities and other relevant institutions.
  - b. 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 as per Policy 1.2.
  - c. For a New Concentration that is career-oriented, provide job prospect data.
  - d. If not in place and required (see #10 e. and f. below), a Program Advisory Committee (PAC) terms of reference will be struck by the VP Academic. PAC members should include relevant industry and academic experts and should be proposed by the Champion and relevant department. The purpose of the PAC is to provide input in to relevant curriculum, pathways and job opportunities (if relevant). All PAC meetings should be minuted for inclusion in the Proposal.
  - e. If career-oriented, a Program Advisory Committee (PAC) must be struck and consulted.
  - f. If proposing a degree at the Bachelor's level or proposing a career-oriented concentration, a Program Advisory Committee (PAC) must be struck and consulted.
  - g. Include a list of similar programs at public BC Post-Secondary institutions, as precedent and nomenclature are important considerations when DQAB approves programs. It is important to identify relevant and comparable programs even if the program titles are different.
  - h. For any new course in the Concentration
    - i. Provide the impact on other courses delivered at the college (i.e. will enrolment in other courses be negatively or positively impacted)?
    - ii. Determine the feasibility of articulating the course with at least one of the research universities. A strong recommendation would be to include detail from BCCAT that indicates similar courses have been articulated. Complete BCCAT Articulation Form 2.13 (if new courses are being proposed).
11. If granted approval, the Champion in conjunction with the lead department will
  - a. Construct a course matrix to demonstrate that the Concentration meets DQAB requirements for Associate Degrees identifying all existing and new courses that can be used to create this Concentration and their credit value.
  - b. Clearly identify all new courses that need to be articulated completing BCCAT Articulation Form 2.13.
  - c. Map the program matrix with the Province's Associate Degree Taxonomy Form 2.2.3, <http://www.bctransferguide.ca/associate/requirements>) and Bloom's Undergraduate Taxonomy Form 2.2.4.
  - d. Map to similar programs with similar nomenclature to demonstrate transferability.

12. Regular and tenured faculty who will be teaching in this Concentration should be identified to ensure the College has adequate depth in the subject area to create a vital and academically sound program. Gridded instructors may be included at the discretion of the Champion, in consultation with the Dean.
13. Provide the full proposal and completed BCCAT Articulation Form 2.13 (applicable), Associate Degree Taxonomy Form 2.2.3 and Bloom's Undergraduate Taxonomy Form 2.2.4 and Business Case (if applicable) to the Dean for approval.
14. If approved, the Dean forwards the documents to the Curriculum Committee.

#### Review Stage

15. Curriculum Committee will consider the following areas:
  - a. Does this Concentration align with existing approved DQAB nomenclature?
    - i. Yes/No
  - b. Can it map into programs at major universities in British Columbia?
    - i. Yes/No
  - c. Will new courses proposed transfer to the research universities?
    - i. Yes/No (or N/A if no new course proposed)
  - d. Is there an academic tradition in the Concentration?
    - i. Yes/No
  - e. Will newly articulated courses impact the Concentration or other courses in a positive way?
    - i. Yes/No (or N/A if no new courses proposed)
  - f. Does the College have the resources necessary to run the courses in this Concentration (i.e. faculty expertise, technology, software etc.)?
    - i. Equipment: Yes/No
    - ii. Technology: Yes/No
    - iii. Software: Yes/No
    - iv. Library Resources: Yes/No
    - v. Other (specify): Yes/No
  - g. If the answer is "No" to any part of #f, answer the following:
    - i. Are the resources in the budget? Yes/No
    - ii. If no, is there a Business Case included? Yes/No
  - h. Does the College currently have the teaching resources to offer this course?
    - i. Yes/No
  - i. Do the Concentration's learning outcomes align with DQAB Associate Degree outcomes?
    - i. Yes/No
  - j. Do the Concentration's learning outcomes align with Bloom's Taxonomy?
    - i. Yes/No
  - k. Does the Concentration align with the Academic Plan?
    - i. Yes/No
  - l. Is there likely to be sufficient demand for this Concentration to run enough courses on a regular basis to ensure that students can complete their program in a timely manner (regular in this instance is defined as a minimum of once per academic year)?
    - i. Yes/No
  - m. Does the Committee recommend this Concentration be approved by the Academic Board?
    - i. Yes (received approval on all seven tests)/No (failed on one or more tests)
16. If the Curriculum Committee approves, the proposal is moved to the Academic Board.
17. If no, justification for the rejection is provided to the Dean. The Dean relays the information to the Champion. The Champion may reapply to gain program approval at a time stated by the Curriculum Committee. Reapplication must clearly demonstrate how the Champion has addressed the short-comings identified by the Curriculum Committee.

18. The Committee may only reject a proposal based on the tests applied above.
19. The Committee's decision may not be appealed to the Academic Board.

**Approval Stage**

20. The program goes to the Academic Board for approval at the next Academic Board meeting where program and course discussion is scheduled to take place (currently weeks 3, 4, 5, 9 and 10, subject to change at the discretion of the Academic Board).
21. If the Champion is a member of the Academic Board, they will excuse themselves from this stage of the process
22. The Academic Board will review the recommendation made by the Curriculum Committee. If there are concerns that were not addressed by the Committee, the Academic Board may consider them.
23. The Academic Board may approve, deny, or defer a decision on a program put before them.
  - a. If approved, the VPA will send the course articulation 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 re-propose the Concentration after a time no shorter than determined 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 any 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.
24. Once approved by the Board of Governors, the VP-Academic will take steps necessary to articulate any relevant courses, prepare a formal proposal to offer the Concentration, in consultation with the Champion, for the DQAB, and organize data for the new program's annual and cyclical major 5 year reviews.

**LINKS TO SUPPORTING FORMS, DOCUMENTS, WEBSITE:**

Form 1.2 Business Case for Use of Discretionary Funds  
Form 2.13 BCCAT Articulation Form  
Form 2.2.3 Associate Degree Taxonomy  
Form 2.2.4 Bloom's Undergraduate Taxonomy

**REFERENCE TO EMPLOYMENT AGREEMENT CLAUSES:**

N/A

**REFERENCE TO BYLAWS or ARTICLES:**

N/A

**RELATED ACTS AND REGULATIONS:**

TBA

**RELATED POLICIES:**

**APPROVALS:**

<b>Responsible Owner:</b>	<b>Date:</b>
<b>Principal or Designate:</b>	<b>Date:</b>
<b>IF APPLICABLE:</b>	
<b>Chair, Academic Board</b>	<b>Date:</b>
<b>Chair, Marketing and Recruitment Committee:</b>	<b>Date:</b>
<b>Chair, Finance Committee:</b>	

**APPROVAL FOR ALL POLICIES**

<b>Chair, Board of Governors</b>	<b>Date:</b>
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<b>Proposed Review Date:</b>	<b>Date Revised (s)</b>	<b>Replaces Policy Number:</b>
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**Note:** The Policy Font is Calibri size 10.