

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 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.

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 Academic Planning and Quality Assurance within the VP Academic Office, ensure the proposal is accompanied by the development report (to be completed by the Instructional Development Consultant (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 and/or eligibility requirements for professional licensing, registration or certification
* requests from program advisory committee
* outcomes from a program review
* other sources (e.g. accreditation or audit reports) as appropriate.
* labour market analysis (2.1 below)
* alignment with BCIT’s Strategic Plan, Education Plan, and Learning and Teaching Framework, and where applicable other BCIT initiatives, e.g. Indigenous Vision (<https://www.bcit.ca/indigenous-vision/>), Sustainability Vision (<https://www.bcit.ca/sustainability-vision/>), and the e-Learning Strategy (<https://www.bcit.ca/learning-teaching-centre/e-learning-strategy/>) (2.2 below)

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.]

**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>.  If the program aligns with 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.]

**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 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), if applicable.]

**[**If applicable,briefly comment on how the revised 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 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 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.)]

[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

[Ensure all relevant consultation has been conducted with other internal stakeholders at BCIT as appropriate, including any impacts on faculty, departments teaching into the program (e.g., Communication, Math), operational/service departments (e.g., Student Financial Aid and Awards, Admissions), and specifically the Space Planning Office 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 (*with* *the aid of the table below if preferred and* edit *it as necessary*).]

| **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) |  |

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

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

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

[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>].

# 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 impacted by proposed change(s).]

[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. Course outlines for new degree or graduate level courses (i.e. courses numbered 5000 or higher) need to be reviewed by the School Quality Committee (<https://www.bcit.ca/files/apqa/pdf/school_quality_committee_guidelines.pdf>).]

# Appendix 1: 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

[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. Use BCIT’s approved course outline template available at <https://www.bcit.ca/academic-planning-quality-assurance/program-development/>.]