

Proposal

Bachelor of [Name] in

[Name of New Program]

School of [Name]

Office of the Vice President, Academic

[Day Month Year]

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| [Template dated: September 2021]  [**BEFORE YOU BEGIN**: The text in the square brackets indicates guidelines for completing this document. Delete and/or replace this text as you work through the document. Keep the text that is not in the square brackets.  Make sure you update the date on the cover with each revision so everyone involved knows they are working on the most recent version.  When writing the proposal, be as succinct as possible and ensure key information is clearly articulated. Where appropriate, consider presenting information using tables, images, or bullet points, and incorporating examples to help clarify. **Please note, there is a 10,000 word limit for the body of the proposal (approximately 20-25 pages, excluding appendices)**, **as required by the DQAB.**  There are several components to this document, and there is a template for each one. The templates are all found at this location: <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>   * Program map * Program structure map * Needs Assessment report * Course Outlines * If this degree will be offered in affiliation with another post-secondary institution, you will need to insert the “Proposal Supplement for Joint Domestic Program” template into this proposal document (found on the URL above). It should go after section 3 and before section 4 and it should automatically renumber. Make sure you update the table of contents to reflect the renumbering of each subsequent section.   When this proposal is ready to be submitted to Academic Planning and Quality Assurance (APQA) within the VP Academic Office, it must be accompanied by the following documents (templates located at URL above):   * Business Plan (to be completed by the School) * Development Report (to be completed by the Instructional Development Consultant (IDC)] |

# Executive Summary

[**Note:** This section should be only 2-3 pages in length. If the program will be offered in affiliation with another institution, appropriate references regarding the partner institution should be added to the Executive Summary.]

## Institute Overview

Established in 1964, the British Columbia Institute of Technology (BCIT) is one of British Columbia’s largest post-secondary institutions. The Institute offers a wide range of credentials in the trades and technologies, including certificates, diplomas and undergraduate and graduate degrees. It has five campuses in Greater Vancouver and numerous satellite locations around B.C. BCIT’s annual enrolment is approximately 18,000 full-time students and 32,000 part-time students. The Institute graduates over 7,000 students a year from over 300 different programs.

### Our Mission

BCIT’s Mission is to partner learners and industry for success through workforce development through the strategic commitments and initiatives outlined in BCIT’s Strategic Plan (2019 – 2022):

* Commitment 1: People-Focused Organization:
* Initiative #1: Strengthen support and services for learners to promote success, well-being, and resilience;
* Initiative #2: Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning;
* Initiative #3: Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability;
* Commitment 2: Future-Proof Applied Education:
* Initiative #4: Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success;
* Initiative #5: Anchor BCIT as a leader in interdisciplinary initiatives and integrative learning methodologies that ensure job readiness and career mobility;
* Initiative #6: Cultivate exceptional learning environments and communities through technology and sustainable campus development;
* Commitment 3: Globally Relevant Connections:
* Initiative #7: Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change;
* Initiative #8: Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond;
* Initiative #9: Foster and sustain an open, engaged and multicultural community of BCIT learners, faculty, staff and alumni.

### Our Mandate

BCIT’s foundation is comprised of certificates, diplomas and both undergraduate and graduate degrees: the entry-to-practice credentials that lead to rewarding careers. These are enhanced by programs and courses that are aligned with career development and growth, and include industry services, advanced studies and continuing education.

BCIT exercises its provincial mandate and priorities:

* To deliver accessible and affordable high-quality education;
* To contribute to broad-based economic growth; and
* To advance the objectives of reconciliation.

## Proposed Credential

BCIT is proposing to offer a [Bachelor of … in Subject Area].

## Location

The program will be based at [name and location of BCIT campus].

## Name of School

The credential will be awarded by the [name of Department], [name of School]. [Describe any collaboration with other BCIT schools or external institutions.]

## Anticipated Program Start Date

The anticipated start date of the program is [Month Year].

## Anticipated Completion Time

[State whether the program will be offered full-time or part-time.]

Full-time students can expect to complete the program in [number of years or terms]. Part-time students can expect to complete the program in [number of years or terms.] [Be consistent in usage of either years or terms throughout proposal].

## Summary of Proposed Program

### Aim and Goals

[Paragraph summary of program aims and goals.]

### Strategic Contribution

[Summary of how the program is linked to BCIT’s strategic plan.]

### Curriculum Linkages

[Describe curriculum structure (e.g., a combination of course work and applied research.) and its links to program goals/learning outcomes; indicate whether a work experience/work place term is required for degree completion, and if so, include a description of the purpose and role of the work experience within the program.]

### Potential Employment Opportunities and Student Demand

[Potential areas/sectors of employment, and a summary of student demand from Needs Assessment, Appendix 7]

### Proposed Delivery Methods

[Classroom-based, field-based, online, or blended delivery (specify components).]

### Program Strengths

The program will focus on the following areas of strength:

[List and briefly describe the major areas of strength in the program, drawing on the relevant sections of the proposal. Areas of strength can include focus on application, applied research, specialization, uniqueness of the proposed program such as interdisciplinarity (BCIT Education Plan 2019-2022), etc.]

### Institutional, Regulatory or Professional Support and Recognition

[An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable.]

### Admission Requirements

[Summary of the admission requirements]

### Transfer Arrangements

[Summary demonstrating how the program provides flexible admission and transfer arrangements.]

### Related Programs

[Related programs in the institution or other BC post-secondary institutions. Indicate rationale for duplication, if any.]

## Institute Contact Person

Please contact [name], Vice President, Academic, (604-[…-… ] or [email address]) for further information about this program.

# Degree Level Standard

[Demonstrate that the proposed program meets or exceeds the degree level standards in each of the following areas, as applicable to the program. The BCIT Credential Standards incorporate the degree level standards defined by the DQAB. Please refer to the bachelor degree credential standards in Policy 5401 (Program Development & Credentials, <http://www.bcit.ca/files/pdf/policies/5401.pdf>) and Procedure 5401-PR1 (Credentialing of Programs, <http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf)>.]

[Describe which courses emphasize specific degree level standards or whether and how the standards are woven throughout the curriculum. Ensure learning outcomes in relevant course outlines demonstrate this alignment.]

## Depth and Breadth of Knowledge

1. [Knowledge and critical understanding in a field of study that builds upon their secondary education or other relevant post-secondary education and includes the key assumptions, methodologies and applications of the discipline or field of practice.
2. Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
3. The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
4. The capacity to engage in independent research or practice in a supervised context;
5. Critical thinking and analytical skills inside and outside the discipline;
6. The ability to apply learning from one or more areas outside the discipline.]

## Knowledge of Methodologies and Research

[An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:

* evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
* devise and sustain arguments or solve problems using these methods; and
* describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.]

## Application of Knowledge

1. [The ability to review, present and critically evaluate qualitative and quantitative information to:

* develop lines of argument;
* make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
* apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
* where appropriate, use this knowledge in the creative process.

1. The ability to use a range of established techniques to:

* initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
* propose solutions;
* frame appropriate questions for the purpose of solving a problem; and
* solve a problem or create a new work.

1. The ability to make critical use of scholarly reviews and primary sources.]

## Communication Skills

[The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.]

## Awareness of Limits of Knowledge

[An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.]

## Professional Capacity/Autonomy

[Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

* the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
* working effectively with others; and
* behaviour consistent with academic integrity.]

# Credential Recognition and Nomenclature

[Demonstrate that the program’s learning outcomes and standards are sufficiently clear and at a level that will facilitate recognition of the credential by other post-secondary institutions, professional and licensing bodies and employers.]

[Provide evidence that the name of the degree is appropriate to the content, conveys long-term meaning, and that it will be recognized by industry, professional bodies, and other post-secondary institutions. Refer to the guidelines for naming of programs, found in Procedure 5401-PR1 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>).]

[Include a description of any consultations done with industry, professional bodies, and other post-secondary institutions to ensure they will recognize the credential. Include their assessment of whether the credential will contribute to the professional advancement of the graduate.]

[If there is a regulatory, licensing credentialing, accrediting, or professional body related to the program, include a description of its role and the steps to meet the eligibility requirements. Specify how the learning outcomes and standards and other requirements for graduation take into account the requirements of the relevant regulatory or professional body. In Appendix 4, include letters from relevant bodies indicating that the credential and learning outcomes will be recognized, as well as the relevant bodies’ current requirements or standards.]

BCIT seeks to optimize the success of students that are accepted into programs, and is open to recognizing and providing an opportunity for advanced placement within a program based upon transfer credits and/or workplace experience. BCIT’s Admissions Policy (<http://www.bcit.ca/files/pdf/policies/5003.pdf>), and Admission Procedures (<http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>) are included in Appendix 12.

BCIT has a link to the BCCAT transfer guide and has identified transfer articulations for all BC institutions.

# Curriculum and Program Content

## Program Aim

[From Notice of Intent, or revised as appropriate.]

## Program Goals

[From Notice of Intent, or revised as appropriate. Ensure this is reflective of the degree level standards and includes both discipline-specific goals and others focused on areas such as communication, contribution to research skills and leadership, among others.]

Specifically, graduates of the program will be able to:

## Program Structure and Length

[Provide an overview of the structure of the program, including the Program Structure Map. Identify the length of the program in years or terms; state the number of credits for the program. State whether the program will be offered full-time or part-time.]

[Note: If the program is structured as a degree completion model (i.e., building on a diploma), include a description of the diploma structure and courses in this section. Include a map of the diploma program in Appendix 1 (Program Map), and include diploma course descriptions in Appendix 11 (Course Outlines).]

[Provide an introduction to the course clusters as identified on the program map (e.g., communication courses, marketing courses, mathematics courses, etc.).]

[Describe how the structure of the program will help students progress through the program (i.e., how do courses build on each other). If there is a capstone course/project, describe how learning from each of the course clusters is integrated into the capstone.]

[Referring to the Program Structure Map, describe potential pathways for both incoming students and graduates of the program (entry and exit paths related to the program).]

[New “technology-related” degrees (e.g. computer/information science, engineering) at the bachelor level are expected to integrate work integrated learning (WIL) opportunities for students (e.g. co-op, practicum, field experience, etc.). If no specific WIL opportunities are integrated, the proposal must include a satisfactory rationale for why not. Include a description of any work experience components, including the anticipated outcomes of the work experience, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements. Also describe the institution’s plans to develop placement opportunities for students and the level of support the institution will extend to students seeking placements.]

[If time for completion differs from BCIT Policy 5103 – Student Evaluation (<http://www.bcit.ca/files/pdf/policies/5103.pdf>), please describe. Refer to the policy as appropriate, and if referenced, include it in Appendix 12.]

## Courses and Curriculum Requirements

[Explain how the program aligns with BCIT’s Vision of “empowering people, shaping BC and inspiring global progress”, and Mission of “partnering learners and industry for success through workforce development’. Demonstrate how the program aligns with BCIT’s Mandate to deliver accessible and affordable high-quality education, contribute to broad-based economic growth, and advance the objectives of reconciliation, as appropriate to the program.][Explain how the program aligns with BCIT’s Strategic Plan (2019-2022) (<https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf>) and the main goal of “distinction through differentiation” in the Education Plan (2019 – 2022) (<https://www.bcit.ca/education-plan/>).

Specifically, describe how the program will contribute to any of the following strategic commitments and initiatives as well as the four pillars of the Learning and Teaching Framework (<https://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf>) (*with the aid of the table below if preferred*).]

[

|  |  |  |
| --- | --- | --- |
| **Strategic Plan Commitments and Initiatives** | **Learning and Teaching Framework Pillar** | **Brief program description to show contribution and/or alignment.**  [Ideas for your consideration and adoption, Feel free to edit as needed/appropriate. Point form is acceptable. Recommended not to exceed one page.] |
| [Commitment #1. People-Focused Organization:  Initiative #1. Strengthen support and services for learners to promote success, well-being, and resilience;  Initiative #2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning;  Initiative #3. Redesign processes, systems, and structures to enhance our agility and effectiveness and to embed sustainability.\*]  [\*additional resource: “Sustainability Vision” <https://www.bcit.ca/sustainability-vision/>] | [Pillar #2. Student-centred, active and experiential teaching and learning  Pillar #1. Faculty empowered by instructional skills and learning support  Pillar #3. Learning environments that foster growth and creativity  Pillar #4. Program and curriculum design aligned with workplace needs] | [Ideas for consideration:   * Experiential learning and authentic assessment are facilitated through capstone projects, industry-based projects, community-focused courses, team-based community action projects, field-based studies and other forms of active learning * Introductory and advanced Instructional Skills Workshop (ISW) are available to help faculty to improve and update teaching approaches and curriculum * The Learning and Teaching Centre offers support in areas ranging from teaching practice to curriculum development * Formal and informal learning settings enable experimentation with new technologies * Open education resources (OER) and open education practices are preferred during curriculum design and resource selection] |
| [Commitment #2. Future-Proof Applied Education  Initiative #4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success;  *(Education Plan: Channel 1 Interdisciplinary Programming)*  Initiative #5. Anchor BCIT as a leader in interdisciplinary initiatives and integrative learning methodologies that ensure job readiness and career mobility;  *(Education Plan: Channel 2 Open Credentials)*  Initiative #6. Cultivate exceptional learning environments and communities through technology and sustainable campus development  *(Education Plan: Channel 3 Centres of Competence)*] | [Pillar #4. Program and curriculum design aligned with workplace needs  Pillar #2. Student-centred, active and experiential teaching and learning  Pillar #3. Learning environments that foster growth and creativity] | [Ideas for consideration:   * Program include some degree of flexibility in course selections and delivery, based on learning needs, e.g. introduce more choices into the program through course electives * Create competency-based courses, pathways for learner progression, open multidisciplinary credentials, and PD among industry partners * Faculty incorporate experiential learning and authentic assessment in their curriculum * Informal and cross-disciplinary student learning is supported through a cohesive student learning hub * Explore technologies that enhance the quality, accessibility and experience of education at BCIT including simulation, distributed and hybrid learning, and virtual, augmented, and mixed realities, e.g. create living labs and shared ecosystems to foster teamwork and project-based learning] |
| [Commitment #3. Globally Relevant Connections\*\*:  [\*\*additional resource: “Internationalization Plan 2021-2024” - ["Strengthening Global Connections"](https://mcusercontent.com/daf05330755626307efc8f07f/files/744167a6-5922-6272-f66c-034ca333a36f/Internationalization_plan_Final.pdf?mc_cid=0f97fa3b04&mc_eid=77d23e4f0b)]  Initiative #7. Infuse Indigenous\* \*\* knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change;  [\*\*\*additional resource: “An Indigenous Vision – A Framework for Action and Accountability” <https://www.bcit.ca/indigenous-vision/>]  Initiative #8. Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond\*\*\*\*;  [\*\*\*\*additional resource: [Applied Research Strategic Plan (2021-2025)](https://issuu.com/bcit/docs/bcit_applied_research_strat_plan_issuu?mc_cid=a978f0e905&mc_eid=2d1b1365c3)]  *(Education Plan: Channel 3 Centres of Competence)*  Initiative #9. Foster and sustain an open, engaged and multicultural community of BCIT learners, faculty, staff and alumni.] | [Pillar #2. Student-centred, active and experiential teaching and learning  Pillar #4. Program and curriculum design aligned with workplace needs  Pillar #1. Faculty empowered by instructional skills and learning  Pillar #2. Student-centred, active and experiential teaching and learning  Pillar #3. Learning environments that foster growth and creativity] | [Ideas for consideration:   * Experiential learning and authentic assessment are facilitated through capstone projects, industry-based projects, community-focused courses, team-based community action projects, field-based studies and other forms of active learning * Implement intellectual and cultural traditions through renewed curriculum and learning approaches that reflect indigenous ways of knowing * Develop and strengthen programs that contribute to employability and career building of Indigenous people * Develop shared, interdisciplinary centres of competence * Strengthen program-level interaction through Program Advisory Committee * Sustain a balanced approach to international enrolments * Integrate intercultural communication skills into curriculum * Establish services to support and connect learners and employees from varied backgrounds and to help faculty to teach an evolving student body * Invest in training that fosters global perspective and seek out key academic partners around the world] |

**[**If applicable,briefly comment on how the program will foster a culture of respect and inclusivity, in alignment with BCIT’s value of championing diversity and inclusion. For example, how diversity and inclusion will be reflected in:

* curriculum design (e.g. diverse perspectives including those of marginalized or under-represented groups are included in the course materials such as case studies);
* learning and teaching (e.g. students have the opportunity to demonstrate their learning in more than one way; accommodation of students with different learning needs)
* faculty, student body and PAC membership**.**

Consultation with the appropriate internal stakeholders may be warranted depending on the content and context. Some examples include: members of BCIT’s Respect, Diversity and Inclusion team (<https://www.bcit.ca/respect/>), the Indigenous Initiatives and Partnerships (<https://www.bcit.ca/indigenous-services/>), BCIT International (<https://www.bcit.ca/international/>), Student Association (<https://www.bcitsa.ca/>), and/or any partners that support a program that fosters a culture of respect and inclusivity.]

[Explain how the course and curriculum requirements will contribute to the intended goals of the program. Complete the Program Goal Integration Matrix (Appendix 2), Employability Skills Matrix (Appendix 6), and the Program Map (Appendix 1). Refer to these appendices in your description.]

[Describe how the course work is designed to broaden and deepen the candidate’s knowledge base.]

### Course Descriptions

[List the courses in the program, include course descriptions for all courses (at the level of detail found in the academic calendar), identify which are new courses, which are existing courses, and which are common courses to all degree programs. Include course outlines in Appendix 11.]

[Describe how courses provide exposure to increasingly complex theory, and the application of that theory to practice in the field. Describe how the program has sufficient breadth and rigour, and an appropriate balance of professional and liberal studies.]

## Student Evaluation

[Describe the general student evaluation strategy for the program, and describe how this strategy aligns with the program goals (complete the Program Goals Assessment Matrix in Appendix 2). Demonstrate how the type and frequency of evaluations of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.]

Evaluation of learning outcomes and expectations is set by each instructor and described in the approved course outlines (see Appendix 11), which provide information to students about expectations of satisfactory achievement levels. Marking and grading practices are detailed in Policy 5103, Student Evaluation Policy (<http://www.bcit.ca/files/pdf/policies/5103.pdf>) and the Grading Procedure 5103-PR1 (<http://www.bcit.ca/files/pdf/policies/5103_pr1.pdf>). These policies are included in Appendix 12.

[Outline requirements and process for monitoring student progression through the program, including the minimum cumulative grade point average (CGPA) students are expected to maintain, as appropriate.]

## External Review

### External Panel Review

[Summarize the External Panel Review meeting and the makeup of the committee, and include the external review report and the response to the report in Appendix 10. If the External Panel Review has not yet occurred, use the wording below, customized as necessary. Remember to update this section once the External Panel has met and the report is integrated into Appendix 10.]

BCIT includes an External Panel Review as part of its institutional program development process, which is beyond what is required by the Degree Quality Assessment Board (DQAB) for the purposes of posting on the Ministry website for peer review. The External Review Panel will visit BCIT to conduct the review on [ENTER DATE]. The panel will submit a report summarizing its findings to the Vice President, Academic via the Academic Planning and Quality Assurance (APQA) Office. The report is expected [ENTER DATE].

### Benchmarking

[Include research done comparing the proposed degree to other related degrees in Western Canada, Canada, North America, or other international institutions, as relevant.]

[Use a table format to compare existing programs at other institutions. Identify the key components of the related programs, and demonstrate how the proposed program compares in terms of those components (key components could include the program length, focus, areas of specialization, certifications, unique courses, admission standards, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of the proposed program. A sample table is shown below.]

| **Program Comparison** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Name of Program | Institute | Level/ Credential | [Key Program Component] | [Key Program Component] | [Key Program Component] |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# Learning Methodologies and Program Delivery

## Learning Methodologies

Instructors in the [Name] program are committed to using learning methodologies that foster inquiry, critical thinking, analysis, problem solving, collaboration, teamwork, competent hands-on performance, reflective practice, and effective communication.

[Explain the learning methodology/methodologies and resources (including Open Education Resources <https://open.bcit.ca/>) to be used. Indicate which methodologies will be incorporated into the learning environment of the new degree program, and how they will be used. Some examples include:

* Case studies
* Experiential learning (e.g., co-operative education, clinical, work term or simulated work experience)
* Problem-based learning
* Independent study
* Simulation, virtual reality, augmented reality
* Lectures, labs, tutorials
* Collaborative learning
* Etc.
* ]

## Program Delivery

[Describe the formats in which the program will be delivered, for example classroom-based courses, laboratory components, blended/hybrid courses, hands-on field applications, and distance/online courses. Provide rationale to explain how the delivery methods are appropriate to course content, the students involved, and the proposed learning outcomes. Refer to LTC’s Guide for Course Delivery Decision-making: <https://www.bcit.ca/files/ltc/pdf/september_guidance_course_delivery.pdf>. If delivery formats will include technology-based approaches, refer to BCIT’s E-Learning Strategy (<https://www.bcit.ca/files/ltc/pdf/2020-bcit-e-learning-strategy.pdf>) and include a reference to BCIT Policy 5900 – Educational Technology Policy (<https://www.bcit.ca/files/pdf/policies/5900.pdf>) and Policy 3501 – Acceptable Use of Information Technology (<http://www.bcit.ca/files/pdf/policies/3501.pdf>), and include the policies in Appendix 12.]

[Provide evidence that BCIT has the expertise and resources to implement and support the delivery method. Example: refer to experience of instructors, support from the Learning and Teaching Centre, and/or other expertise available to support the proposed delivery format.]

# Admission and Transfer/Residency

## Admission Requirements

[Describe the admission requirements for the program, including any prior undergraduate programs and any required courses in specific disciplines. Refer to the relevant sections of the Admission Policy (<http://www.bcit.ca/files/pdf/policies/5003.pdf>) and the Admission Procedures (<http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>) and include the policy in Appendix 12.]

[Ensure admission requirements are in line with institutional practices regarding bachelor level programs, including prior educational attainment and minimum grade requirements.]

[Clearly identify the English language requirements appropriate to the proposed program, referring to the Institute’s information on English Language proficiency: <http://www.bcit.ca/admission/english.shtml>]

[Describe whether bridging options will be available to certain applicants. Identify specific courses (or equivalent) that would be available as bridging options.]

## Transfer Arrangements

[Demonstrate how the program provides flexible admission and transfer arrangements, including recognition of prior learning. Refer to the relevant sections of the Admission Policy (<http://www.bcit.ca/files/pdf/policies/5003.pdf>) and the Admission Procedures (<http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>). Ensure policies are included in Appendix 12.]

BCIT has a link to the BCCAT transfer guide and has identified transfer articulations for all BC institutions.

## Residency Requirements

In order to satisfy academic residency requirements for a BCIT credential, a student must satisfactorily complete a minimum of 50% of the total required program of study at BCIT.

[If specific courses must be completed at BCIT to establish residency, identify the courses. See Policy 5003: Admissions for details on academic residency requirements, <http://www.bcit.ca/files/pdf/policies/5003.pdf)>.]

# Faculty

[Describe the faculty complement and which Departments within BCIT they reside. State the number and qualifications of faculty potentially teaching in the program, and other staff needed for the program to operate. Include a short description for each faculty including academic credentials, professional qualifications, teaching/industry experience, and current research and scholarly activities in Appendix 3. Include a CV for each faculty member; insert these following the table in Appendix 3.]

[Include the text below. Indicate whether any new faculty will need to be hired, and if so, describe how the selection criteria outlined below will be applied.]

BCIT’s Faculty Qualifications Policy 5601 (<http://www.bcit.ca/files/pdf/policies/5601.pdf>) outlines the general guidelines with respect to qualifications expected for BCIT faculty, reflecting the diverse nature of BCIT’s programming. Criteria for faculty selection will include:

* academic and/or professional/industry credentials to teach undergraduate level courses in the program
* employment experience relevant to the program area and curriculum, demonstrating an appropriate level of success or mastery in the field
* commitment to teaching excellence, demonstrated by maintaining currency with relevant industry practice, advancement of credentials, and/or scholarly activity

Qualified faculty from other disciplines with significant experience or ongoing research programs in a related discipline area may also be offered appointments as adjunct faculty.

Policies and practices pertaining to faculty issues such as academic/professional credentials, faculty performance, professional development, and maintaining professional currency are addressed in the Faculty and Staff Association Collective Agreement, (<http://www.bcit.ca/files/hr/pdf/1419fsaca.pdf>) and in the Faculty and Staff Association Performance Development System (<http://www.bcit.ca/hr/resources/>).

[Describe how faculty maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific degree program.]

BCIT encourages diverse and innovative teaching methodologies to help students achieve mastery of competencies, which are often defined by accrediting bodies and require preparation for external exams. BCIT’s policy on Academic Freedom can be found at: <http://www.bcit.ca/files/pdf/policies/5701.pdf>.

BCIT encourages faculty to pursue individual interests in research and scholarly activity that advances the state of practice. BCIT’s Intellectual Property policy can be found at: <http://www.bcit.ca/files/pdf/policies/6601.pdf>. Any research involving human subjects must be approved by the BCIT Research Ethics Board (<http://www.bcit.ca/files/pdf/policies/6500.pdf>). BCIT's policy on Integrity in Research can be found at <http://www.bcit.ca/files/pdf/policies/6600.pdf>).

# Program Resources

[Demonstrate that the institution has the physical, learning, and information resources (both start-up and development) needed to assure a program of acceptable quality. These include facilities, equipment, library resources, laboratories, computing facilities, shops and specialized equipment.]

## Facilities and Equipment

[Describe the facilities required to start-up and run the program, including classrooms, computer labs, specialized laboratories, shops, equipment, computers, and other special facilities such as a woodlot. If additional facilities or equipment are required to operate the program, and these are not yet available, describe the plan to implement the required resources. Consult BCIT’s Space Planning and Management, if appropriate.]

[Describe any agreements with other institutions where resources and services will be shared. Include agreements in Appendix 8.]

## Learning Resources

The BCIT library provides access to print and media collections housed at the Burnaby campus. Online, electronic information from sources around the world is also available through the library’s website. Research journals such as ACM Digital Library, and interlibrary loans are readily available to faculty and students. The BCIT Library also provides electronic full-text access to required journals and other course materials. For more information, visit the library web site: <http://www.lib.bcit.ca/eResources/>.

[Describe the number of holdings (print) relevant to the field of study and number of holdings (electronic, i.e. program-specific databases).]

BCIT maintains an instructional and technical support centre—the BCIT Learning and Teaching Centre—that provides student and faculty orientation, program and curriculum development, instructional design services, training, and accessible technical assistance for students and faculty (<http://www.bcit.ca/ltc/>).

[Identify any other learning resources required to maintain the program. For example, if the program has distance education components, demonstrate how this will be supported at BCIT.]

[In order to mount and sustain a quality program, describe the Institute’s plans for renewing and upgrading learning and information resources related to this program.]

## Program Service Requirements

Institute services such as registration, financial aid and awards, program advising, counselling, tutoring through the Learning Commons, and the library will be available to students of the bachelor’s program.

[List additional services that will be available to students of the program.]

## Program Implementation

[State the intended start date of the program and the number of expected students. Demonstrate how this is an appropriate implementation schedule given the timing of the proposal and readiness of the institution to offer the program.]

[Outline the five-year enrolment plan for the program, using a table as shown below. Insert the number of students anticipated to be enrolled in the program, allowing for attrition. Customize the table as appropriate to reflect the structure of the proposed program and the relevant 5-year range (the example below is for a degree completion program).]

The following table outlines the program enrolment plan:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Year of degree program**  **(2+2 model)** | **Year 1**  **202x** | **Year 2**  **202x** | **Year 3**  **202x** | **Year 4**  **202x** | **Year 5**  **202x** |
| 3rd year  students |  |  |  |  |  |
| 4th year  students |  |  |  |  |  |
| Total |  |  |  |  |  |

# Program Consultation and Needs Assessment

[Demonstrate that the Program has consulted appropriate individuals and organizations in the development of the program proposal.

1. Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program. This should include consultations about the proposed program with internal academic and operations/service area stakeholders as well as the Internal Review Panel (IRP), *with the aid of the table below if preferred*. Comment on whether there will be any duplication with existing programs or courses within the institute, and if so the rationale. Provide a high-level summary of the findings and recommendations of the IRP. Insert the report in Appendix 10.

**Health-related programs:** The provincial government is the key employer in the health field, and as such, the Ministry of Advanced Education and Skills Training (AEST) requires that institutions consult with the Ministry regarding the development of new health programs, or revisions to existing health programs according to specific criteria (referred to as the Health Education Program (CIP 51) Review process). As well, proposals for health programs (new or revised) that impact minimum entry-to-practice requirements are required to undergo review by the Federal/Provincial/Territorial Committee on Health Workforce (pan-Canadian review). Program areas should consult with Academic Planning and Quality Assurance (APQA) within the VPA Office regarding these Ministry processes and timing.

| **Internal Consultations** | **Key Discussion Points and Outcomes** |
| --- | --- |
| Student Records (Registrar’s Office (RO)) |  |
| Course File (RO) |  |
| Program Advising (RO) |  |
| Admissions (RO) |  |
| Student Financial Aid and Awards |  |
| International Student and Education Services |  |
| Enrollment Planning |  |
| Library |  |
| Indigenous Initiatives and Partnerships |  |
| Academic area stakeholders such as Academic Studies (e.g. English Communication, Liberal Studies, Basic Health Sciences, Chemistry, Math and Physics) |  |
| Internal Review Panel | Refer to Appendix 10 – Internal Review Report for details |

1. Summarize written comments received from the following types of consultations, with the aid of the table below, if preferred (attach written comments, both positive and negative, in Appendix 4). Use more general references (e.g., Director of Human Resources at a mid-sized construction firm in BC); otherwise if you prefer to include names, ensure you have permission to incorporate any specific stakeholder names in the proposal:

* relevant employers;
* relevant professional associations, regulatory and/or accrediting bodies;
* program advisory committees;
* other British Columbia institutions (this will include comments provided through the peer review process on the Post-Secondary Institution Proposal System/PSIPS);
* institutions outside British Columbia;
* experts in the proposed field of study; and,
* external academic consultants.

| External Consultations | Key Discussion Points and Outcomes |
| --- | --- |
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1. If there are other individuals or groups that have been involved, describe their roles in the collection and evaluation of information leading to the development and submission of this proposal.
2. Include a list of anticipated employment destinations for graduates of this program.
3. Summarize evidence of demand, support and interest to proceed with the degree. Insert a completed Needs Assessment Report in Appendix 7. The template and guidance for how to conduct a needs assessment are located at: <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>]
4. Describe how the proposed program aligns with provincial direction and strategy related to employment.  Refer specifically to employment data for the proposed program found in the current British Columbia Labour Market Outlook Report:  [https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx.](https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx)  If the proposed program is included in the Report’s list of “High Opportunity Occupations”, be sure to highlight this alignment. Reference should be made to applicable National Occupation Classification (NOC) codes.

# Program Review and Assessment

[In order to ensure the ongoing currency of the new program and the quality of its learning outcomes, BCIT must provide evidence that a program review and assessment procedure is in place.]

This section describes BCIT’s policy and procedures for program review and assessment.

## BCIT Program Review and Assessment

[Provide evidence that the internal and external review policies at BCIT assess and measure depth and breadth of programs. Refer to Policy 5402: Program Review <http://www.bcit.ca/files/pdf/policies/5402.pdf>, and Program Review Procedure at <http://www.bcit.ca/files/pdf/policies/5402_pr1.pdf> for more information. Please use the standard wording that follows this paragraph.]

BCIT is committed to developing and maintaining high quality educational programs and to the ongoing renewal of those programs. BCIT systematically reviews and assesses its programs for quality, currency, and relevance to stakeholder needs. Most programs will be on a 5-year cycle for program review. The procedure for reviewing and assessing the proposed program is documented in BCIT’s Program Review Policy 5402 (<http://www.bcit.ca/files/pdf/policies/5402.pdf>) and Program Review Procedure 5402 (<http://www.bcit.ca/files/pdf/policies/5402_pr1.pdf>). Briefly, the process involves:

* An internal self-study report written by the program area, incorporating data, analysis, and resulting recommendations
* An external review conducted by external academic and industry experts, including a site visit, to validate the findings of the self-study report
* A final report, incorporating findings from the external review team
* An institutional response, by way of reporting of final recommendations and action plan to Education Council
* A one-year progress update at Education Council on the status of implementing the recommendations.

## Internal Review

[Describe processes that will be implemented on an ongoing basis in the Department to ensure the currency and relevancy of the program (e.g. annual feedback from students and industry, review of Program Mix Analysis data, etc.). Describe how these processes connect with the formative and summative review of the program every five years to ensure the quality and currency of the new program’s learning outcomes. Identify whether a Curriculum Committee will be established to oversee curricular feedback and revisions.]

## External Review

[Demonstrate that BCIT will provide the defined standard of education for a bachelor degree. Please use the standard wording that follows this paragraph. Refer to BCIT Program Advisory Committees Policy 5404 (<http://www.bcit.ca/files/pdf/policies/5404.pdf>) or Procedures (<http://www.bcit.ca/files/pdf/policies/5404_pr1.pdf>) for more information.]

BCIT’s Board of Governors establishes Program Advisory Committees (PAC) for each academic program. PACs are constituted to provide strategic advice and assistance to the program and provide guidance to enable programs to meet projected future needs of employers. This ensures that changing skills, abilities, and knowledge required by employers are reflected in the program. The PAC also provides input and guidance in the conduct of program reviews and endorses by motion the results of a program review.

Membership in PAC is an appropriate cross-section of representation from employers, alumni, the professions, and other industry representatives. The PAC meets at a minimum once per academic year.

Each year, a report summarizing highlights and major accomplishments from each PAC is compiled by the School Dean’s Office and submitted to the VP Academic.

# References

# Appendices

Appendix 1: Program Map

[Please consult your LTC Instructional Development Consultant regarding development and formatting of your final program map. Program maps should follow the program map template available at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>, in order to provide consistent information to all stakeholders.]

[Note: If the program is structured as a degree completion model (i.e., building on a diploma), include a map of the diploma program in this Appendix.]

Appendix 2: Program Goals Integration and Assessment

**Program Goals Integration**

| Goals | [Course #1] | [Course #2] | [Course #3] | [Course #4] | [Course #5] | [Course #6] | [Course #7] | [Course #8] | [Course #... (add columns as needed)] |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
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**Program Goals Assessment**

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| --- | --- | --- | --- | --- |
| **Goals** | Assessment of Introductory Level Competency  Course # and course component | Assessment of Practice Level Competency  Course # and course component  [\**Optional Column*] | Assessment of Mastery Level Competency  Course # and course component | Portfolio Item  [\**Optional Column*] |
| 1. [Goal Statement]  [add or delete rows as needed] | [Course number (e.g. APQA XXXX) – course component] | [Course number (e.g. APQA XXXX) – course component] | [Course number (e.g. APQA XXXX) – course component] | Core portfolio item where mastery level competency is demonstrated |
| 2. |  |  |  |  |
| 3. |  |  |  |  |
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| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |

Appendix 3: Faculty Qualifications and Curriculum Vitae

| Faculty/Instructor | Professional Certification/Academic Qualification/Professional Development | Relevant Experience | Role/Position in Program & Subject Matter Expertise |
| --- | --- | --- | --- |
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[Following this table, insert a CV for each faculty member listed in the table. Note that all appendices, including CVs, will be posted on the PSIPS (Post-Secondary Institution Proposal System) website, and will be available for peer review by other B.C. public post-secondary institutions. **It is recommended that personal contact information be removed from CVs.**]

Appendix 4: Correspondence and Related Documents

[Scan and include documents of any correspondence relating to consultations undertaken and letters of support. Letters of support should demonstrate support for the proposed program from the relevant stakeholder groups (e.g., relevant industry sectors, accrediting bodies, etc.).]

[Note that all appendices will be posted on the PSIPS (Post-Secondary Institution Proposal System) website, and will be available for peer review by other B.C. public post-secondary institutions. It is recommended that personal contact information not be included in any letters of support.]

Appendix 5: Regulatory, Licensing, Credentialing, or Professional Bodies – Current Requirements or Standards

[Include information related to the current requirements or standards for any relevant bodies as listed above. Change the title as appropriate to identify what type of body is relevant to the program. Correspondence from any bodies should be in Appendix 4.]

[Include relevant detailed information related to accrediting bodies. This information is often available on websites; include relevant information in this appendix, and include the URL for more detailed information.]

Appendix 6: Employability Skills Matrix

[Column headings list examples of employability skills. Employability skills should be determined by your program. You may need to add or delete columns. List courses in the “Courses” column and mark an “x” in the skill column(s) that each course meets. Refer to: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx>]

| Course | [Written & oral communication] | [Teamwork] | [Professional & ethical behaviour] | [Lifelong Learning and Adaptability] | [Technical competence] | [Critical thinking & problem solving] | [Work safely] | [Management/ Leadership] |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
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Appendix 7: Needs Assessment Report

[Insert Needs Assessment Report (see the Needs Assessment template and guiding document at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>). The Needs Assessment Report should be completed prior to beginning the degree proposal.]

[Needs assessments should be done early in the proposal development process; they inform various sections of the proposal, and provide valuable information from stakeholders about clusters of courses or areas of specialization that should be built into the program.]

Appendix 8: Shared Resources and Facilities

[Scan and include documents of any written agreements with other institutions, where resources and services are, or will be, shared.]

Appendix 9: Members of Degree Review Panels

Members of the Working Group

| Member | Relation to program |
| --- | --- |
|  | Associate Dean |
|  | Program Champion |
|  | Instructional Development Consultant (LTC) |
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Members of the Internal Review Panel

| Member | Role, School |
| --- | --- |
|  | Chair |
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Members of the External Review Panel

| Member | Position, Institution/Organization |
| --- | --- |
|  | Chair |
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Appendix 10: Internal and External Panel Review Reports

[Insert the Internal Panel report and program responses. It is recommended that this be shown in a table format with one column identifying Internal Panel recommendations/considerations, and a second column outlining program responses to each.]

[Insert the External Panel Review report. It is recommended that this be shown in a table format with one column identifying External Panel recommendations/considerations, and a second column outlining program responses to each.]

[If the external panel review has not yet occurred, use the wording below, customized as necessary. Remember to update this section once the External Panel has met and has submitted their report.]

Please note that this report will be included as supplemental information when it is made available in [MONTH/YEAR].

This review is conducted under the aegis of BCIT’s Education Council and Board of Governors. The External Review Panel will review the program proposal to ensure and confirm that it is educationally sound and at the level appropriate to the credential being sought, that it meets current and emerging needs of industry, and that its program goals are realistic and achievable.

The External Review Panel will visit BCIT on [ENTER DATE], and will report back to BCIT’s Vice President, Academic via the Academic Planning and Quality Assurance (APQA) Office in [ENTER MONTH/YEAR].

Appendix 11: Course Outlines

[Use BCIT’s approved course outline template, available at <http://www.bcit.ca/apqa/program-dev/>. Include a course outline for each course in the program. Ensure you follow the following policies and procedures when developing course outlines:

* Policy 5403 (Course Outlines & Course Names),  
  <http://www.bcit.ca/files/pdf/policies/5403.pdf>
* Procedure 5403-PR1 (Course Outlines),  
  <http://www.bcit.ca/files/pdf/policies/5403_pr1.pdf>
* Procedure 5403-PR2 (Course Names),   
  <http://www.bcit.ca/files/pdf/policies/5403_pr2.pdf>
* Policy 5012 (Assigning of Credits to Courses),  
  <http://www.bcit.ca/files/pdf/policies/5012.pdf> ]

[Course outlines should be written by various members of the School Working Group or other faculty members whose expertise matches the proposed course. Ensure course outlines demonstrate alignment with program goals.]

[Ensure course credit calculations follow the requirements outlined in Policy 5012: Assigning of Credits to Courses (<http://www.bcit.ca/files/pdf/policies/5012.pdf>.)]

[Include at least the first number in the course code to identify the intended level of rigour for the course (e.g. FMGT 6XXX, INTD 7XXX). Course learning outcomes should be written to match the intended level of rigour. Place all course outlines in alphanumeric order.]

[If the proposed program will be integrating existing courses, either include two appendices for course outlines (one appendix for existing courses, one appendix for proposed new/revised courses), or include course outlines in one appendix in alphanumeric order. In either case, clearly indicate on each course outline which courses are new, revised, or existing.]

[All course outlines should have learning outcomes that clearly identify the type and depth of learning students are expected to achieve in each course; ensure ***all*** course outlines (new, revised, and existing courses) included in proposals are reviewed for quality and revised as appropriate.]

[Note: If the program is structured as a degree completion model (i.e., building on a diploma), include diploma course descriptions in this Appendix.]

Appendix 12: Related BCIT Policies

[All BCIT policies referenced in the body of the proposal should include URLs in the relevant section. Once a final list of policies is known for an individual proposal, the complete list should appear below (sample list shown).]

This proposal references the following BCIT policies:

[[Policy LIB 235](http://www.bcit.ca/files/library/pdf/bcit-policies-lib235.pdf) Interlibrary Services

[Policy LIB 400](http://www.bcit.ca/files/library/pdf/bcit-policies-6100.pdf) Collection Development

[Policy 3501](http://www.bcit.ca/files/pdf/policies/3501.pdf) Acceptable Use of Information Technology

[Policy 5003](http://www.bcit.ca/files/pdf/policies/5003.pdf) Admissions

[Procedure 5003-PR1](http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf) Admission Procedure

[Policy 5103](http://www.bcit.ca/files/pdf/policies/5103.pdf) Student Evaluation

[Policy 5401](http://www.bcit.ca/files/pdf/policies/5401.pdf) Program Development and Credentials

[Procedure 5401-PR1](http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf) Credentialing of Programs

[Procedure 5401-PR2](http://www.bcit.ca/files/pdf/policies/5401_pr2.pdf) Program Development and Change Processes

[Policy 5402](http://www.bcit.ca/files/pdf/policies/5402.pdf) Program Review

[Procedure 5402-PR1](http://www.bcit.ca/files/pdf/policies/5402_pr1.pdf) Program Review Processes

[Policy 5403](http://www.bcit.ca/files/pdf/policies/5403.pdf) Course Outlines and Course Names

[Procedure 5403-PR1](http://www.bcit.ca/files/pdf/policies/5403_pr1.pdf) Course Outlines

[Procedure 5403-PR2](http://www.bcit.ca/files/pdf/policies/5403_pr2.pdf) Course Names

[Policy 5404](http://www.bcit.ca/files/pdf/policies/5404.pdf) Program Advisory Committees

[Procedure 5404-PR1](http://www.bcit.ca/files/pdf/policies/5404_pr1.pdf) Program Advisory Committee Processes

[Policy 5601](http://www.bcit.ca/files/pdf/policies/5601.pdf) Faculty Qualifications

[Policy 5701](http://www.bcit.ca/files/pdf/policies/5701.pdf) Academic Freedom

[Policy 5900](https://www.bcit.ca/files/pdf/policies/5900.pdf) Educational Technology Policy

[Policy 6500](http://www.bcit.ca/files/pdf/policies/6500.pdf) Research Ethics for Human Subjects

[Policy 6600](http://www.bcit.ca/files/pdf/policies/6600.pdf) Integrity in Research

[Policy 6601](http://www.bcit.ca/files/pdf/policies/6601.pdf) BCIT Intellectual Property Policy]