

# Guidelines for Development, Review & Approval

## School Quality Committee

Program quality is the responsibility of all involved in the development and maintenance of BCIT programs. The School Quality Committee (SQC) forms part of the total quality chain at BCIT. Each School will establish an SQC, which is a standing committee advisory to the Dean. The mandate of the committee is to assess the quality of new programs and ensure that any changes maintain or enhance the quality of existing programs within the School. This document provides guidelines for the work of the SQCs.

### Membership

The SQC shall have a minimum core membership of five. Members of the SQC can include faculty and management personnel, but the majority should be faculty. Members must have a commitment to quality and represent a range of program areas within the School. Persons from outside the School may also be part of the core membership. The Chair shall be appointed by the Dean or elected from among the members of the committee. Additional members, from inside or outside the School or from industry, with appropriate expertise for the program under review, may be added to the committee on an ad hoc basis at the discretion of the Chair. SQC members should serve a minimum term of two years to ensure consistency, familiarity, and expertise with common issues.

### Accountability

The SQC provides a report of its review with recommendations to the Dean of the School. This report accompanies the proposal to the next stage of the quality review.

### Responsibilities

The SQC provides an objective review of new program proposals and significant curriculum change proposals as part of the total BCIT program development process.

The SQC has the following specific responsibilities:

- To review all new program proposals, including course outlines and supporting documentation.
- To review significant curriculum change proposals to programs (all credentials) within the School.
- Other responsibilities as assigned by the Dean. For example, review of individual courses, participation in program reviews, or other quality activities.

### New Program Proposal Review

In providing a critical and objective review of the proposal for the credential being sought, the panel should be satisfied that a new program proposal meets the criteria outlined below.

#### *Educational Integrity*

- The program is at the level appropriate to the credential being sought (benchmarked with other programs and the BCIT credential criteria).

- The program aims and goals are clearly articulated, realistic, and achievable.
- The program content (course outlines—where applicable) flows from the program aims and goals.
- Teaching, learning, and assessment methods facilitate the achievement of the program aims and goals.
- The program has educational integrity (an integrated, coherent learning experience that builds on prerequisite knowledge).
- There is an appropriate balance of theory and practice.
- The program documentation and program map are clearly presented.

#### *Industry Relevance*

- There is evidence that the program reflects the current and emerging needs of industry.
- There is evidence that the program has the support of the relevant professional and accreditation bodies (if appropriate).
- The program prepares students with transferable knowledge and skills.
- Teaching and learning strategies used to achieve “employability skills” are identified, realistic, and achievable.
- There is evidence of adequate justification for the program.

#### *Institutional Issues*

- The program fits with the strategic direction of both the School and Institute.
- Communication and consultation across the Institute about the new program is evident.
- The program makes appropriate use of other expertise and resource departments at the Institute and avoids academic duplication within BCIT.

#### *Resources*

- The human and capital resources needed to run the program have been clearly identified.
- Faculty qualifications are appropriate for the level of credential.

#### *Format*

- The program proposal uses the relevant proposal template (as approved by EdCo), adheres to the guidelines and meets all requirements of the BCIT Program Development & Change Policy & Procedures (5401) for this specific credential. Templates are on the [LTC Website](#).

#### *Accuracy*

- The School Working Group has provided evidence (sign off) that the proposal and supporting documentation data and information are accurate (for example, credit calculations and consistency between program map and course outlines).

### *Outcome*

The Chair will provide a report of the committee's findings/recommendations to the Dean and the program champion. This report will be included with the Development Report (created and maintained by the IDC on the School Working Group). The Dean will approve the program prior to forwarding the proposal to the Office of the VP Education, Research, & International along with any additional comments if necessary.

Note: The SQC can be a valuable resource for developers of proposals at all stages of program development. It is recommended that on-going communication/consultation occur between the program developers and the SQC, through the Chair of the SQC, throughout the development process.

### **Curriculum Changes—All Programs**

Curriculum changes are broadly classified as major or minor (Policy/Procedure 5401). The process for review will depend on the type of change and will be determined by the Chair in consultation with the committee.

Major changes require review by SQC and approval by EDCO and include but are not limited to the following:

- Graduation requirements
- Program aims and goals
- Program hours and/or credits within a credential by more than 10%
- Program name

Other changes may be referred to the SQC by the Dean.

### *Process*

For curriculum changes requiring review by SQC, the Office of the VP Education, Research, & International requires documentation from the Chair of the SQC outlining the review process undergone and indicating any outstanding issues.

In fulfillment of their responsibilities, the School Quality Committee should ensure the following:

- The approved template for curriculum changes has been used to describe the proposed changes.
- Any changes to the program aims and goals are clearly identified and articulated.
- Changes in total credits and/or hours required for program completion are identified.
- The rationale for change is well articulated.
- Additional content is appropriate to the credential level. (Note: At the baccalaureate level, satisfying industry competencies does not always equate to baccalaureate-level learning).
- New content supports the achievement of the program aims and goals.
- There is evidence that the changes reflect the current and emerging needs of industry and have the support of industry and/or professional bodies if appropriate.
- The program retains educational integrity (integrated, coherent, learning experience that builds on prerequisite knowledge).

- The program retains an appropriate balance of theory and practice.
- Any associated academic departments have been consulted on the proposed changes.
- New degree courses are reviewed both for standard and for their effect on the current program matrix.
- Any changes in human and capital resources are identified and are appropriate to support the program at the appropriate level.

#### *Operational Issues*

There is evidence that the following have been considered:

- The program retains financial aid eligibility.
- Formal consultation has taken place with all service departments affected by the change.
- The effect on current students has been documented.
- The implementation date for the proposed change is realistic from an operational perspective; e.g., Registrar's Office.