

Proposal for a Major Program Change

[Credential Type] in [Name of Program]

*[Note: customize as appropriate]*

[Name Change from […] to […]

And/or

[Major Curriculum Change]

School of [Name]

Office of the Vice President, Academic

[Day Month Year]

Table of Contents

[1 Introduction 2](#_Toc518553314)

[2 Rationale for Change(s) 2](#_Toc518553315)

[3 Proposed Change(s) 3](#_Toc518553316)

[3.1 Description of Proposed Change(s) 3](#_Toc518553317)

[3.2 Consultation 3](#_Toc518553318)

[4 Implementation Plan 4](#_Toc518553319)

[4.1 Time Frame 4](#_Toc518553320)

[4.2 Impact on Current Students 4](#_Toc518553321)

[4.3 Impact on Applicants 4](#_Toc518553322)

[4.4 Impact on Articulation Agreements 5](#_Toc518553323)

[5 School Working Group 6](#_Toc518553324)

[Appendices 7](#_Toc518553325)

[Appendix 1: Comparison of Current and Proposed Programs 8](#_Toc518553326)

[Appendix #: Course Outlines 9](#_Toc518553327)

[Template dated: September 2018]

**[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.

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.

When the proposal is submitted to the VP Academic Office, ensure the proposal is accompanied by the development report (to be completed by the IDC).]

# Introduction

[This should be a brief statement summarizing the changes being proposed.]

# Rationale for Change(s)

[Describe the current structure of the program. Explain why the changes to the program are being proposed at this time. Refer to:

* changes in industry
* labour market analysis
* requests from program advisory committee
* outcomes from a program review
* alignment with BCIT Strategic Plan
* other sources as appropriate.

Include relevant supporting documents in the appendices. Make reference to letters of support, and include program response as appropriate. Include actual letters in appendices.

For proposals related to name changes, include benchmarking information to illustrate how similar programs at other post-secondary institutions are named. Include evidence of support for a program name change from the program advisory committee and other stakeholders.]

[Briefly describe how the revised program aligns with provincial direction and strategy related to employment, 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 Demand Occupations”, be sure to highlight this alignment. Reference should be made to applicable National Occupation Classification (NOC) codes.]

[Briefly describe how the revised program aligns with BCIT’s Strategic Plan (2014-19) (<http://www.bcit.ca/files/about/pdf/bcit_strategic_plan_2014-19.pdf>). Specifically, describe how the program will contribute to any of the following strategic goals: fostering student success (strategic goal #1), enhancing the student experience (strategic goal #3), supporting program/credential recognition and aligning with educational quality standards (strategic goal #4), and strengthening BCIT’s reputation (strategic goal #5). Note, while the program may contribute to strategic goals #2 (financial sustainability) and #6 (building a long-term educational plan), these issues are not the focus of program change proposals.]

[Explain how the program aligns with BCIT’s Learning and Teaching Framework (<https://www.bcit.ca/ltc/ltf.shtml>). Specifically, describe how the program aligns with the four pillars of the framework: Faculty empowered by instructional skills and learning support; Student-centred, active and experiential teaching and learning; Learning environments that foster growth and creativity; and Program and curriculum design aligned with workplace needs.]

# Proposed Change(s)

## Description of Proposed Change(s)

[Provide a detailed description of the proposed changes, including any modifications to program goals. Where there are new courses or modifications to existing courses, include a current and proposed program map (template available at <http://www.bcit.ca/apqa/program-dev/>), as well as a table summarizing the changes (see the “Comparison of Current and Proposed Programs” table at the end of this document.)]

## Consultation

[Ensure all relevant consultation has been conducted with other departments at BCIT as appropriate, including any departments teaching into the program (e.g., Communication, Math) and operational/service departments (e.g., Student Financial Aid, Admissions); describe this consultation in this section.]

**[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 (AVED) 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.

**Industry training programs:** Programs funded by the Industry Training Authority (ITA) 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 must have ITA approval for development and delivery.]

# Implementation Plan

## Time Frame

[Describe when the proposed change is to be implemented.]

## Impact on Current Students

[Identify what the impact will be on students in the current program, such as whether there will be options to current students (e.g. receiving a new credential if one is being proposed), whether there will be an impact on the graduating classes (e.g. if a program is being shortened, resulting in a double graduating class), etc. Identify the impact of the revised program matrix on any future student readmissions.

If this is a credential type change, please identify the number and the impact to currently declared students who require a teach-out plan for the existing credential type.]

## Impact on Applicants

[Describe plans to advise applicants of the change to this program.]

## Impact on Articulation Agreements

[Describe any impacts to existing articulation agreements. For example, if there is an existing agreement for block transfer or course transfer, will the proposed changes impact this agreement?]

# School Working Group

|  |  |
| --- | --- |
| Member | Relation to program |
|  | Associate Dean |
|  | Program Champion |
|  | Instructional Development Consultant (LTC) |
|  |  |
|  |  |

# Appendices

[Provide relevant supporting information, including existing/proposed program maps, table showing a comparison of existing/proposed program (see template below), labour market analysis data, etc.]

[Include letters of support commenting on the appropriateness of the change from the following areas:

* Program Advisory Committee (or documentation of industry support)
* Any external funding/regulatory agency such as Transport Canada or the Industry Training Association, etc.
* Accrediting bodies
* Internal stakeholder groups when impacted by a proposed change.]

[Include all course outlines for the revised program:

* either in two separate appendices (one appendix for existing courses, one appendix for proposed new/revised courses), or in one appendix in alphanumeric order;
* clearly indicate on each course outline whether the course is 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 major change proposals are reviewed for quality and revised as appropriate.]

# Appendix 1: Comparison of Current and Proposed Programs

| **Comparison of Current and Proposed Programs** | | | | |
| --- | --- | --- | --- | --- |
| Current Courses | Credits | Curriculum Change Details   * For revised courses, identify what was changed: course number/name, description, learning outcomes, pre-requisites, hours, credits, passing grade. Note: more than 30% change to a course outline will require a new course number; see Course File Office for details. * For courses that will be removed from the matrix, identify if they are being retired, and if so as of what date. | Proposed Courses | Credits |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
| **SUBTOTAL** | | | |  |
| **TOTAL** |  |  | **TOTAL** |  |

# Appendix #: Course Outlines

[Note: Course outlines should be included as the final appendix in the proposal document. Include all course outlines for the revised program, either in two separate appendices (one appendix for existing courses, one appendix for proposed new/revised courses), or in one appendix in alphanumeric order.]