|  |
| --- |
|  **MAJOR CHANGE PROPOSAL**  |
|  |

**[Credential and Current Name of Program]
*[NOTE: customize as appropriate]***

**[Name Change from (…..) to (…..)
and/or
[Major Curriculum Change}**

[Name], Program Champion

[Name], Working Group Member

[Name], Working Group Member

[Name], Associate Dean

[Name], Instructional Development Consultant, LTC

**School of Choose an item.**

Office of the Vice President, Academic

[Publish Date]

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[Template dated: February 2024]

[**BEFORE YOU BEGIN:** The text highlighted in green in the square brackets indicates guidelines for completing this document. Delete and/or replace this text as you work through the document.

When writing the proposal, be as succinct as possible and ensure key information is clearly articulated. Where appropriate, consider presenting information using the tables provided, images, or bullet points, and incorporating examples to help clarify.

When the proposal is submitted to Academic Planning and Quality Assurance within the VP Academic Office, ensure the proposal is accompanied by the updated development report (to be completed by the Instructional Development Consultant (IDC)).

Please consult with the School Leadership Team and/or the appropriate BCIT departments (e.g. Finance, Campus Planning, IT Services and Educational Technology Services, etc.) if any of the following applies as a result of the proposed changes:

* Additional faculty/staff FTE;
* Specialized space or renovations
* New space is required;
* Specialized equipment and/or software*.*]

# Overview

[Please outline the key changes being proposed to the program in a bulleted list.  For example,

* Credential change from X to Y
* Program name change from A to B
* New option added: [name of option]
* Curriculum changes (replacement of # of courses)
* Etc*.*]

# Rationale for Change(s)

[Describe the current structure of the program including course themes/clusters. Refer to program map in the appendix if appropriate.]

[Explain why the changes to the program are being proposed at this time. Complete the following table and further elaborate on the rationale as appropriate.]

The following is a summary of the rationale for changes:

|  |  |
| --- | --- |
| Rationale for Changes[Adjust list as appropriate] | [Provide details in this column] |
| [e.g. Changes in industry and/or eligibility requirements for professional licensing, registration or certification] |  |
| [e.g. Requests from program advisory committee] |  |
| [e.g. Outcomes from a program review] |  |
| [e.g. Result from accreditation or audit] |  |
| [e.g. Labour market analysis (2.1 below)] |  |
| [e.g. Alignment with BCIT’s Strategic Direction & Initiatives] |  |
| [e.g. Student well-being] |  |
| [Others (please specify)] |  |

[Include relevant supporting documents such as surveys in the appendices. Make reference to industry consultation (and include program response as appropriate) and letters of support. 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 such as accrediting/regulatory body and employers, if applicable.]

**2.1 Labour Market Analysis**

[Briefly describe how the revised program aligns with provincial direction and strategy related to employment, specifically to employment data for the program found in the current British Columbia Labour Market Outlook Report:  <https://www.workbc.ca/Labour-Market-Industry/Labour-Market-Outlook.aspx>. In addition, complete the table below.]

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

**2.2 Alignment with BCIT’s Strategic Direction**

[Briefly describe how the revised 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 current 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 revised program will contribute to any of the following strategic commitments as well as the Learning and Teaching Framework (<https://www.bcit.ca/files/ltc/pdf/ltf-flip-book.pdf>). Please note that point form is acceptable and the recommended length for this discussion is not to exceed one page.

* Strategic Commitment #1. People-Focused Organization, e.g. to balance workload and enable flexible and self-directed learning to promote learner success; to provide instructional skills, curriculum development and learning support (e.g. LTC) to faculty; and to facilitate experiential and other forms of active learning and authentic assessment through projects (LTF pillar #1: Faculty empowered by instructional skills and learning support and LTF pillar #2: Student-centred, active and experiential teaching and learning);
* Strategic Commitment #2. Future-Proof Applied Education, e.g. to include some degree of flexibility in course selections and delivery such as more choices through course electives; to create competency-based courses and pathways for learner progression; and to incorporate experiential learning and authentic assessment in the curriculum (LTF pillar #4: Program and curriculum design aligned with workplace needs);
* Strategic Commitment #3. Globally Relevant Connections, e.g. to strengthen interaction through Program Advisory Committee; to strengthen program’s contribution to employability and career building of Indigenous\* people; and to sustain a balanced approach to international\*\* enrolments (LTF pillar #4: Program and curriculum design aligned with workplace needs).
Please consult BCIT’s “[An Indigenous Vision](https://www.bcit.ca/indigenous-vision/)”\* and “[Internationalization Plan](https://mcusercontent.com/daf05330755626307efc8f07f/files/744167a6-5922-6272-f66c-034ca333a36f/Internationalization_plan_Final.pdf?mc_cid=0f97fa3b04&mc_eid=77d23e4f0b) 2021-2024”\*\* for additional information, if applicable. Also, consult the [BCIT Applied Research Plan](https://issuu.com/bcit/docs/bcit_applied_research_strat_plan_issuu?mc_cid=a978f0e905&mc_eid=77d23e4f0b) and [Sustainability Vision](https://www.bcit.ca/sustainability-vision/), if applicable.]

**[**If applicable,briefly comment on how the revised program will foster a culture of respect, inclusivity and student well-being, in alignment with BCIT’s value of championing diversity and inclusion ([Respect, Diversity, and Inclusion – BCIT](https://www.bcit.ca/respect/)), Anti-racism framework (https://www.bcit.ca/anti-racism-framework/) and Student Well-being ([Student Well-being and Resilience Framework – BCIT](https://www.bcit.ca/student-services/health-wellness/student-well-being-and-resilience-framework/) )**.** For example, how diversity, inclusion and student well-being are 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); and/or
* the faculty, student body and PAC membership.

The types of consultation required may vary 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 Student Life Office (<https://www.bcit.ca/studen-life-office/>), BCIT Accessibility Services (<https://www.bcit.ca/accessibility/>), BCIT International (<https://www.bcit.ca/international/>), Student Association (<https://www.bcitsa.ca/>), and/or any partners that support a program that fosters a culture of respect and inclusivity.]

# 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 (refer to [Course Changes Guidelines](https://www.bcit.ca/files/apqa/pdf/course_changes_guidelines_2021.pdf) for details), include a current and proposed program map (template available at  [<https://www.bcit.ca/academic-planning-quality-assurance/program-development/>](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.)]

[If applicable, complete the following lists:

Existing Courses [Complete the Existing Course Outline Review template in the appendix]:

Revised Courses:

Courses removed from program matrix:

Retired courses;

New courses:]

[If changes to the admission requirements are being proposed, please ensure the English language proficiency category is identified as part of overall requirements ([https://www.bcit.ca/admission/entrance-requirements/english-language-proficiency/)](https://www.bcit.ca/admission/entrance-requirements/english-language-proficiency/%29).]

[BCIT programs at the diploma and higher credential level are expected to align with BCIT’s credential standards for the relevant credential type (see [Procedure 5401-PR1](https://www.bcit.ca/files/pdf/policies/5401_pr1.pdf)). Please identify how the changes being proposed demonstrate continued alignment with the appropriate credential standards. In particular, demonstrate how the proposed changes align with expectations for breadth to ensure students develop a sound knowledge base of subjects relevant to the field.]

[Where appropriate, 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 are changed and 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>)]

## Consultation

**3.2.1 Impact on Other BCIT Academic Departments/Programs**

[Does this program have any shared courses with or courses delivered by other departments/programs (e.g. academic departments such as Communication, Liberal Studies, Basic Health Sciences, Chemistry, Math and Physics)? If yes, ensure early consultation with the faculty/departments regarding the proposed changes including any impacts on their faculty.

Will any of the changes being proposed impact other programs that this program ladders into or other programs that ladder into this program?

Describe the consultation and summarize the key discussion points and outcomes here.]

**3.2.2. Internal Consultation**

[Ensure all relevant consultation has been conducted with other internal stakeholders at BCIT as appropriate, including any impacts on faculty , operational/service departments (e.g., Student Financial Aid and Awards, Admissions), and specifically Campus Planning if there will be implications to spaces/facilities due to the proposed program change; describe this consultation in this section. Summarize the key discussion points here or indicate “nil” if no consultation done.]

| **Internal Consultations****[Add rows as needed. e.g Student Life, Accessibility Services, RDI Office]** | **Key Discussion Points and Outcomes** |
| --- | --- |
| Student Records (Registrar’s Office/RO) |  |
| Course File (RO) |  |
| Program Advising (RO) |  |
| Admissions (RO) |  |
| Student Financial Aid and Awards |  |
| International Student and Education Services |  |
| Enrollment Planning |  |
| Library |  |
| Indigenous Initiatives and Partnerships |  |
| Campus Planning |  |
| IT Services |  |
| Program/Department Faculty |  |

**3.2.3. Resource Implications**

Please confirm whether the program changes being proposed will require any of the following.  If so, please ensure the School Operations lead contacts Finance, Campus Planning, and IT Services to discuss resource implications.

[ ] Additional permanent, full-time faculty/staff FTE

[ ] Specialized space or renovations

[ ] Specialized equipment and/or software

[ ] None of the above apply to this program change

**3.2.4. Ministry/Regulatory Body Requirements**

[Ensure all required consultation with the Ministry and/or regulatory body has been conducted and summarize the consultation and outcomes here.]

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

**Health-related programs:** The provincial government is the key employer in the health field, and as such, the Ministry of Post-Secondary Education and Future Skills requires that institutions consult with the Ministry regarding the development of new health programs, or revisions to existing health programs according to specific criteria (referred to as the Health Education Program (CIP 51) Review process). As well, proposals for health programs (new or revised) that impact minimum entry-to-practice requirements are required to undergo review by the Federal/Provincial/Territorial Committee on Health Workforce (pan-Canadian review). Program areas should consult with APQA within the VPA Office regarding these Ministry processes and timing.

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

**Degree programs:** Major changes to degree programs may be subject to the determination of new degree review process by the Degree Quality Assessment Board (DQAB). Complete the DQAB template posted on APQA site (<https://www.bcit.ca/files/apqa/doc/determination_of_new_degree_template_apqa.docx>) and submit it separately with the proposal to APQA.]

**[If the proposed major change is used to change a credential type of an existing program whereby the original program will no longer be offered after the change, the original program will need to be cancelled using the consultation and approval process as outlined in BCIT Policy 5405-PR1 Process 1** [**https://www.bcit.ca/files/pdf/policies/5405\_pr1.pdf**](https://www.bcit.ca/files/pdf/policies/5405_pr1.pdf)].

# 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. Describe plans to advise current students of the changes.

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, program review final recommendations and action plan, etc.]

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

* Program Advisory Committee (or documentation of industry support)
* Any external funding/regulatory agency such as Transport Canada or SkilledTradesBC [STBC, formerly Industry Training Authority], etc.
* Accrediting and/or licensing bodies
* Ministry consent/approval (e.g. CIP-51 review)
* Peer institutions such as universities offering a comparable program with the proposed credential type (e.g. for credential type and/or program name change)
* Internal stakeholder groups impacted by proposed change(s).]

[Please review all the existing course outlines within the program to ensure alignment with policy and to ensure they provide a clear picture to students in terms of the expected learning outcomes.  Over time, course outlines may have been revised incrementally, and this is an opportunity to ensure they are still communicating the intent and structure of the course clearly to students and other stakeholders.   For any courses that are taught into your program by another department/school, please consult with the faculty in that department on any proposed updates you feel should be incorporated. Please complete the review of existing course outlines.

Based on your review, if any changes are being proposed to existing courses, these courses then need to be included in the set of revised courses for this proposal.  Please include a course outline showing the revisions, and identify which sections have been revised in the comparison table. Complete the existing course outlines review summary in the appendix. **DO NOT append existing course outlines to the proposal**.]

[Include all new and revised course outlines for the revised program:

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

# Appendix 1: Current and Proposed Program Maps

[Append the completed program map template <https://www.bcit.ca/files/apqa/doc/program_map_template_2019.docx> for the current and proposed programs here.]

# Appendix 2: Comparison of Current and Proposed Programs

[note: please ensure the accuracy of the information here as this table is used by Ops/Services groups to implement the proposed changes]

[Organize the table according to current terms/levels, i.e. list all Term/Level 1 courses, followed by Term/Level 2 courses, etc.]

| **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.
* Please refer to [Course Changes Guidelines](https://www.bcit.ca/files/apqa/pdf/course_changes_guidelines_2021.pdf) for further details.
 | Proposed Courses | Credits |
| **Term/Level 1 [add rows below as needed]** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Term/Level 2 [add rows below as needed]** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Term/Level 3 [add rows below as needed]** |
|  |  |  |  |  |
|  |  |  |  |  |
| **Term/Level 4 [add rows below as needed]** |
|  |  |  |  |  |
|  |  |  |  |  |
| **SUBTOTAL** |  |
| **TOTAL** |  |  |  **TOTAL**  |  |

# Appendix #: Course Outlines for New and Revised Courses

[Note: Course outlines should be included as the final appendix in the proposal document. Include all new and revised course outlines for the revised program in two separate appendices (one appendix for revised courses, and one appendix for proposed new courses). Use BCIT’s approved course outline template available at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>.

For existing courses, include the completed existing course outlines review summary on the next page]

# Appendix #: Course Outline Review for Existing Courses

**Course Outline Review for Existing Courses**

**[Prior to completing this table, review the course outlines for all existing courses and ensure they are current, consistent and accurate including compliance with relevant BCIT Education Policies. If course outlines need to be updated, be sure to follow the appropriate process, outlined** [**here**](https://www.bcit.ca/files/apqa/pdf/resource_for_course_outline_syllabus_development_and_change.pdf) **and include the full revised course outline in the major change proposal appendix.]**

**[Complete the following table:]**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | Course credits reviewed and accurate | Course hours reviewed and accurate | Delivery type reviewed and accurate | Course description reviewed and accurate | Course learning outcomes reviewed and accurate | Evaluation criteria reviewed and accurate**\***  | Passing grade reviewed and accurate |
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| Course Number [hyperlink to course outline] – Course Name  |[ ] [ ] [ ] [ ] [ ] [ ] [ ]
| …add more rows |[ ] [ ] [ ] [ ] [ ] [ ] [ ]

\*Final Exam cannot be worth more than 50% of overall grade of course unless exemption has been granted by EdCo
By checking each box, the program team acknowledges that each course outline has been reviewed for accuracy.