

Proposal

Industry Partnership 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 2020]  [**BEFORE YOU BEGIN:** This template should only be used for industry partnership certificate proposals. Before writing a proposal for an industry partnership certificate, ensure you have VPA Office approval for the Notice of Intent and the Educational Affiliation Briefing Note (providing background on the proposed industry partner).  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 * 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 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 Partner and Rationale for the Program

[State the name of the program, the school and partner(s) offering the program, the overall aim of the program (as described in the Program Aim & Goals sections), and a brief rationale for developing it. Indicate the name of the partner(s) that would be included on the credential, jointly with BCIT. Include a brief description of the field/profession.]

## 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
* 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
* Summary of partner contributions to the program
* 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]

## Contact Information

[Please include the standard wording shown below.]

For further information, please contact:

[Name, Position, Department, BCIT, Phone Number, Email]

[Name, Position, Partner Organization, Phone Number, Email]

# Program Description

## School and Industry Partner Awarding the Credential

[Identify the school awarding the credential. Describe the organization with which BCIT will partner to deliver the program, together with results of the due diligence process for assessment of the partner. In the description of the partner, include:

* A brief description of the partner’s business
* Full description of the partner’s contribution to the proposed program (examples include sharing their curriculum, policies, or technology)
* A description of the benefits and risks to BCIT.]

[Note: Please refer to Policy 5801 and Procedure 5801-PR1 for guidelines and process for educational affiliations, including industry partnership certificates.]

## 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, etc.) and why the program is important to BCIT and the industry partner.]

## Program Alignment with BCIT’s Mandate and Strategic Plan

[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*).]

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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:  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.] | [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 Services (<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.]

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

## Target Student Audience

[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.]

## Labour Market Demand for the Program

[Provide evidence of labour market demand. This information will vary and could range from a comprehensive labour market study to an informal survey and letters of support from potential employers. Include letters of support in Appendix 3.]

[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.]

[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).]

## Implementation Plan

[Outline the plan for implementing the program, including proposed start date for the first student intake and 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. Provide an introduction to the course clusters as identified on the program map (e.g., communication courses, marketing courses, mathematics courses, etc.). Refer to the Program Map in Appendix 1.]

[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.]

## 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 6.]

[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 and industry standards achieved in the new program. If the program proposal is aimed at putting students into practice, and that practice requires a license for which the students qualify directly from the program (or from an examination directly after the program), indicate whether the School is in contact with the appropriate accrediting body, and whether or not the School is seeking accreditation. If the program will be seeking any form of accreditation, please demonstrate how the proposed set of courses in the program will satisfy those requirements and describe how the program will achieve accreditation. Describe the discussions that have taken place with the appropriate accrediting body. If applicable, provide accreditation details in Appendix 4 and letters of correspondence in Appendix 3.]

## Curriculum Ownership and Regulatory Issues

[Provide details with respect to ownership of the curriculum, and specify if the curriculum is legislated or regulated.]

# 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.
* ]

## 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. 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 3501 – Acceptable Use of Information Technology, at <http://www.bcit.ca/files/pdf/policies/3501.pdf>.]

## 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 (http://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 Factors

[If there are 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 Industry Partnership Certificate credential, as outlined in Procedure 5401 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf> ).]

[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>).]

[Describe a plan to ensure students’ ability to access the program through transfer (course-to-course or block/program transfer), including transfer from high school courses and programs.]

[Outline any specific transfer arrangements that have been or are likely to be established within BCIT and/or with other post-secondary 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). List both BCIT full-time and part-time faculty and external instructors. 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 2 with detailed information about specific faculty and their individual qualifications (educational & professional), relevant experience, and role in the program. Refer to Appendix 2 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, and explain how BCIT and the industry partner have the capability to deliver this 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 Other Post-Secondary Institutions

[As applicable, list and describe any consultations with other post-secondary institutions.]

| **Institution and Date** | **Key Discussion Points and Outcomes** |
| --- | --- |
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## Other External Consultations

[As applicable, provide a list and summary of the nature of all other consultations, including those with professional associations, municipal councils, employers, post-secondary institutions in other jurisdictions, trade groups, 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 |  |
| Financial Aid and Awards |  |
| International Student and Education Services |  |
| Enrollment Planning |  |
| Library |  |
| Indigenous Services |  |
| Academic area stakeholders such as Academic Studies (e.g. English Communication, Liberal Studies, Basic Health Sciences, Chemistry, Math and Physics) |  |

## Benchmarking

[As applicable, 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.]

# 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, partnership agreement review, etc.]

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 including a site visit, to validate the findings of the self-study report
* A final report, incorporating input from the external review team
* An institutional response, by way of a presentation of final recommendations and action plan to Education Council
* A one-year status update at Education Council, presenting 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: Faculty Qualifications

| **Faculty/Instructor** | **Professional Certification/Academic Qualification/Professional Development** | **Relevant Experience** | **Role/Position in Program & Subject Matter Expertise** |
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Appendix 3: Letters of Support

[Please scan and include any letters of support for this proposed program.]

Appendix 4: 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.]

[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 5: 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 6: 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 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. 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.]