

Proposal

[Credential Type: Diploma or Certificate] 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:  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 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 by the Instructional Development Consultant (IDC)] |

# Executive Summary

[The Executive Summary is a brief description (no more than two pages) with pertinent information from the proposal. It should be written last. The headings below identify the key areas to focus on in the Executive Summary. Provide a brief description on these topics here and provide more detail in the related sections throughout the proposal.]

## Proposed Credential and Rationale for the Program

[State the name of the program, the school(s) offering the program, the credential, the overall aim of the program (as described in the Program Aim & Goals sections), and a brief rationale for developing it. Describe any collaboration with other BCIT schools or external institutions. Include a brief description of the profession/discipline/vocation here, if appropriate.]

## Labour Market Demand and Student Supply

[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.]

## Program Structure and Key Components

[Describe the proposed program, identifying the structure and key components of the curriculum, including:

* Admission requirements, transfer and laddering opportunities
* Implementation schedule, including proposed start date, number of students, and time needed to complete the program
* Key program strengths (briefly describe the major program strengths, drawing on the relevant sections of the proposal)
* Whether the program will be offered full-time or part-time; and using a cohort or course-by-course registration model
* Proposed delivery method and locations (BCIT campus and external partners, if applicable)
* A general statement about faculty industry experience and qualifications
* External standards, certification, and accreditation issues
* Any existing or proposed transfer arrangements for graduates]

## 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).]

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

[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*). If applicable, elaborate further on the alignment to the Learning and Teaching Framework in the appropriate sections of the proposal e.g. Curriculum and Program Delivery.]

[

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| --- | --- | --- |
| **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\*\*\*\*;  *(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.]  (\*\*\*\*additional resource: [BCIT Applied Research Plan](https://issuu.com/bcit/docs/bcit_applied_research_strat_plan_issuu?mc_cid=a978f0e905&mc_eid=77d23e4f0b)) | [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] |

]

[Refer also to your School Strategic Plan or Operations Plan to demonstrate the proposed program’s alignment with the school’s direction.]

**[**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.]

## 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>.  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.]

[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/). 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. 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 Matrix (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.]

[If applicable, include a description of any work 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 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: <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

[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 Space Planning and Management, 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.).]

**[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 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.

**Industry training programs:** Programs funded by the 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 ITA or regulated by TC must have the approval of the corresponding external funding/regulatory body for development and delivery.]

| **Institution and Date** | **Key Discussion Points and Outcomes** |
| --- | --- |
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## 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.).]

| 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. A table format (see example below – adding or deleting when applicable) may be useful in this section as well. Comment on whether there will be any duplication with existing programs or courses within the institute, and if so the rationale.]

| **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) |  |

## Benchmarking

[Describe how the program structure and curriculum are benchmarked to currently existing programs at other Canadian institutions (and list those institutions). 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** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Name of Program | Institute | Level/ Credential | [Key Program Component] | [Key Program Component] | [Key Program Component] |
|  |  |  |  |  |  |
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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-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.

# 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

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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 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

[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.]

[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 <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

[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 7XXX). 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.]