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|  **PROGRAM PROPOSAL**  |
|  |

**[Credential and Name of Program]**

**School of Choose an item.**

[Name], Program Champion

[Name], Working Group Member

[Name], Working Group Member

[Name], Associate Dean

[Name], Instructional Development Consultant, LTC

Office of the Vice President, Academic

[Publish Date]

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| [Template dated: February 2024][BEFORE YOU BEGIN:This template should be used for all diploma and certificate proposals, except Graduate Certificates, BCIT/Industry Partnership Certificates, Associate Certificates eligible for the expedited review/approval process, and International Partnership Credentials (each of these credentials has a separate template).The text highlighted in green 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 square brackets. 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.Make sure you update the date on the cover with each revision so everyone involved knows they are working on the most recent version.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 (as required; review Appendix 7 for details)
* Course Outlines

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 and maintained by the Instructional Development Consultant (IDC) throughout the process]
 |

# Overview

[The Overview is a brief description with pertinent information from the proposal. Provide more detail in the related sections throughout the proposal.]

## Proposed Credential and Rationale for the Program

[Complete the following table. Some of the information can be copied and pasted into the corresponding sections in the Executive Summary of the Business Plan template.]

|  |  |
| --- | --- |
| Proposed Credential (as it appears on transcript) | [e.g. Diploma in Computer System Technology]  |
| Options/Specializations (as appears on transcript, if applicable) | [e.g. Artificial Intelligence and Machine Learning Option] |
| Name of School  | [Choose one(s) and delete the rest from the list below: School of Business +Media (SOB+M)School Computing and Academic Studies (SOCAS)School of Construction and the Environment (SOCE)School of Energy (SOE)School of Health Sciences (SOHS)School of Transportation (SOT)Others (please specify, e.g. Centre for Applied Research] |
| Partnership arrangements with other external institutions (if applicable) | [e.g. joint partnership program with UBC; Health Authorities; etc.] |

[State the overall aim of the program (as described in the Program Aim & Goals sections), and a brief rationale including key program strengths for developing it. Include a brief description of the profession/discipline/vocation here, if appropriate.]

## Labour Market Demand and Student Supply

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| Briefly summarize the need for graduates of this program. Identify the target student audience for this program and the employment opportunities.  |
| [Refer to sections within the proposal and appendices as needed. Could copy and paste or adapt this to the “Potential Students” and “Labour Demand” sections in the Executive Summary of the Business Plan template.] |

## Program Structure and Key Components

[Complete the following table. Some of the information can be copied and pasted into the corresponding sections in the Executive Summary of the Business Plan template.]

|  |  |
| --- | --- |
| Full time or Flexible Learning | [Full time, via Flexible Learning, both Full time and Flexible Learning] |
| Registration mode | [e.g. Cohort or course-by-course] |
| Program duration | [For Flexible Learning programs offered via course-by-course registration, indicate how long students expected to take to complete the program] |
| Time limit to complete the program | [If time limitations do not exist for your program, BCITs default time limitation to complete a credential is seven years.Is this appropriate for your program (especially if your program/industry is constantly evolving]? If not, consider applying from Education Policy 5103 Student Evaluation – 5 Time Limit to Complete a Credential <https://www.bcit.ca/files/pdf/policies/5103.pdf>] |
| Total number of credits |  |
| Program accredited/approved by (if applicable) | [e.g. Transport Canada, Industry Training Authority, Accreditation Canada, Canadian Engineering Accreditation Board, etc.] [Describe any external standards, certification and accreditation issues] |
| Delivery Model | [e.g. in-person , on-line, blended/hybrid, etc.] |
| Location of Program  | [e.g. Aerospace Technology Campus (ATC); Annacis Island (AIC); BCIT Marine Campus (BMC); Burnaby (BBY); Downtown Campus (DTC); and/or other (please specify)] |
| Admission requirements (including transfer opportunities) | [Include English language proficiency requirement category. Also include Advanced Placement/Direct Entry where appropriate] |
| Admission Model  | [e.g. First qualified, First Accepted; Competitive, etc.] |
| Anticipated Student Enrolment |  |
| Number of intakes per year |  |
| Capacity for each intake |  |
| Laddering opportunities (into this program and/or into other BCIT or external programs, if applicable) | [e.g. This program (Diploma in Biomedical Engineering Technology) ladders into Bachelor of Engineering in Electrical Engineering;BCIT’s Diploma in Accounting and Diploma in Finance can ladder into this program (Bachelor of Business Administration)][Please ensure there are enough credits for the target laddering program(s) (from/to the proposed program) to meet the minimum credit requirements for such credential, refer to [Policy 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401_pr1.pdf)][Indicate any existing or proposed transfer arrangement for graduates] |
| Anticipated Start Date | [e.g. September 20XX] |

## Program Contact Information

[Please include the standard wording shown below.]

For further information, please contact:
[Name, Position, Department, BCIT at [phone number].]

# Program Description

## Rationale for the Credential Type

[Provide rationale that the credential type is appropriate for the proposed program (refer to the credential table in Procedure 5401-PR1 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>).]

[For Diploma and Post-baccalaureate programs, describe how the program aligns with the relevant Credential Standards outlined in Procedure 5401-PR1 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>).]

## Primary Reasons why the Program is Needed

[Explain why this program is needed at this time. Describe the driving forces for the proposed program (e.g., industry need, accreditation bodies, student demand, laddering opportunity for students/graduates, etc.). This should refer to the Needs Assessment if one was completed (refer to Appendix 7 for information about guidelines and template for needs assessment).]

[Comment on whether there will be any duplication with existing programs or courses within the institute, and if so the rationale. Describe the consultation with the existing program(s) regarding the duplication and summarize the discussion key points and outcomes here.]

## Program Alignment with BCIT’s Mandate, Strategic Plan, Education Plan, Learning and Teaching Framework, and Other Initiatives

[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.]

[Complete the tables below.]

|  |
| --- |
| How does the program align with BCIT’s current Strategic Plan (<https://www.bcit.ca/wp-content/uploads/2019/04/bcit-strategic-plan-2019-22.pdf>) and the Education Plan (<https://www.bcit.ca/education-plan/>)? Only comment on one(s) that is (are) applicable. |
| The following are specific examples of how the program contributes to strategic commitments and initiatives outlined in the current BCIT’s Strategic Plan and Education Plan:[Commitment #1. People-Focused Organization: e.g.* Initiative #1. Strengthen support and services for learners to promote success, well-being, and resilience, e.g. How does your program balance student workload and enable flexible and self-directed learning?
* Initiative #2. Invest in faculty and staff development to advance our practice and encourage a dynamic culture of learning, e.g. Do instructors have access to a mentoring program? Do instructors participate in professional development such as the introductory and advanced Instructional Skills Workshops offered by the Learning and Teaching Centre?
* 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/>), e.g. how does the program consider economic, social and/or environmental sustainability in its program design and delivery?]

[Commitment #2. Future-Proof Applied Education: e.g.* Initiative #4. Reimagine flexible studies and extend offerings and credential models to facilitate reskilling and improve learner success, e.g. does your program offer flexible delivery of competency-based courses that promote reskilling and upskilling (cross-reference Education Plan: Channel 2 Open Multidisciplinary Credentials)?
* Initiative #5. Anchor BCIT as a leader in interdisciplinary and integrative learning methodologies that ensure job readiness and career mobility, e.g. does your program offer students learning opportunities to collaborate across disciplines and industry partners that mirror workplace settings (cross-reference Education Plan: Channel 1 Interdisciplinary Programming)?
* Initiative #6. Cultivate exceptional learning environments and communities through technology and sustainable campus development, e.g. how does your program support innovative ways of teaching and learning?]

[Commitment #3. Globally Relevant Connections: e.g. * Initiative #7. Infuse Indigenous knowledge and practices throughout the organization and within our partnerships to mobilize broader societal change – can defer to 5.3.3 below
* Initiative #8. Reinvest how we work with industry and peers to drive economic, environmental prosperity in BC and beyond, e.g. does your program work with industry as well as internal and external peers to foster interdisciplinary activities in areas such as entrepreneurship, cybersecurity, smart cities, and sustainable communities (cross-reference 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 – can defer to 5.3.3 below]
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| How do the program curriculum, delivery modes as well as teaching, learning and assessment methodologies align with BCIT’s Learning and Teaching Framework (LTF) (<https://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf>)? Only comment on one(s) that is (are) applicable. |
| [e.g. The program aligns with the following pillar(s) of the LTF: – Pillar 2 “Student-centred, active and experiential teaching and learning”, e.g. will your program practice real-world skills, experiential learning, application of critical thinking and problem solving within the industry through work-integrated education/learning?- Pillar 4 “Program and curriculum design aligned with workplace needs”, e.g. will your program include some degree of flexibility in course selection and delivery, based on learning needs? Will your program use evaluation and assessment practices that allow students to effectively demonstrate their learning and connected to relevant needs in work environments?] |

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| Comment on how the program aligns with the following BCIT strategic initiatives, as applicable: |
| [e.g.* Indigenous Vision <https://www.bcit.ca/indigenous-vision/>, e.g. does your program Infuse Indigenous knowledge and practices throughout the program and help advance Truth and Reconciliation?
* Sustainability Vision <https://www.bcit.ca/sustainability-vision/>, e.g. how does your program integrate sustainability practices throughout the curriculum and program operations?
* E-Learning Strategy <https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/>, e.g. does the program use Open Educational Resources (<https://open.bcit.ca/>) and e-learning tools?
* Internationalization Plan <https://mcusercontent.com/daf05330755626307efc8f07f/files/0cea1db6-53fd-a5a2-b1d4-51a552f4d328/BCIT_Internationalization_Plan_2021_2024.pdf>, e.g. How does your program attract and support international students and faculty to create

a more diverse learning community?* Applied Research Strategic Plan <https://www.bcit.ca/applied-research-strategic-plan/#:~:text=Applied%20Research%20at%20BCIT&text=At%20BCIT%2C%20applied%20research%20covers,business%2C%20food%2C%20and%20sustainability>, e.g. How does your program integrate experiential learning opportunities such as applied research or other work-integrated learning opportunities?]
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| Comment on how the program fosters a culture of respect, inclusivity, and student well-being. For example, how is diversity, inclusion and student well-being reflected in the following: (Refer to the following documents, [Student Well-being and Resilience Framework – BCIT](https://www.bcit.ca/student-services/health-wellness/student-well-being-and-resilience-framework/), https://www.bcit.ca/anti-racism-framework/ and [inclusion\_lens\_for\_the\_learning\_environment.pdf (bcit.ca)](https://www.bcit.ca/files/respect/inclusion_lens_for_the_learning_environment.pdf)[Adjust list as applicable to your program]. |

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| Curriculum design | [e.g. Do diverse perspectives including those of marginalized or under-represented groups are included in the course materials such as case studies? How does the program optimize learning by ensuring reasonable student workload while minimizing unnecessary stress? ] |
| Admission model/requirements  | [e.g. Are there potential barriers to marginalized or under-represented groups? Are there ways for students to re-enter the program should they need to leave?] |
| Learning, teaching and assessment methods | [e.g. Do students have the opportunity to demonstrate their learning in more than one way? Is there accommodation of students with different learning needs?] |
| Delivery modes | [e.g. Does the delivery mode enable ease of access to course content and activities for students with a disability?] |
| Faculty, and PAC membership | [e.g. How will faculty/PAC members reflect the populations graduates work with and/or serve in the real world?] |

[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 Student Life Office (<https://www.bcit.ca/studen-life-office/>), BCIT Accessibility Services (<https://www.bcit.ca/accessibility/>), 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.]

## Target Student Audience(s) and Demand

[Describe the target student audience(s) for this program (i.e., high school graduates, mid-career professionals, age ranges, career aspirations, level of previous education, etc.), and include evidence of student demand and anticipated annual enrolments for the program.]

[For Diploma, Advanced Certificate and Diploma, and Post-baccalaureate Certificate and Diploma proposals, refer to the key conclusions from the Needs Assessment in Appendix 7 (refer to Appendix 7 for information about guidelines and template for needs assessment). For other certificate proposals, a full needs assessment may not be required (see Appendix 7 for more details). If a needs assessment is not required please describe student demand with reference to other sources of data such as surveys of potential students or employers, or data from industry or other post secondary institutions.]

## Labour Market Demand for the Program

[Provide evidence of labour market demand. Include a discussion regarding the anticipated employment destination for graduates from the proposed program, and the current labour market supply in the occupational area(s).]

[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>. In addition, complete the table below.]

|  |
| --- |
| List the applicable National Occupation Classification (NOC) codes and the job openings. Indicate if any are “high opportunity occupations” as identified in Labour Market Outlook report.  |
| NOC code(s)  | Number of projected job openings (20XX-20XX) | High Opportunity Occupations? |
|  |  |  |

[For Diploma, Advanced Certificate and Diploma, or Post-baccalaureate Certificate and Diploma proposals, refer to the key conclusions from the Needs Assessment in Appendix 7. For other certificate proposals, a full needs assessment may not be required (see Appendix 7 for more details). If a needs assessment is not required please describe labour market demand with reference to other sources of data such as federal or provincial labour market studies (e.g. WorkBC), surveys or letters from potential employers, or data from industry or other post secondary institutions.]

## Implementation Plan

[Outline the plan for implementing the program, including proposed start date for the first student intake and the expected number of students.]

# Curriculum

## Program Aim

[Describe the long-term direction and aim for the new program in areas of curriculum and instruction. The program aim can be taken directly from the Notice of Intent, or revised as appropriate.]

## Program Goals

[Program goals are statements of the general or across the curriculum learning goals. These can be taken directly from the Notice of Intent, or revised as appropriate.]

## Program Structure and Length

[Provide an overview of the structure of the program, including the Program Structure Map (the template is located at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>, note: this is separate from the Program Map in the appendix). Identify the length of the program in years or terms (if time for completion differs from BCIT Policy 5103 – Student Evaluation (<http://www.bcit.ca/files/pdf/policies/5103.pdf>), please describe). State the number of credits for the program. To align with the goal of reasonable student workload, programs should align with minimum credit requirements for the credential type. If the program being proposed is higher than the minimum credits, please outline the rationale and provide evidence to support. State whether the program will be offered full-time or part-time.]

[If the program has been jointly developed by two or more schools/institutions, please indicate which school/institution will be the lead and host. Briefly state the contributions and roles of each school/institution.]

[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).]

## Courses and Curriculum Requirements

[Explain how the course and curriculum requirements will contribute to the intended goals of the program. Summarize any course clusters and key courses that make up the program. Indicate how each contributes to the overall program aim & goals. Refer to the course outlines contained in Appendix 9. Complete the Program Goals Integration and Demonstration of Program Goals Achievement Tables (Appendix 2), Employability Skills Matrix (Appendix 6), and Program Map (Appendix 1). Refer to these appendices in your description.]

[If the program is designed to meet the needs of an external agency or accrediting body, demonstrate how the proposed set of courses in the program will satisfy those requirements (provide an overview here, and full details in Appendix 5). Identify each of the requirements of the external agency or accrediting body and show which courses meet those requirements.]

[Applied, experiential learning is a key and distinctive component of BCIT’s educational model, and may take various forms including work-integrated learning. If applicable, include a description of any work-integrated learning component experience or field experience components, including:

* the anticipated outcomes of the work experience or field placement,
* how the experience offered will provide the opportunity to put the stated learning outcomes into practice,
* how the students will be evaluated during their placements
* the institution’s plans to develop placement opportunities for students
* the level of support the institution will extend to students seeking placements.]

## External Standards, Certification and Accreditation

[Where appropriate, identify the provincial, national, and/or international certifications, accreditations and industry standards achieved in the new program. If the program will be seeking any form of accreditation, please describe how the program will achieve accreditation and the discussions that have taken place with the appropriate accrediting body. If applicable, provide accreditations details in Appendix 5 and letters of correspondence in Appendix 4.]

# Program Delivery

## Learning Methodologies

[Describe the learning methodologies and resources (including Open Education Resources <https://open.bcit.ca/>) that will be incorporated into the proposed program and how they will help students achieve the program goals. This can be described by course cluster or more generally for the overall program (for example, “case study methodology will be integrated in a number of courses to provide opportunities for students to apply concepts to realistic scenarios”). Some examples of learning methodologies include:

* Case studies
* Experiential learning (e.g. co-op, clinical)
* Problem-based learning (PBL)
* Simulation, virtual reality, augmented reality
* Collaborative learning
* Etc.
* ]

[Explain how there will be opportunities to develop and practice employability skills, referring to Appendix 6 - Employability Skills Matrix.]

## Delivery Methodologies

[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. 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, at <http://www.bcit.ca/files/pdf/policies/3501.pdf>.]

[The description of delivery methodologies can be done by course cluster or more generally for the overall program (for example, “the courses in Cluster A will be offered in a blended mode with lecture materials online and class time focussed on activities that will help students apply key concepts”).]

## Student Assessment

[Describe the general student assessment strategy for the program (i.e. how will students be assessed throughout the program, to what standard, etc.). Ensure that the assessment strategy aligns with the program goals and BCIT Policy 5103 Student Evaluation (<https://www.bcit.ca/files/pdf/policies/5103.pdf>). If students are to be assessed by external bodies, please provide details.]

[Ensure that detailed information about student assessment is identified in the course outlines.]

## Safety and Risk Management Factors

[If there are any safety or other risk (of proceeding and not proceeding, e.g. in the Notice of Intent) management factors in this program, please describe them and how they will be managed. If none, state “None” under this heading.]

# Admission and Transfer

## Admission Requirements

[Describe the admission requirements for the program. 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 that admission requirements are appropriate to the credential being proposed, as outlined in Procedure 5401 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>). For example, an Advanced Certificate is identified in Procedure 5401-PR1 as being at “third year post-secondary or higher”; the admission requirements should reflect this level, requiring students to enter the program with a diploma or equivalent.]

[Clearly identify the English language requirements appropriate to the proposed program, referring to the Institute’s information on English Language proficiency: <https://www.bcit.ca/admission/entrance-requirements/english-language-proficiency/>. Indicate which category (1. 2, or 3) and the associated details that would apply to the proposed program here.]

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

## Transfer Arrangements

[Describe 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>).]

[Outline any specific transfer arrangements that have been or are likely to be established with other post-secondary programs and institutions. Include the following statement regarding BCCAT.]

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>).]

# Program Resources

## Faculty

[Describe the requirements for faculty teaching in this proposed program, including necessary qualifications and experience (refer to Policy 5601 – Faculty Qualifications https://www.bcit.ca/files/pdf/policies/5601.pdf). If there are gaps in the faculty skill set needed to deliver the program, please outline how this will be addressed. For example, a program might need an additional full-time instructor with a specific educational background and/or industry experience to teach a set of courses in the proposed program.]

[Complete the Faculty Qualifications chart in Appendix 3 with detailed information about specific faculty and their individual qualifications (educational & professional), relevant experience, and role in the program. Refer to Appendix 3 in this section.]

## Facilities and Equipment

[Provide details of the facilities (e.g. classrooms, computer labs, specialized laboratories, shops) and equipment required for the new program to be successful, and how BCIT has the capability to deliver the program. Consult BCIT’s Campus Planning , if appropriate.]

## Program Service Requirements

[Describe BCIT services required by this program; for example, program advising, accessibility services, library services, financial aid and awards, IT Services (lab setup), Human Resources (recruitment support), Learning & Teaching Centre (course development/online course support), etc.]

# Program Consultations

## Consultation with Post-Secondary Institutions

[List provincial and other post-secondary institutions consulted about the proposed program and provide details on key areas of discussion, dates, and individuals involved. Include any detailed written comments in Appendix 4.]

[Describe briefly the key points discussed during the consultation (e.g. program structure, possible partnerships, level of mathematics needed by graduates, etc.).]

| **Institution and Date** | **Key Discussion Points and Outcomes** |
| --- | --- |
|  |  |
|  |  |
|  |  |

## Other External Consultations

[Provide a list and summary of the nature of all other external consultations (other than post-secondary institutions, which are in the previous section), including those with professional associations, employers, trade groups, or other relevant groups. Include any written comments in the Appendix related to correspondence.]

[Describe briefly the key points discussed during the consultation (e.g., graduate skill requirements, workplace experience opportunities, mentoring opportunities, capstone project support, etc.).]

**[Important Note:** Health-related programs and industry training programs require consultation as noted below:

**Health-related programs:** The provincial government is the key employer in the health field, and as such, the Ministry of Post-Secondary Education and Future Skills 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.

**Industry training programs:** Programs funded by the SkilledTradesBC (STBC, formerly Industry Training Authority/ITA) and certain programs regulated by Transport Canada (TC) have mandated outcomes and standards. BCIT has limited ability to develop outcomes outside the mandated program curriculum and must respond to changes as directed. Any program funded by the STBC or regulated by TC must have the approval of the corresponding external funding/regulatory body for development and delivery.]

| Other External Consultations | Key Discussion Points and Outcomes |
| --- | --- |
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## Internal Consultations

[Describe consultations about the proposed program with internal academic and operations/service area stakeholders and provide details on key areas of discussion, dates, and individuals involved. Complete the table below, adding others (e.g. Student Life, Accessibility Services, and RDI Office as needed.]

[Comment on whether there will be any duplication with existing programs or courses within the institute, and if so the rationale.]

| **Internal Consultations** **[Add rows as needed]** | **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 |  |
| Campus Planning |  |
| IT Services |  |
| Academic area stakeholders such as Academic Studies (e.g. Communication, Liberal Studies, Basic Health Sciences, Chemistry, Math and Physics Departments) |  |
| Existing program(s) if there is duplication, if applicable] |  |

## Benchmarking

[Describe how the program structure and curriculum (e.g. course clusters/themes) are benchmarked to currently existing programs at other Canadian institutions (and list those institutions). Include all or some of those programs that were included in the Business Plan for benchmarking as well as tuition comparison/setting purposes.]

[Where appropriate, provide evidence that potential students and industry are not currently being served by existing programs in other British Columbia institutions that may contain similar content, or have similar learning outcomes. Explain what steps have been taken to ensure there is no unnecessary duplication in the system.]

[Use the table below 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, work-integrated learning such as co-op and practicum, etc.). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of the proposed program. If the table is extensive, insert it as an appendix and only include a written summary in this section]

| **Program Comparison** |  |
| --- | --- |
| Program Credential & Name[add rows and columns as needed] | Institution & Location | Program Length | Number of Credits | Specializations/options | Work-Integrated Learning | Key Program Component/ Course Clusters/Area of Focus/Theme |
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# Quality Assurance and Control

## Program Advisory Committee

[Describe the composition of the program advisory committee that has or will be created for the program. Describe how the committee will help ensure that the program remains up-to-date and able to meet employer and student needs in future years.]

[Demonstrate that the composition of the program advisory committee represents the industry sectors relevant to the proposed program (identify which sector each member represents). List members if already known; if not, list examples of potential PAC members including what sectors they will be representing.]

## Ongoing Program Review and Evaluation

[Please use the standard wording below. Include any additional information such as periodic program accreditation reviews by external agencies, if applicable.]

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 5-7 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 program response to the external review team report, incorporating findings from the 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.

# Other Information

[Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal.]

# 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.]

Appendix 2: 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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**Appendix 2: Demonstration of Program Goals Achievement**

[Ensure the courses in the table below align with the courses that contribute to the corresponding program goals in the Goal Integration Table. Focus on how achievement of goals by students would be assessed in the more advanced or upper level courses (instead of the foundational ones such as those in levels one/two in a diploma program)]

| **Goals** [please delete the examples below when filling out the template] | **Assessment of Program Goal**[Identify course and key assessments demonstrating achievement of goal; may be one or multiple courses. Delete the examples below when filling out the template] |
| --- | --- |
| [Collaborate with diverse groups and investigation teams, including law enforcement agencies, to investigate fraud and financial crimes] | [XXXX 3000 - Lab work and class and online discussions XXXX 3020 – Lab work and class online discussionXXXX 4040 – Presentation of final reports from industry projects.] |
| [Generate forensic investigation reports of fraudulent activities with accounting, documentary, eDiscovery, computer forensic and online evidence] | [XXXX 3000 - Quizzes and Mid-term XXXX 3010- Lab work and class and online discussionsXXXX 4020 – Investigation report development using critical thinking process project] |
| [Conduct forensic data examinations to investigate fraud and financial crimes, using advanced technologies and methods] | [XXXX 3020 – Final exam XXXX 4030 – Analysis of forensic investigation results project report] |
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Appendix 3: Faculty Qualifications

| Faculty/Instructor | Professional Certification/Academic Qualification/Professional Development | Relevant Experience | Role/Position in Program & Subject Matter Expertise |
| --- | --- | --- | --- |
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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.).]

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

[If applicable, 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 the Appendix related to correspondence.]

[If applicable, 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 “Course” column and mark an “x” in the skill column(s) that each course meets. Refer to [Employability Skills Brochure (conferenceboard.ca)](https://www.conferenceboard.ca/wp-content/uploads/woocommerce_uploads/reports/11752_employability-skills_brochure.pdf) from the Conference Board of Canada. ]

| 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

[For Diploma, Advanced Certificate and Diploma, and Post-baccalaureate Certificate and Diploma proposals, insert a Needs Assessment Report. The Needs Assessment Report should be completed prior to beginning the proposal.]

[See the Needs Assessment report template and guiding document at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/> .]

[For other certificate proposals, a full Needs Assessment Report may not be required. The program should consult with the School Dean to determine if a needs assessment is required and the level of detail required. If a needs assessment is not required, please include any relevant information here that will support the demand for the program. This may include reference to provincial or federal labour market studies (e.g. WorkBC) and to surveys of potential students and employers. Letters of support for employers should be included in Appendix 4.]

[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: Members of the Working Group

**Members of the Working Group**

| Member | Relation to Program |
| --- | --- |
|  | Associate Dean |
|  | Program Champion |
|  | Instructional Development Consultant (LTC) |
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Appendix 9: Course Outlines

[Use BCIT’s approved course outline template available at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>. 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 faculty members whose expertise matches the proposed course.]

[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 4XXX, INTD 3XXX). Course learning outcomes should be written to match the intended level of rigour.]

[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.]