

Proposal

Graduate 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:** 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.  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 * 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

[Note: This section should be only 2-3 pages in length.]

## Proposed Credential

BCIT is proposing to offer a Graduate Certificate 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 School of [enter name]. [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 [indicate 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 aim 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, project work and any applied research.) and its links to program goals/learning outcomes; indicate whether a work experience will be part of the program, 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, 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.]

## Program Contact Person

Please contact [name, position, school, telephone and email], for further information about this program.

# Master’s Degree Level Standard

[The courses in a Graduate Certificate should be at the level of a Master’s Degree. Please demonstrate that the proposed program meets or exceeds the degree level standard for a Master’s Degree 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 master’s 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>)]

* Depth and breadth of knowledge
* Knowledge of methodologies and research
* Application of knowledge
* Communication skills
* Awareness of limits of knowledge
* Professional capacity and autonomy]

# 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 program 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.]

## 3.1 Benchmarking

[Include research done comparing the proposed program to other related programs 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] |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

# 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 the scholarly community, 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.]

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

[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, 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.]

## 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\*\*\*\*;  *(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] |

**[**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. Describe how the courses expose students to advanced theory and the application of that theory to practice in the field. Describe how the courses provide sufficient rigour to be at the Master’s Degree level. Summarize any course clusters and key courses that make up the program and refer to the course outlines contained in Appendix 11. Identify which are new courses, which are existing courses, and which are common to other programs, if any. 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].

[Please describe any project or practicum that involves research. Outline how it will contribute to the student’s knowledge of research methodologies, and to their depth and breadth of knowledge. Also indicate how the project or practicum will contribute to advancing the state of knowledge or practice in the field of study. Please make reference to BCIT policies on research as applicable including the policy on research involving human subjects (<http://www.bcit.ca/files/pdf/policies/6500.pdf>), integrity in research ([http://www.bcit.ca/files/pdf/policies/6600.pdf)](http://www.bcit.ca/files/pdf/policies/6600.pdf), and student research (<http://www.bcit.ca/files/pdf/policies/5101.pdf)>.]

## 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>).

# Learning Methodologies and Program Delivery

## Learning Methodologies

[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>.)]

[Provide evidence that BCIT has the expertise and resources to implement and support the delivery method. Example: refer to experience of instructors, support from 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. 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 admission requirements are in line with institutional practices regarding graduate level programs, including prior educational attainment and minimum grade point average (GPA).]

[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>).]

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. Summarize the qualifications of faculty in Appendix 3.]

[Indicate whether any new faculty will need to be hired, and if so, include the selection criteria that will be used for new faculty. 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. The information below can be used as a guide to the criteria:

* academic and/or professional/industry credentials to teach graduate 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 scholarly activity]

[Describe how faculty maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific degree program. Refer to BCIT policies on research as needed including the policy on Intellectual Property (<http://www.bcit.ca/files/pdf/policies/6601.pdf>), the policy on Integrity in Research (<http://www.bcit.ca/files/pdf/policies/6600.pdf>) and the policy on research involving human subjects (<http://www.bcit.ca/files/pdf/policies/6500.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 and 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 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.]

# 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 graduate certificate. This should include consultations about the proposed program with internal academic and operations/service area stakeholders (*with the aid of the tables below if preferred*). 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) |  |
| Internal Review Panel | Refer to Appendix 10 – Internal Review Report for details |

1. **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 the VPA Office regarding these Ministry processes and timing.
2. 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 an appendix). 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 or accrediting bodies;
* program advisory committees;
* other British Columbia institutions;
* 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 program (refer to findings from the Needs Assessment Report in Appendix 7).]
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>.  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

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 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.

## External Review

[Demonstrate that BCIT will provide the defined standard of education for a graduate-level program. 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.]

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. |  |  |  |  |
| 4. |  |  |  |  |
| 5. |  |  |  |  |
| 6. |  |  |  |  |
| 7. |  |  |  |  |
| 8. |  |  |  |  |

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 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. The Needs Assessment Report should be completed prior to beginning the proposal.]

[Guidance and the needs assessment report template can be found here: <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>]

[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 the Working Group and 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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Appendix 10: Internal Review Report

Appendix 11: 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 various members of the School Working Group or other 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 two numbers in the course code to identify the intended level of rigour for the course (e.g. GRAD 92XX). 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.]