

## Program Development and Change Processes

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### Objectives

This procedure forms part of Policy 5401, Program Development and Credentials. It provides criteria and describes the processes required for the development and revision of BCIT programs.

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### Who This Procedure Applies To

This procedure applies to BCIT employees involved in the development, change, and approval of BCIT programs and credentials.

### Process 1: Development of New Programs

#### A. Introduction

## 1. *Responsibility*

Program development is the responsibility of each school operating through a school working group. When program development is approved through a school's operational plan, the school dean assembles a school working group. The group typically comprises a school program champion, assigned subject matter experts (SMEs), and an instructional development consultant (IDC) from the Learning and Teaching Centre (LTC) of BCIT. The school working group takes its guidance from the goals stated in the school's operational plan, BCIT's Strategic and Education Plans, the training needs and standards established in the related industry, BCIT's educational policies, standard curriculum development and instructional design processes, and guidelines published by the Ministry responsible for advanced education. Detailed duties and responsibilities are outlined below. Program design should conform to the curriculum guidelines developed by the LTC and take into account considerations related to Student Financial Aid and Awards, Admissions standards, and other academic and operational guidelines.

Proposals for new programs must use the existing templates that have been approved by Education Council.

Support documentation, resources, templates, instructions, and self-help guides associated with these program development procedures can be accessed from the Academic Planning and Quality Assurance (APQA) website (<https://www.bcit.ca/academic-planning-quality-assurance/>).

## 2. *Approval Governance*

New BCIT programs, depending on the credential being granted, are subject to review and approval by a number of governing bodies. These bodies include:

- School Quality Committee (SQC)
- Deans' Council
- Office of the Provost and Vice President, Academic
- Education Council Programming Committee
- Education Council
- BCIT Board of Governors ("Board")
- Ministry responsible for advanced education ("Ministry" or "Minister").

These bodies establish policies, directives, and standards that BCIT program developers use to create educational programs to meet defined needs within the province of British Columbia.

The resulting program development processes blend the following attributes:

- Quality Assurance – Programs meet documented standards, matching the standards to student needs
- Responsiveness – The process assists participants in developing programs in a timely fashion
- Consultation – Internal and external consultation is a critical component of developing or revising programs to align with stakeholder needs
- Clarity – Detailed procedures showing how steps in the process are linked and scheduled
- Milestones – Steps and decision points in the development process
- Accountability – Stakeholders and those working on program development need to understand and be held accountable for their roles and responsibilities

- Policy Adherence – By following the process, program developers conduct their activities and create programs that adhere to educational policy

### **3. Development Reports**

Throughout the new program development process, a development report is prepared by a member of the school working group, normally the instructional development consultant (IDC). The assigned IDC drafts a development report on behalf of the school working group, at each of the review and approval stages of the process.

The report comprises the recommendations of the relevant reviewing groups (see below) and the responses to such recommendations by the school working group. The first section of the report records the passage of the program through the development process, ensuring that the specified reviews are conducted and approvals received. The most recent development report is passed on to the next internal reviewing body, ending with the Education Council Programming Committee.

## **B. Duties and Responsibilities**

The primary persons and groups responsible for program development and change are listed below, along with their roles.

### **Board of Governors**

The Board is responsible for the final approval of all new programs (except Industry Partnership Certificates, which are approved by the Provost and Vice President, Academic). Board approval is required before submission to the Ministry approval process. The Board also approves notices of intent for all new degree programs.

### **Deans**

The school deans appoint members to school working groups, who develop new programs or recommend major changes to existing programs. The groups are appointed on a case-by-case basis.

Deans analyze proposed program and course changes to determine whether any areas of the Institute may be affected by such changes, and must conduct adequate consultation, including bringing forward new programs to the Deans' Council for discussion. Deans may direct the school working groups to halt development or proceed.

Deans approve all program and course changes within their school. Deans receive reports from their School Quality Committee (SQC) and either refer the reports to the school working group to make changes, or approve and forward all proposed changes to the Office of the Provost and Vice President, Academic for the next level of approval.

### **Deans' Council**

The Deans' Council reviews the notice of intent for new programs for alignment with BCIT's Strategic and Education Plans, impact on their programming, and to explore opportunities for interdisciplinary programming or other forms of collaboration.

### **Degree Quality Assessment Board**

In the case of master's and bachelor's degree programs, the Office of the Provost and VP Academic submits the full proposal to the Ministry for review and decision. For master's degrees, the Ministry review involves the Degree Quality Assessment Board (DQAB) process. For bachelor's degrees, given that BCIT has "exempt status" for this credential

level, proposals are submitted directly to the Minister, who may involve DQAB review at their discretion.

The DQAB will review all submissions against specific criteria. Beyond its own review, the DQAB may also choose to establish an expert panel.

### **Education Council**

Education Council approves major changes to existing programs, and all new program proposals (except Industry Partnership Certificates). After Education Council approval, new programs are forwarded to the Board for final approval. All degrees must also be approved by the Ministry.

### **Education Council Programming Committee**

The Education Council Programming Committee makes approval recommendations to Education Council for major changes to existing programs and all new program proposals (except Industry Partnership Certificates).

### **External Review Panel**

The External Review Panel, established by the Office of the Provost and VP Academic, makes an independent, third-party assessment of the proposed degree program. Panel membership includes representatives from outside BCIT with relevant expertise, including external educators, industry representatives, as well as internal educators who are familiar with the Institute's program development process.

### **Internal Review Panel**

The Internal Review Panel, appointed by the Office of the Provost and VP Academic, and comprising qualified BCIT faculty, provides a critical review of full degree or graduate certificate proposals before they are sent to the Office of the Provost and VP Academic.

### **Learning and Teaching Centre**

The Learning and Teaching Centre is responsible for maintaining curriculum guidelines for new program development and program changes. Working with the schools, its Instructional Development Consultants provide educational consultation on program design and guide the development of proposals.

### **Ministry responsible for advanced education**

The Ministry has overall responsibility for post-secondary education in the province of British Columbia, and is guided by the *University Act*, *College and Institute Act*, and *Degree Authorization Act*, among others. With respect to program approval, the Ministry has delegated responsibility to the Institute's Board for all non-degree programs.

### **Office of the Provost and Vice President, Academic & APQA**

The Office of the Provost and VP Academic, by way of the Academic Planning & Quality Assurance (APQA) Office, facilitates and supports the development and approval of all new program proposals involving various review bodies at BCIT and the Ministry, as appropriate. APQA is the key liaison between the program area and the Ministry, provides advice to the Internal Review Panel, and oversees the External Review Panel process.

Furthermore, the Office of the Provost and VP Academic:

- Reviews and approves Industry Partnership Certificates;
- Approves all major program changes and all new programs for submission to Education Council;

- Approves all minor program changes;
- Solicits input from internal stakeholders and Operational and Service Groups to identify and resolve potential operational and implementation issues with new program proposals;
- Posts full proposals for 30 days on the Ministry's Post-Secondary Institutional Proposal System (PSIPS) website for peer review by other post-secondary institutions in BC, as required. (The program area must respond to all comments on-line following the 30-day posting.)
- Maintains Education Council approved proposal templates and revises as necessary.

### **Operational and Service Groups**

The Office of the Provost and VP Academic organizes and facilitates the Operational and Service Groups meetings to review program proposals for new programs or major changes to existing programs. Here, the Operational and Service groups access the detailed information they need to assist in the implementation of the program. This meeting also provides an opportunity for these groups to raise issues or ask questions. The school program champion provides follow-up in answer to any such concerns.

### **School Quality Committee**

Each School Quality Committee (SQC) reviews notices of intent and proposals for new program development and any major program changes within its school, and makes recommendations to the dean in a report.

### **School Working Groups**

School working groups are responsible for program design and development on behalf of their respective schools. As a foundation for student success, program design should include a focus on student well-being, reasonable workload for the relevant credential, and an applied learning experience. For each school, the goals stated in the school's operational plan guide the work of this group. See Learning and Teaching Centre guidelines and Education Council templates for additional reference.

### **Stakeholders' Group**

The Office of the Provost and VP Academic invites stakeholders from the BCIT community to an information meeting early in the development of a new program. The purpose of the meeting is to ensure broad awareness of new program initiatives and for program teams to benefit from advice and insights from institutional colleagues. Stakeholders from other schools, from operational groups, and other teaching and service departments of BCIT have an opportunity to hear further details about the proposed program, its intent, general content, and its proposed implementation schedule. The stakeholders may provide academic and operational advice to the school working group and may assist in resolving any potential operational and implementation issues.

## **C. Program Development Process**

The following describes all the possible steps in the program development process.

Program development undergoes a similar process for each level of credential developed at BCIT. Complexity varies depending on credential types, as illustrated in Figures 1a–6b. These flowcharts illustrate the sequence of steps for each program type and participants' roles in the process.

Each credential type has corresponding figures:

- Master's Degrees (Figures 1a, 1b)
- Bachelor Degrees (Figures 2a, 2b)
- Graduate Certificates (Figures 3a, 3b)
- Diplomas and Certificates (Figures 4a, 4b)
- Associate Certificates (Figures 5a, 5b)
- Industry Partnership Certificates (Figures 6a, 6b).

The figures occur in both overview and detailed formats. Both formats show four distinct development phases that apply to all the credential levels:

- Concept and Approval to Develop
- Proposal Development and Consultation
- Final Approvals
- Implementation

The following provides the complete list of review and approval steps as required for degrees (with exceptions noted). For the specific steps required for a given credential, refer to Section C of Process 1: Notes on Specific Program Types, along with the figures.

### ***Phase 1: Concept and Approval to Develop***

At this early stage, an idea for a new program exists within a school. The idea may arise from any number of sources: it may be generated by any individual in a school, or may arise from economic need within the province, a regulatory change, entrepreneurial opportunity, or industry requirements. After consideration by the school, the school may describe the concept in a concise summary within its annual operating plan.

#### ***1. Include in Operating Plans***

Annually, during the budgetary cycle, each of BCIT's schools creates an operating plan. Plans include a list of concepts for program development. The school dean recommends the list to the Office of the Provost and Vice President, Academic for approval to include in the Institute's Educational Operating Plan. When the concepts are approved, funds are included in the school's operating budget and set aside for developing the program. If the program is to be delivered in the same fiscal year, then implementation funds are also identified and included in the school's budget.

#### ***2. Establish Working Group***

When program development is approved through a school's operational plan, the school dean (or an associate dean delegated by the dean) assembles a school working group comprising a school program champion, assigned subject matter experts, the associate dean, and an instructional development consultant (IDC) from the Learning and Teaching Centre. This group takes its guidance from the goals stated in the school's operating plan, BCIT's Strategic and Education Plans, the training needs and standards established in the related industry, BCIT's educational policies, standard curriculum development, instructional design processes, and where applicable, guidelines published by the Ministry or by professional bodies.

This group is responsible for the bulk of development work.

**Program Champion's Role**

The program champion is the primary author of the program proposal, and represents the school, which owns the program development project.

The program champion:

- Acts as liaison between the school working group and their dean and the school's quality committee;
- Is ultimately responsible, together with the working group, to design the program to meet the school's goals and stakeholder needs;
- Communicates and consults with the various operational and service groups responsible for implementing the program and other internal and external stakeholders where appropriate;
- Manages the documents for the program development process.

**Subject Matter Experts**

Subject matter experts (SMEs) are often instructors in the school and may also be experts in the related industry. Where program content extends into multiple domains, the working group can be expanded to include SMEs from other schools. SMEs serve the following roles:

- as content specialists, they are the source of program content and industry expertise, and provide input into written proposals;
- with the support of their colleagues, other SMEs, and the Learning and Teaching Centre, they write the program proposal and course outlines to design an effective learning experience for student success, incorporating applied and work-integrated learning components as appropriate to the discipline and credential.

**Instructional Development Consultants**

The instructional development consultant (IDC) acts as a project manager and educational consultant on behalf of the school and BCIT. In collaboration with the program champion, and with input from various sources such as subject matter experts, the IDC has the following responsibilities. The IDC:

- Provides consultation on program structure and educational curriculum design;
- Maintains a development report, updating it as needed;
- Coordinates the program development process;
- Constructs the program proposal;
- Together with the program champion, liaises with the Office of the Provost and VP Academic to ensure the process is followed and ushered through its various steps according to policy and best curriculum development practices;
- Assists the program champion in maintaining documents used to manage the program's development and approval.

**Kick-off Meeting:**

Once established, APQA will schedule a kick-off meeting with the school working group to launch the initiative, discuss the proposed program, and ensure alignment with Institute policy and program development expectations, timelines, and processes.

This meeting will include discussion of any additional review steps that will be required, as follows:

- For degrees: the Ministry requires a “Stage 1” review to assess whether the proposal meets criteria related to the institution’s mandate and strategic plan; system consultation and coordination; labour market need; and student demand. Program areas should consult with APQA regarding the process and timing.
- For health programs:
  - The Ministry requires that institutions consult with the Ministry regarding the development of new health programs, or revisions to existing health programs according to specific criteria in the Health Education Program (CIP 51) Review process. Program areas should consult with APQA regarding the process and timing.
  - Proposals for new or revised health programs that impact minimum entry-to-practice requirements or propose other changes to educational programs for healthcare providers are required to undergo review by the Federal/Provincial/Territorial Committee on Health Workforce (CHW) to assess the public policy implications across various Canadian jurisdictions. Program areas should consult with APQA regarding the process and timing.

### **3. Develop Notice of Intent**

The school working group develops the notice of intent (except for Associate Certificates), a short description of the proposed program. A template is available on the APQA website.

The notice of intent is an internal document that provides the rationale for a new program and includes the program aims and goals and a description of potential students. It is used in communication amongst the various parties involved in the early stages of development.

A program brief is required for Associate Certificates (see Section D and Figures 5a-5b for details).

### **4. Submit Notice of intent to School Quality Committee (SQC)**

The program champion submits the notice of intent to the SQC for review. The Chair of the SQC leads the committee review and submits a report to the school dean in accordance with SQC guidelines and Education Council templates found on the APQA website.

### **5. Dean’s Review and Approval**

The dean reviews the notice of intent and SQC report, and oversees the business overview (see template on APQA website). If satisfied with the concept and business overview, the dean brings the notice of intent to the Deans’ Council for discussion. If the Deans’ Council supports further development, the dean submits the notice of intent, development report, and business overview (except for degrees) to APQA. If a new program will require significant financial investment, the Provost and VP Academic Office will request a complete business forecast for the proposed program in addition to the business overview.

A business overview is not required for Associate Certificates (see Section D and Figures 5a-5b for details).

For degrees, schools are required to complete the more comprehensive business forecast document (rather than a business overview). Following the steps outlined above, once approved by the dean, the business forecast is forwarded together with the notice of intent and development report to the Provost and VP Academic Office by way of APQA.



## **6. Office of the Provost and Vice President, Academic**

For degrees, the Office of the Provost and VP Academic reviews the notice of intent and development report and determines if the notice of intent can be forwarded to the Education Council Programming Committee for review or if further work is required.

For all other credentials, the Office of the Provost and VP Academic reviews the notice of intent and development report to determine if the notice of intent can be approved as presented or if further work is required. For these credentials, the Office of the Provost and VP Academic provides final approval of the notice of intent and forwards it to the Education Council Programming Committee for information, review, and comment.

For all new programs, the Office of the Provost and VP Academic reviews the business overview or business forecast. The Provost and VP Academic Office approves business overviews. For business forecasts, the Provost and VP Academic Office incorporates reviews by the Institutional Research and Planning Office and the Financial Services Department. If acceptable, the business forecast is approved by the Provost and VP Academic and the Chief Financial Officer, and submitted to the Board Audit & Finance Committee for approval and referral to the Board.

## **7. Education Council Approval**

For degrees, Education Council Programming Committee reviews the notice of intent and development report and may request the program champion to answer questions. If satisfied, Education Council Programming Committee forwards the notice of intent to Education Council for approval. (This is the first of two submissions to Education Council. The second submission constitutes a review and approval of the full proposal.)

For all other credentials, Education Council Programming Committee reviews the notice of intent and provides comments to the program area for consideration during the proposal development. The notice of intent is presented at Education Council for information.

## **8. Board of Governors (Degrees only)**

The Ministry requires the Board to approve all degree concepts (notices of intent) prior to development of the proposal.

### ***Phase 2: Proposal Development and Consultation***

## **9. Arrange Stakeholders Meeting**

APQA invites stakeholders from the BCIT community to an information meeting related to the development of a new program. The notice of intent and draft program map are distributed to stakeholders prior to the meeting (in the case of Associate Certificates, the program brief and program map are distributed). Stakeholders from other schools, operational groups, and other teaching and service departments of BCIT have an opportunity to hear further detail about the proposed program, its intent, general content, and its proposed implementation schedule. The stakeholders may provide advice on academic considerations and may assist in identifying and resolving any potential operational and implementation issues.

## **10. Develop Full Proposal**

The school working group begins development of the full proposal, which constitutes a detailed description of the program and involves internal and external consultation, including both academic and operational perspectives. This is an iterative process and requires considering and integrating a wide range of evidence and insights into the program design (e.g., stakeholder surveys, benchmarking with peer institutions, and

consulting with industry partners). Ministry consultation may also be required. The proposal follows a prescribed format as approved by Education Council and described on the APQA website, and must, in the case of degrees, address criteria stipulated by the Ministry. A template is available on the APQA website for the specific credential type.

### **11. School Quality Committee (SQC) Review**

The SQC reviews the program proposal for its educational integrity, relevance to the industry it serves, alignment with BCIT policies, and fit with the strategic direction of the school and the Institute.

After the SQC reviews the program proposal, the committee completes a report containing recommendations to the dean, and the report is signed by the committee chair and the dean. Guidelines and templates for the SQC are available on the APQA website.

### **12. Internal Review Panel (Degrees and Graduate Certificates only)**

The Office of the Provost and VP Academic schedules an internal review panel meeting to review the proposal. The panel makes a detailed academic review of the proposed program, providing a critical and objective review of the full proposal. This group may propose substantive program changes at this stage.

Membership is drawn from a pool of qualified faculty. This group comprises representatives from the school not in the working group, as well as academic representatives from other schools experienced in the program-development process and with the delivery of degree programs at BCIT. Advisors to the internal review panel include APQA and the IDC from the school working group.

### **13. External Review Panel (Degrees only)**

The Office of the Provost and VP Academic establishes an external review panel. The panel provides an independent, third-party assessment of the program.

Panel membership includes representatives from outside BCIT with relevant expertise, including external educators, industry representatives, and internal educators who are familiar with the program development process.

Advisors to the external review panel include APQA and the IDC from the school working group.

### **14. Dean's Review**

The dean reviews the full proposal and the accompanying reports from the SQC, internal and external panels (as required based on credential type), and the development report. If the dean has questions or changes, the proposal is referred back to the school working group. When satisfied, the dean forwards the proposal and development report to APQA, together with the business plan.

### **15. Operational and Service Groups Meeting**

APQA organizes and facilitates the operational and service group meeting. With the program proposal now substantially complete, the operational and service groups can access the detailed information they need to assist in the implementation of the program. Although comprehensive consultation is expected prior to this stage, this meeting also provides an opportunity for these groups to raise any final issues, ask questions, and make suggestions on how to operationalize the program. The program champion provides follow-up in answer to any such concerns.

**16. Office of the Provost and Vice President, Academic (& APQA)**

The Office of the Provost and VP Academic reviews the proposal and feedback from SQC, internal and external panels, the dean and the operations and services groups. If there are any questions or concerns, the proposal is referred back to the school working group. If all issues have been addressed, the proposal is forwarded to the Education Council Programming Committee.

The Office of the Provost and VP Academic, the Institutional Research and Planning Office, and the Financial Services Department review the business plan to ensure all financial considerations for the new program are addressed. If satisfactory, the business plan is approved by the VP Academic and the Chief Financial Officer, and submitted to the Board Audit & Finance Committee for approval and referral to the Board for final approval.

**Phase 3: Final Approvals****17. Education Council Programming Committee Review**

The Education Council Programming Committee receives the proposal and development report from the Office of the Provost and VP Academic. It conducts a review of the proposal and ensures educational quality and adherence with BCIT policy, including credential type, academic rigour, consultations and responses, appropriate curriculum structure, learning outcomes, and evaluative criteria. After its review, the programming committee may recommend the proposal to Education Council for approval (after any minor changes by the school working group), or it may send the proposal back to the school working group for more significant changes and request that it be resubmitted to the Programming Committee for further review.

**18. Education Council Approval**

Education Council receives the proposal from the Programming Committee of Education Council with its recommendation for approval.

All new programs are submitted to Education Council for approval, except Industry Partnership Certificates. The Provost and VP Academic approves and reports to Education Council on all new Industry Partnership Certificates.

**19. Board of Governors Approval**

After approving a proposal, Education Council forwards it to the Board with a recommendation for Board approval. This step represents the final approval stage for non-degree programs and is a key approval stage for degree programs prior to submission to the Ministry.

Board approval is required for all degrees, diplomas, and certificates (except Industry Partnership Certificates).

**20. Peer Review—Post Secondary Institutional Proposal System (PSIPS)**

The Ministry requires that the institution's senior governance body has approved a degree proposal before it is posted to the Post Secondary Institutional Proposal System (PSIPS). Once the proposal has been approved by the Board, the full proposal is placed on the Ministry website by the Office of the Provost and VP Academic. The Ministry makes the proposal accessible to all other provincial post-secondary institutions to receive feedback over a 30-day period (appendices are posted to a restricted portion of the website). The

Ministry collects and provides feedback to BCIT. The working group utilizes the feedback to adjust or refine the proposal and must respond to all feedback via the website.

Proposals for non-degree programs may need to be posted to PSIPS for a 30-day period, and BCIT must respond to any comments received (appendices for non-degree programs are not posted on PSIPS). The Office of the Provost and VP Academic determines which proposals require posting according to Ministry criteria. These proposals may be posted following Education Council Programming Committee endorsement.

### **21. Submit Proposal to Ministry – Degree Quality Assessment Board (Degrees only)**

In the case of master's and bachelor degree programs, the Provost and VP Academic submits the full proposal to the Ministry review and approval process. For master's degrees, the Ministry review involves the Degree Quality Assessment Board (DQAB) process. For bachelor degrees, given that BCIT has "exempt status" for this credential level, proposals are submitted directly to the Minister, who may involve DQAB review at their discretion.

Where DQAB review is required, the DQAB will review all submissions against specific criteria. See <http://www2.gov.bc.ca/assets/gov/education/post-secondary-education/institution-resources-administration/degree-authorization/degree-program-criteria.pdf>

The DQAB may convene its own external panel to review the submission. If the DQAB is satisfied that the degree proposal meets the Ministry's criteria and degree standards, it will recommend to the Minister that they approve the new degree.

### **22. Ministerial Approval (Degrees only)**

If the Minister approves the new degree, a letter of approval is sent to BCIT's President and Provost and VP Academic, accompanied by a Ministerial Order as required.

## **Phase 4: Implement Program**

With final approval, the school may deliver the program.

Planning and coordination that occurred during the development process involving the school, the service groups, and operational departments will help facilitate the implementation. See list of activities on Phase 4 of the respective flowchart, Figures 1a–6b.

## **D. Notes on Specific Program Types & Offerings**

Procedure 5401-PR1 shows the range of credentials offered by BCIT. See the Credential Standards section of that procedure for the detailed standards for each credential, and the flowcharts below illustrating steps required for the different credential types. The major differences in program development processes are explained below.

### **1. Master's Degree Development Process (Figures 1a, 1b)**

The Master's Degree program development process includes all steps described in this procedure. DQAB review is required for new BCIT Master's degree programs.

### **2. Bachelor's Degree Development Process (Figures 2a, 2b)**

The Bachelor's Degree program development process includes all steps described in this procedure. New BCIT bachelor's degree proposals are exempt from DQAB review, unless directed by the Minister.

### 3. **Graduate Certificate** (Figures 3a, 3b)

The Graduate Certificate program development process resembles degree program development but does not require the external panel or DQAB or Ministry approval. Graduate Certificate proposals will be posted to the PSIPS website following endorsement by the Education Council Programming Committee. Final approval rests with the Institute's Board of Governors.

### 4. **Diplomas and Certificates** (Figures 4a, 4b)

The Ministry has made the Board of Governors ultimately responsible for the approval of non-degree programs. As a result, this differs from the degree process as follows:

- Submission of the proposal to the Ministry after Board approval is not required.
- With the establishment of school quality committees in each of BCIT's schools, internal and external panel reviews are not necessary.
- For non-degree programs, the Ministry does not require Board approval of a proposal prior to posting to the PSIPS website. Proposals that require PSIPS review (Diplomas and Certificates that ladder into Diplomas) will be posted after endorsement by the Education Council Programming Committee.

This category includes most Certificate programs and all Diploma, Advanced Certificate, Advanced Diploma, Post-baccalaureate Certificate and Post-baccalaureate Diploma programs.

### 5. **Other Credentials**

#### (a) **Other Certificates** (Figure 4a, 4b)

Certificates that do not lead to diplomas do not require posting to the PSIPS website. Final approval within BCIT rests with the Board. This category includes most Associate Certificate programs and some Certificate programs.

#### (b) **Associate Certificates** (Figures 5a, 5b)

Associate Certificates do not require a notice of intent or a business overview. A program brief is prepared for the stakeholder meeting. The remainder of the process is similar to that outlined for "other certificates".

#### (c) **Industry Partnership Certificates** (Figures 6a, 6b)

Reports on the development of such certificates go to Education Council for information only. Responsibility for their approval rests with the Office of the Provost and VP Academic.

#### (d) **Credentials Offered in Partnership**

Credentials offered in partnership with other post-secondary institutions (domestic or international) will usually follow the same development/approval process for the relevant credential type. Please consult with APQA on process for specific initiatives. BCIT credentials delivered internationally (in partnership with international partners) will be denoted as such.

### 6. **Other Offerings**

#### (a) **Apprenticeships**

BCIT offers technical training for apprenticeships developed and regulated by SkilledTradesBC. The process for a new apprenticeship requires the school to develop a notice of intent and business forecast for approval by the dean and the Office of the

Provost and VP Academic. No further proposal document is required. APQA will organize an operational and service group meeting for new apprenticeships. Reports on the development of apprenticeships go to Education Council for information only. Responsibility for their approval rests with the Office of the Provost and VP Academic.

**(b) Statements of Completion or Attendance**

Statements of completion or attendance are awarded for the completion of a course or group of courses that do not lead to a further level of certification, limited to 12 credits (or as otherwise approved by the Provost and VP Academic Office). A statement of completion is used when the course or group of courses have a formal evaluation procedure in place, in accordance with Policy 5103, Student Evaluation. A statement of attendance is used when there is no formal evaluation to measure student achievement.

Any statements of completion or attendance that will have a presence on the BCIT website require the completion of the “New Statement of Completion/Attendance Proposal Template” (available on the APQA website), and review and approval from the SQC (at the dean’s discretion), dean, and the Office of the Provost and VP Academic prior to being implemented and posted on the Institute website. All other statements of completion or attendance are approved by the dean. All statements awarded to students will use the templates available on the Marketing & Communications website and are signed by the associate dean or dean responsible for the program area, or their designate.

**E. Program Design**

1. Programs may be designed to incorporate existing BCIT courses, but the program designs must respect limits to any overlap with existing programs. These limits will require students to learn a substantial amount of new material to earn a new credential, as defined below:
  - For certificates and more advanced credentials, program designs must include no more than a 50% overlap of course credits from another program of the same credential type (e.g., diploma to diploma).
  - For associate certificates, and Industry Partnership Certificates, program designs must include no more than a 75% overlap of course credits from another program of the same credential type.
2. **New** programs will be developed within established protocols of Education Policies. Where exemption from policy will mitigate a discrepancy between BCIT policy and accrediting body requirements or issues that present unreasonable risk or disadvantage to specific stakeholders, exemption may be requested and approved through the process outlined in Procedure 5401-PR3 Requesting Exemption from Education Policies. Accordingly, a completed form should accompany the proposal documents through all stages of the approval process (see Forms Associated with Procedure 5401-PR3).
3. Program areas requesting exemption from Education Policies for **existing** programs must complete the related form and obtain required approvals (see Forms Associated with Procedure 5401-PR3). Requests for exemptions may be made by faculty, associate deans, program heads, or others.

**Figures: Development Approval Process Flowcharts**

**Figure 1a – Master’s Degrees**

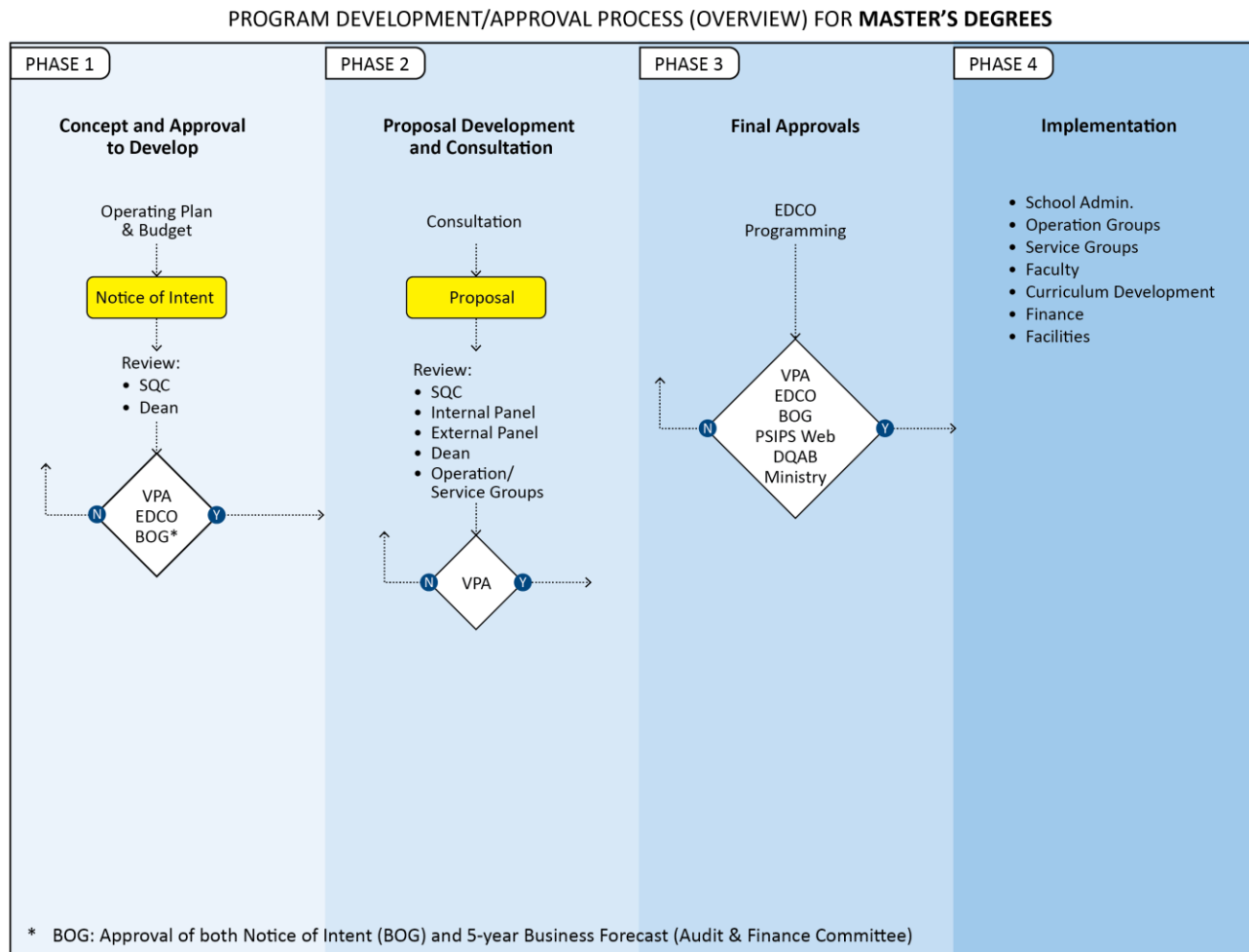


Figure 1b – Master’s Degrees

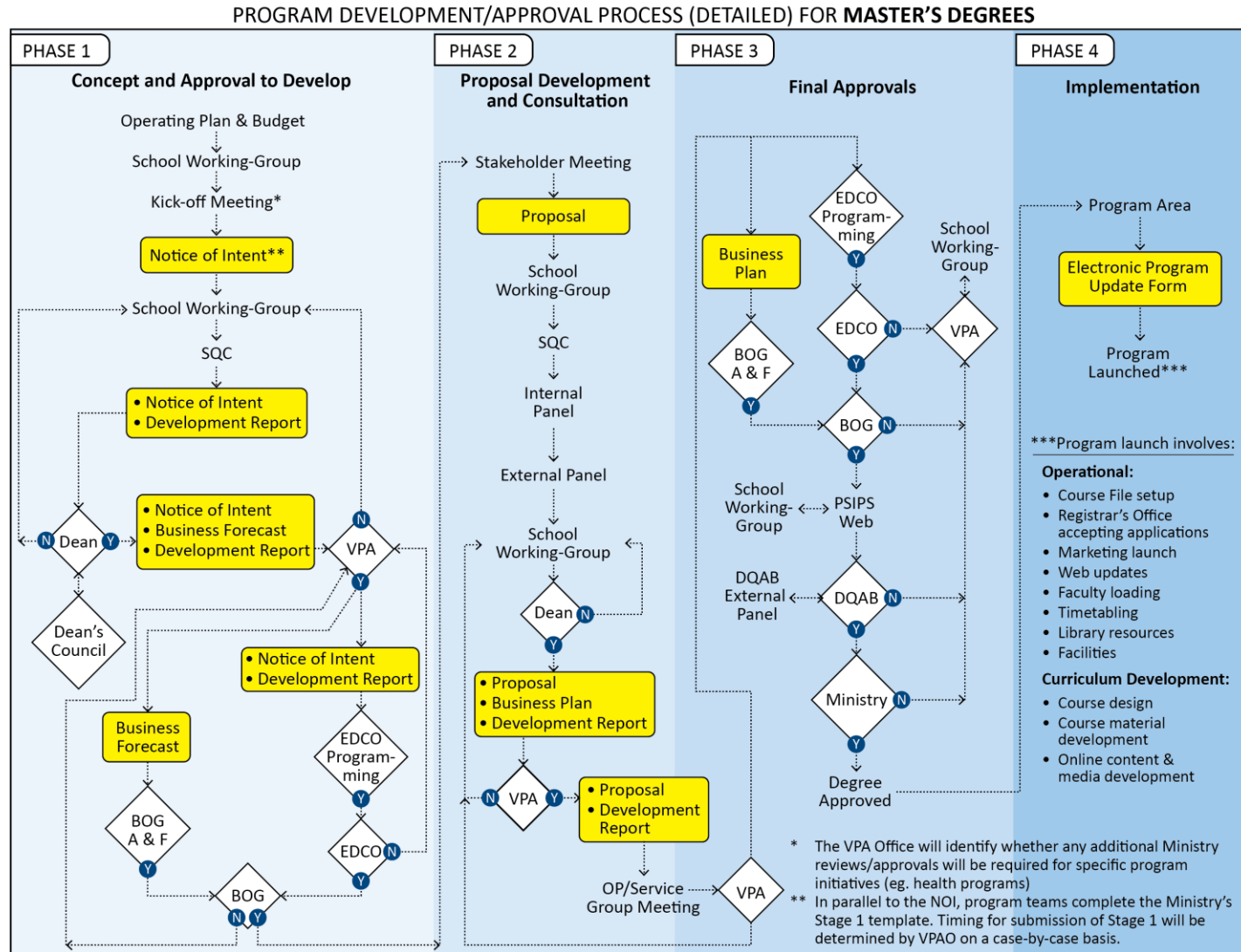




Figure 2a – Bachelor Degrees

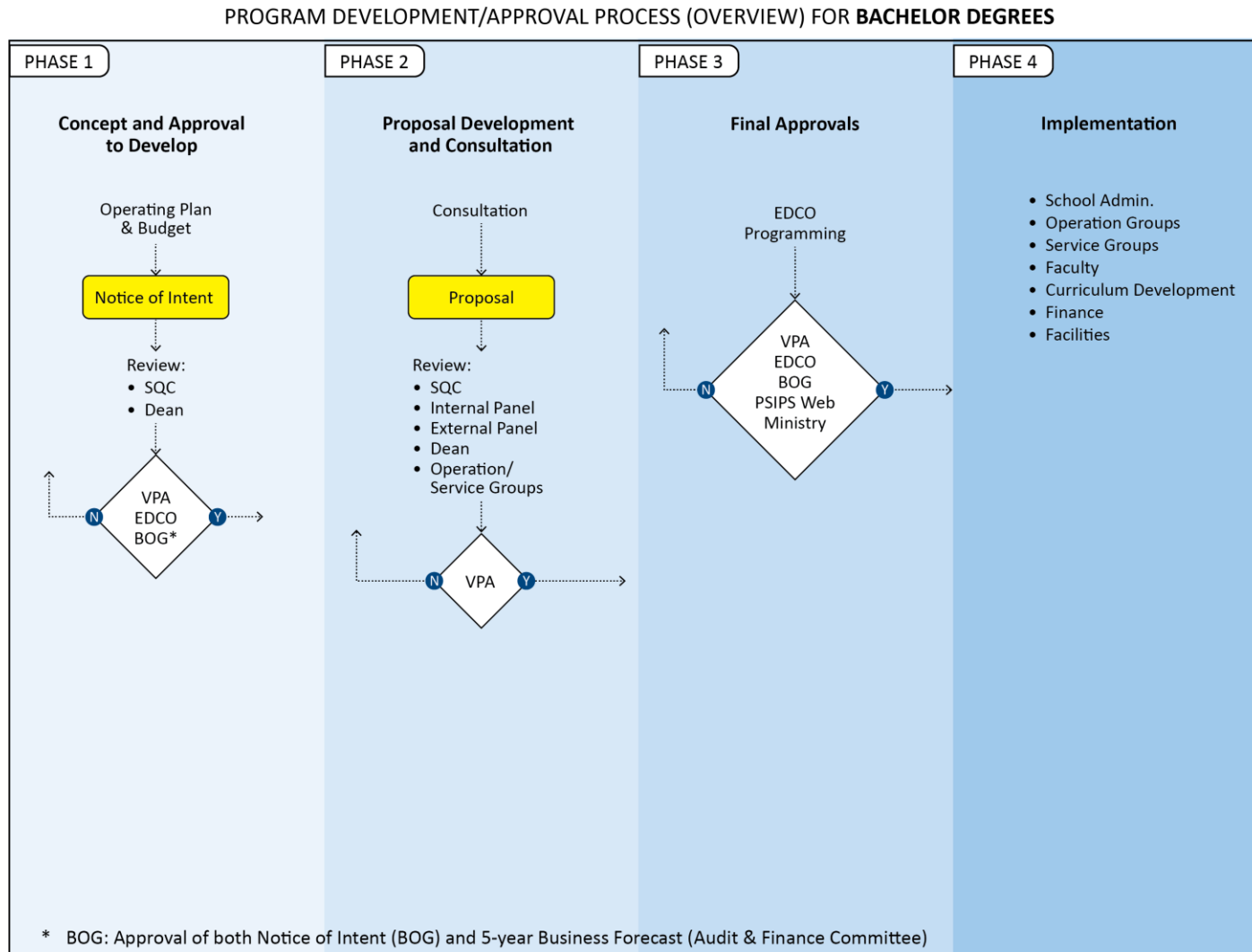


Figure 2b – Bachelor Degrees

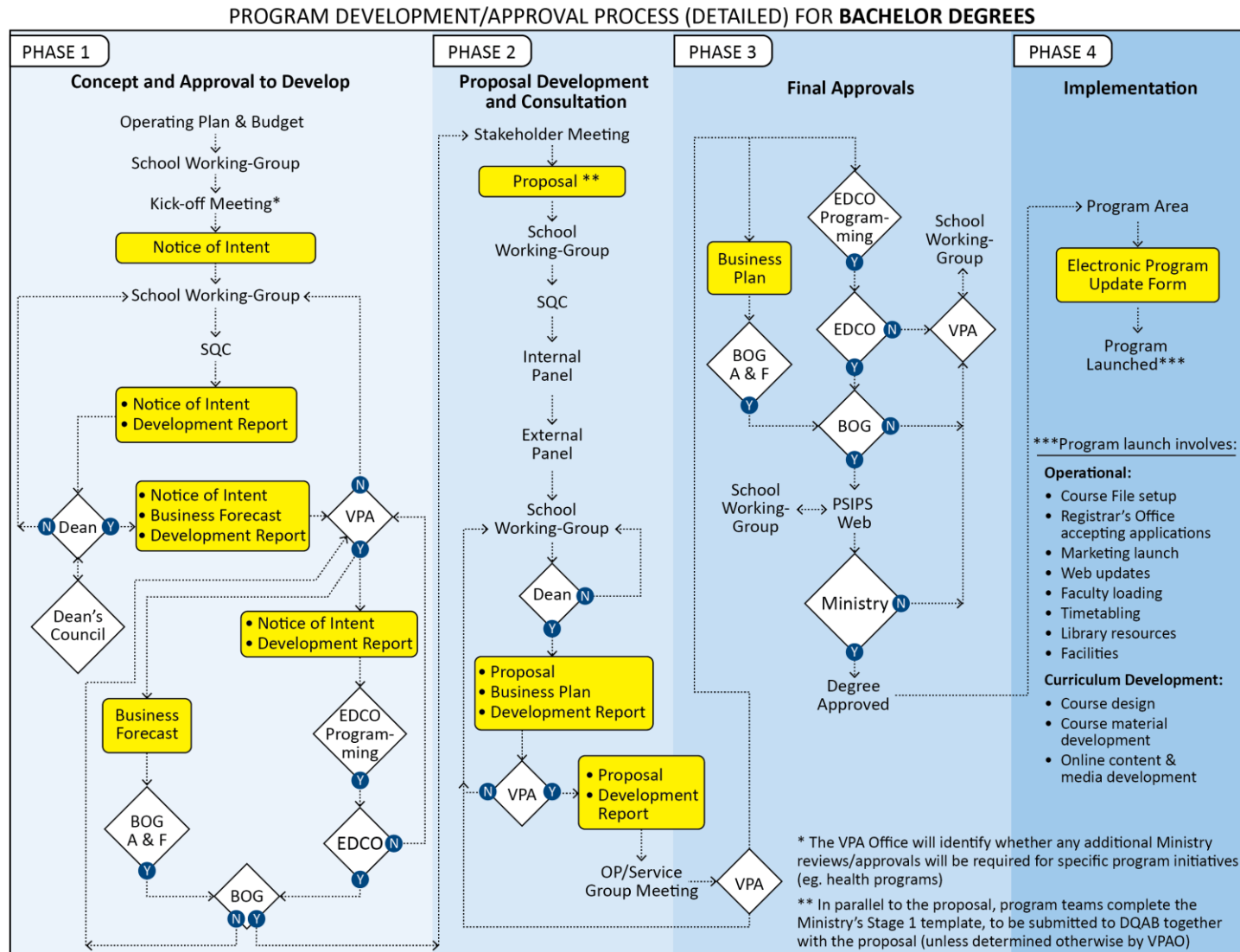


Figure 3a – Graduate Certificates

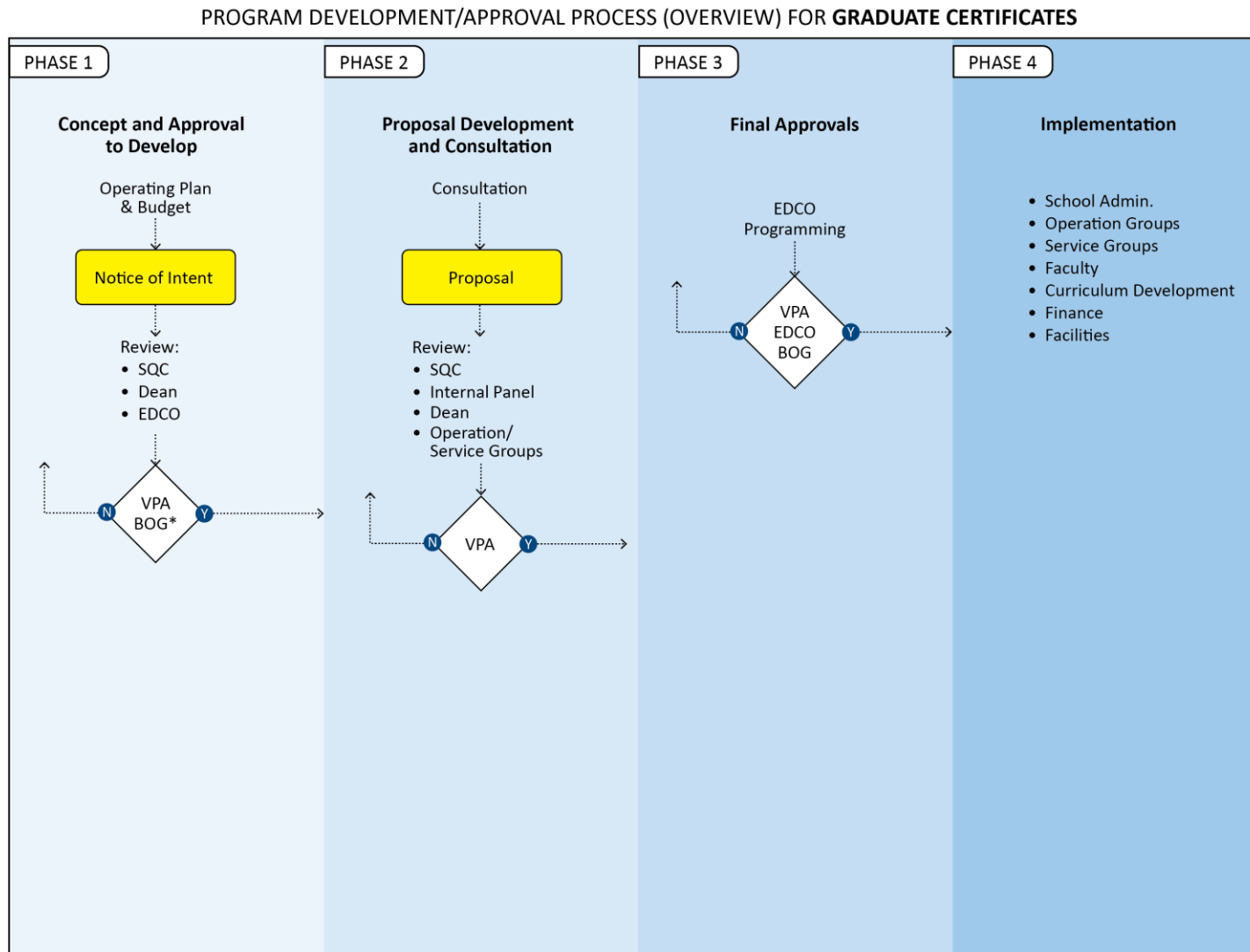


Figure 3b – Graduate Certificates

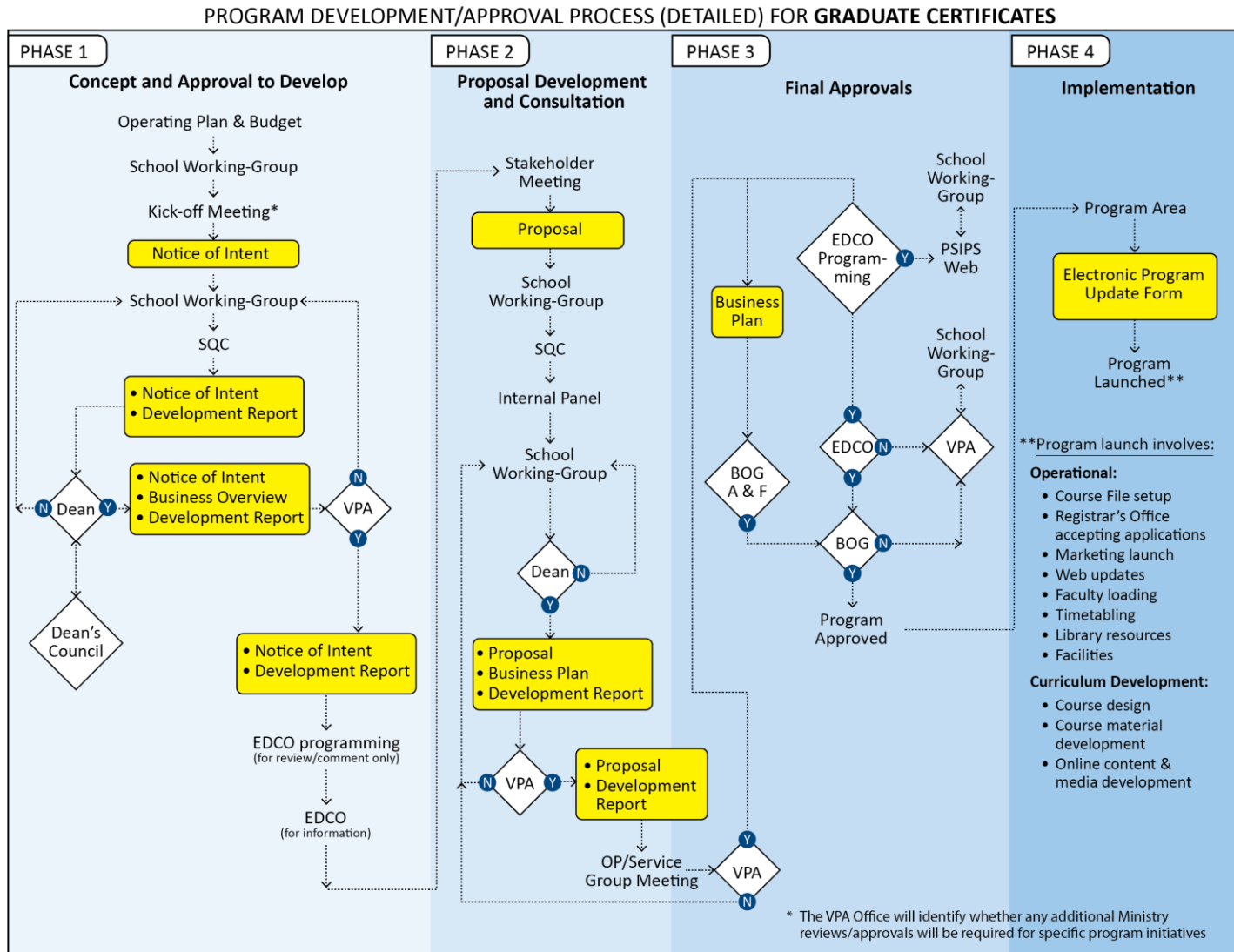


Figure 4a – Diplomas and Certificates

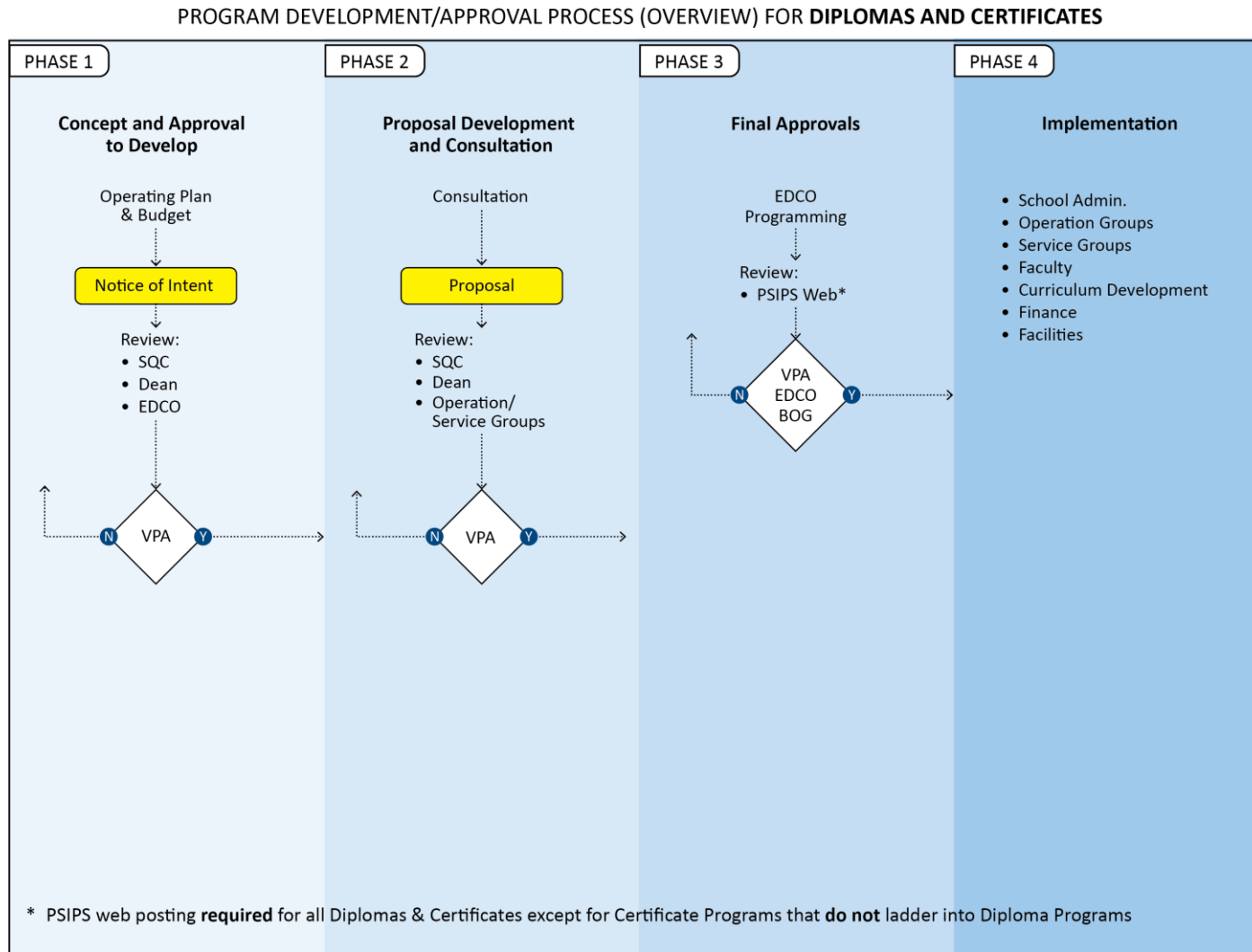


Figure 4b – Diplomas and Certificates

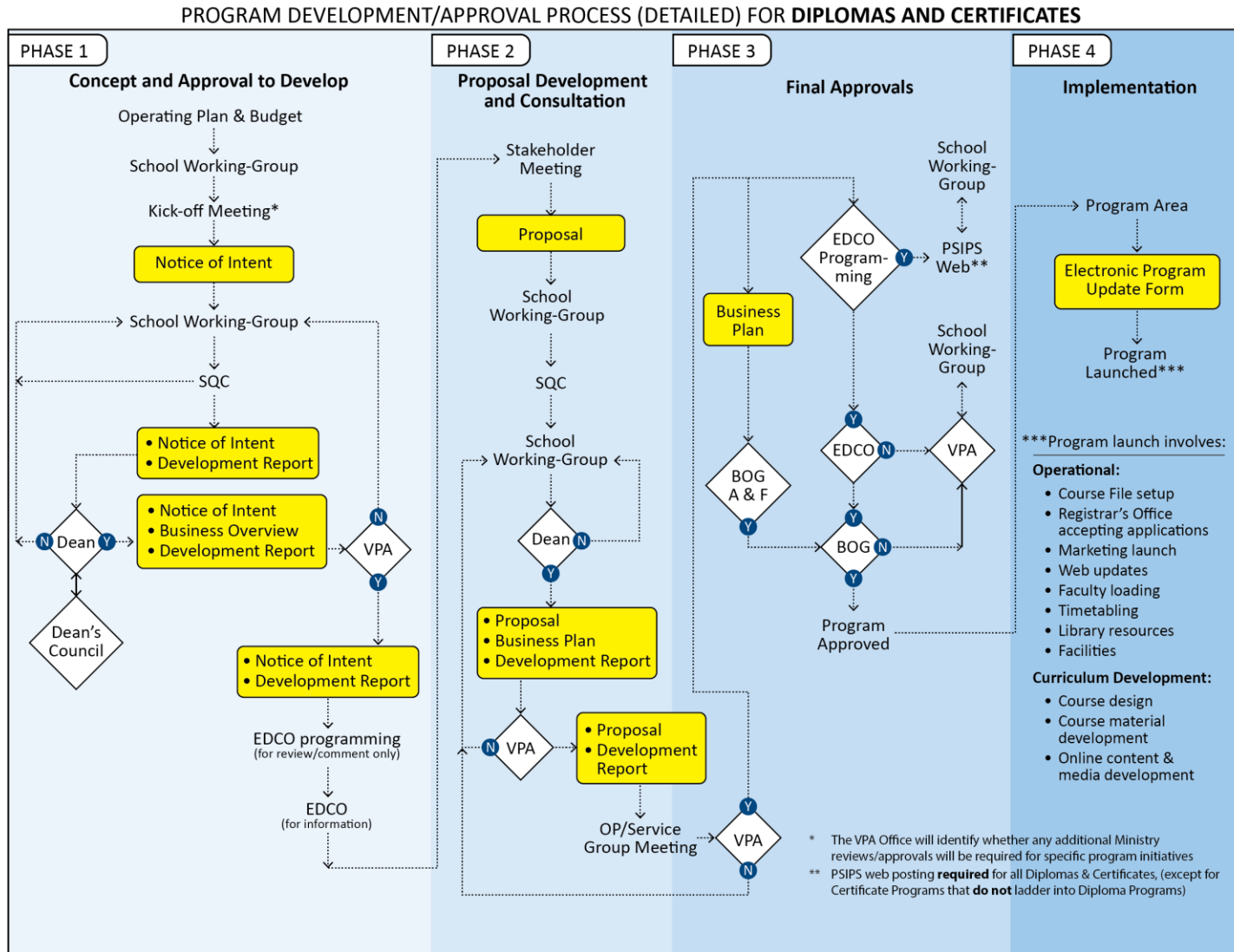


Figure 5a –Associate Certificates

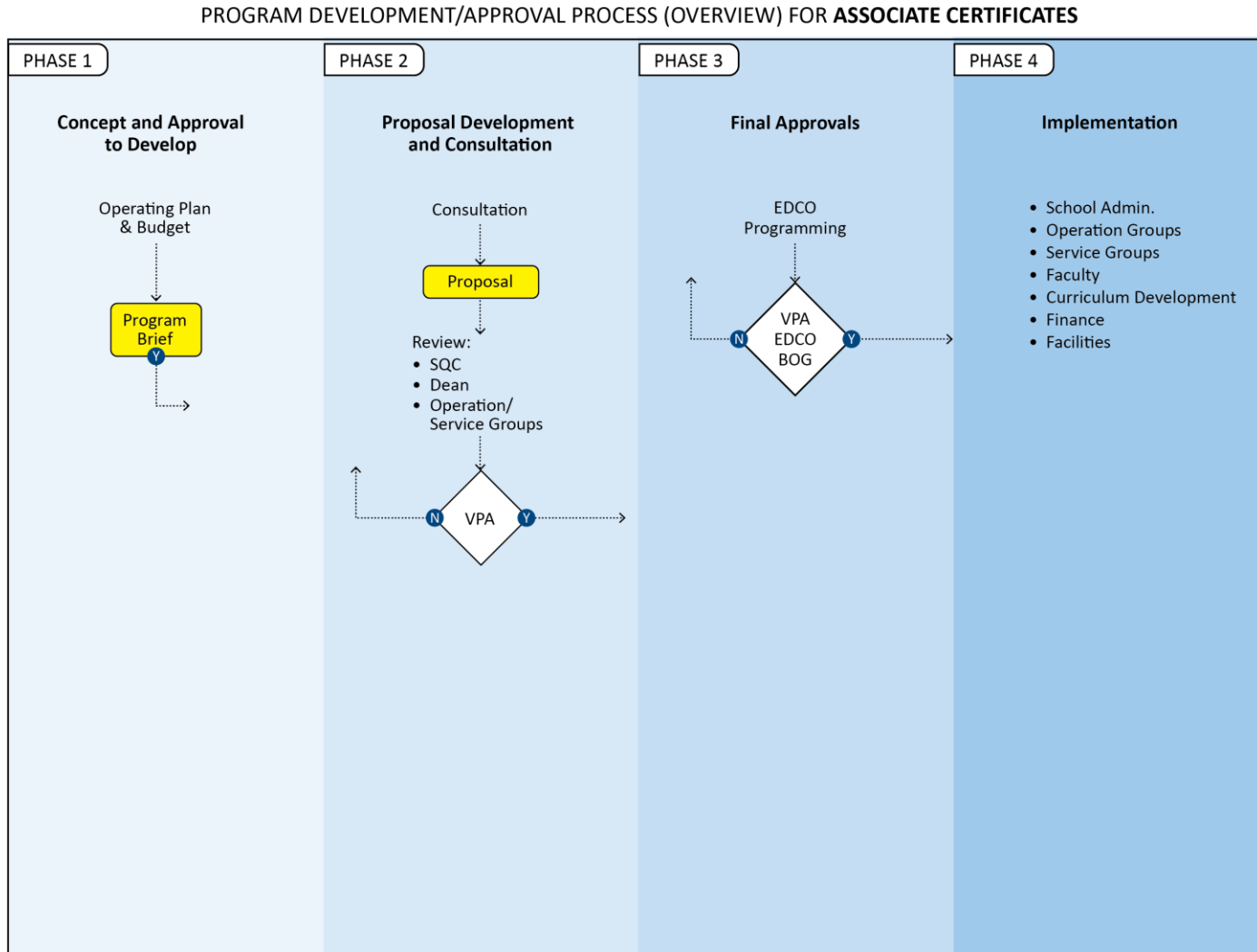


Figure 5b –Associate Certificates

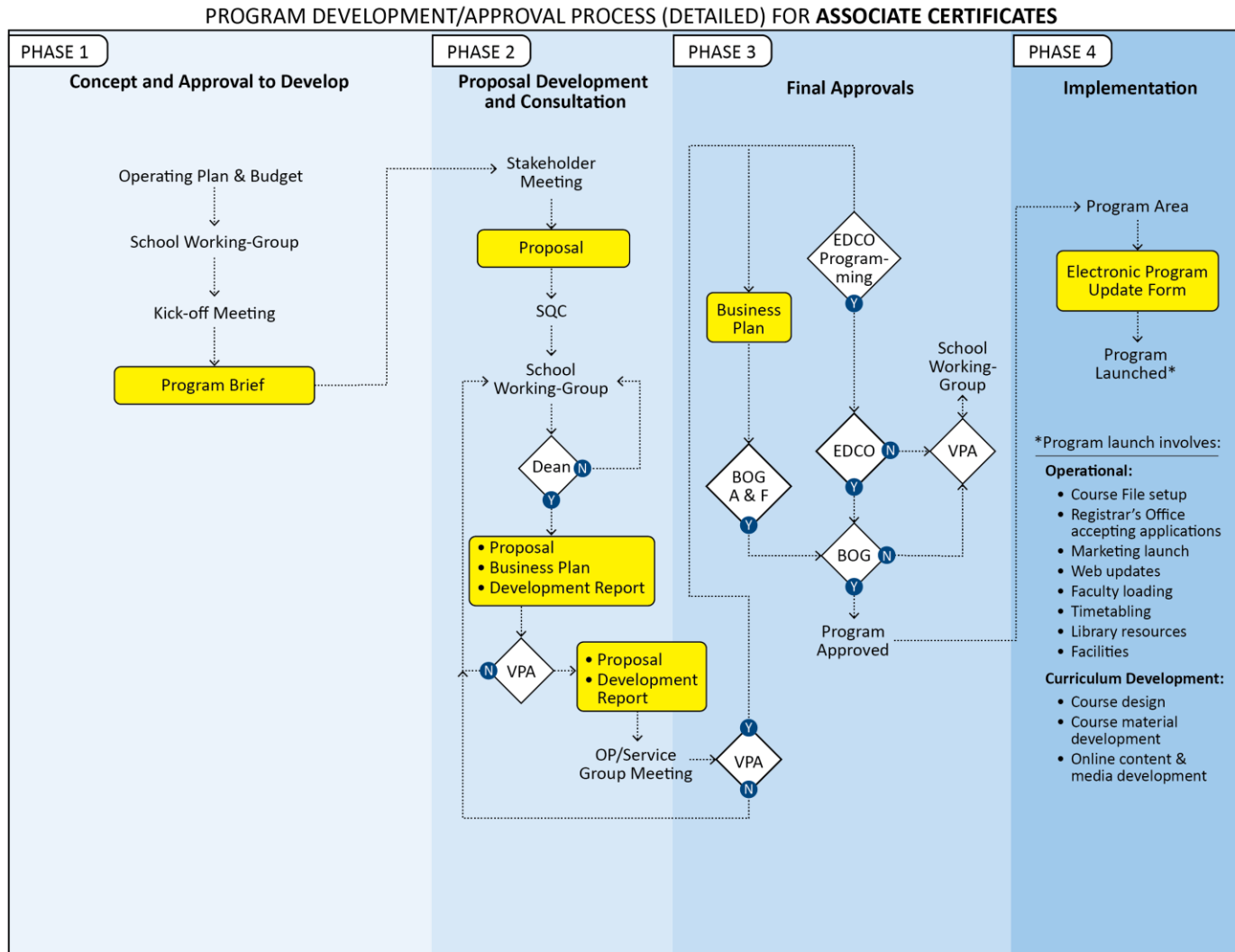




Figure 6a – Industry Partnership Certificates

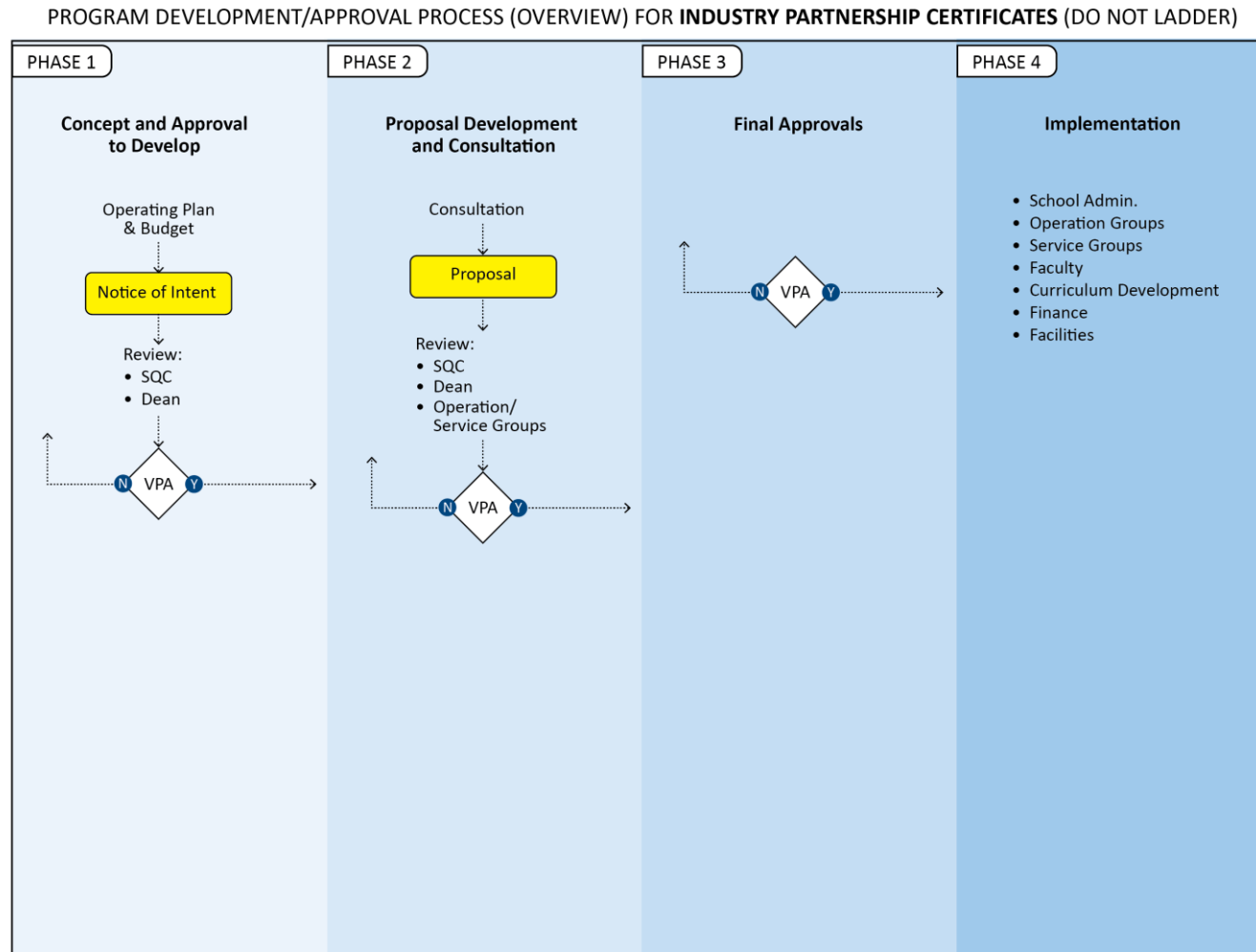
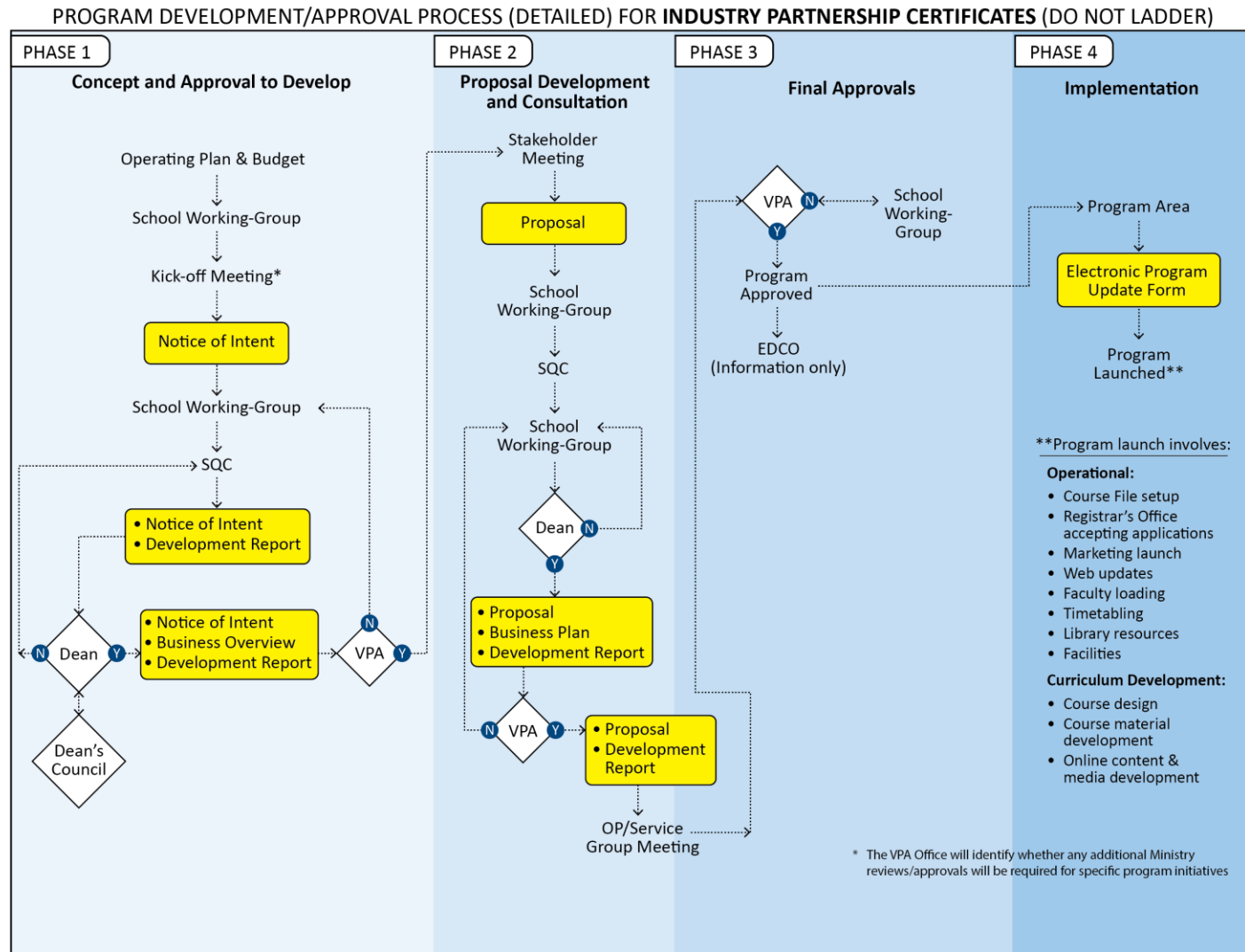


Figure 6b – Industry Partnership Certificates



## Process 2: Program and Credential Changes

### A. Program Changes

#### 1. General

Schools develop program changes and modifications based on evidence collected through program or curriculum reviews and through appropriate consultative processes. Responsibilities include determining which academic and service areas of the Institute are affected by proposed program changes and consulting with those areas. See Process 1: Development of New Programs for a detailed description of duties and responsibilities related to program development and change.

#### 2. Minor/major program changes

Program changes are defined as minor or major depending on the scale and impact of the proposed changes. This determines the process required for approvals. Program areas should consult with APQA to determine whether a proposed change is considered major or minor.

Examples of minor program changes include **but are not limited to**:

- Routine administrative changes
- Passing grades (note there may be situations where the passing grade change will be considered major, for example proposing passing grade changes to a significant number of courses in a program)
- Modifications made to keep material current and relevant without altering the general course learning outcomes.
- Adding or removing individual elective courses

Examples of major program changes include **but are not limited to**:

- Any changes affecting students in their current term or level
- Change of credential type
- Entrance requirements (note there may be situations where the entrance requirement change will be considered minor, e.g., a reduction in entrance requirement with no discernible impact on the academic preparedness of incoming students. Please consult with the Registrar's Office.)
- Graduation requirements
- Program aims and goals
- Changes to program hours or credits within a credential by more than 20%
  - For Associate Certificates only: changes to program hours or credits within the credential by more than 40%
- Program or option name (note there may be situations where the name change will be considered minor).
- Program structure (e.g., adding or cancelling a program option, adding or removing an elective component within a program matrix, etc.)

## **B. Program Change Process – Major Changes**

As with new program development, major program changes are the responsibility of the school dean and are made through a collaborative and consultative process. Like new program proposals, a development report is created by the assigned IDC to track comments and responses through the major change proposal review and approval process. The following steps generally describe the work flow. See the flow charts in Figures 7a to 9 for more details.

### ***Phase 1: Concept and Approval to Develop***

#### ***1. Include in Operating Plans***

A need for change is identified and proposed. These proposals may originate from any individual in a school, or from a variety of sources, such as program advisory committees, faculty, accrediting bodies, etc. Additionally, as with new programs, a need for a program change may arise from economic need within the province, regulatory change, entrepreneurial opportunity, or industry requirements. Program changes are typically the outcome of a comprehensive program review process providing the opportunity for thoughtful consideration of evidence to support proposed changes. The school dean recommends the list of program changes to the Office of the Provost and Vice President, Academic for approval to include these in the Institute’s Educational Operating Plan.

#### ***2. Establish School Working Group***

The school dean initiates action on the proposed program changes and assembles a school working group comprised of a school program champion, assigned subject matter experts, the associate dean, and an IDC from the Learning and Teaching Centre (see the description of roles in the section on New Program Development above). As with new program development, the initiative is launched with a “kick-off” meeting involving the school working group and APQA for the purpose of discussing the proposed program changes, and ensuring alignment with Institute policy and program change expectations and processes.

This meeting will include discussion of any additional review steps required, as follows:

- For degrees: depending on the proposed change, final approval by the DQAB and/or Ministry may be required (e.g., changing the type of bachelor’s degree). Program areas should consult the VPA Office regarding process and timing.
- For health programs:
  - The Ministry requires consultation regarding the development of new health programs, or revisions to existing health programs based on specific criteria in the Health Education Program (CIP 51) Review process. Program areas should consult with the VPA Office regarding process and timing.
  - Proposals for health programs (new or revised) that impact minimum entry-to-practice requirements or propose other changes to educational programs for healthcare providers are required to undergo review by the Federal/Provincial/Territorial Committee on Health Workforce (CHW) to assess the public policy implications across various Canadian jurisdictions. Program areas should consult with the VPA Office regarding process and timing.

## ***Phase 2: Proposal Development and Consultations***

### ***3. Develop Proposal***

The school working group consults with any areas that may be affected by proposed program changes. Among those consulted are program instructors (from all relevant departments), service areas, the Registrar's Office, the Program Advisory Committee, business and industry, and related accrediting bodies if applicable. The school working group begins development of a proposal for the major change, incorporating documentation of internal and external consultation supporting the proposed program changes. A template for major curriculum changes is available on the APQA website.

It is essential that proposed program changes align with all Institute policies, maintain alignment with credential standards for the relevant credential, demonstrate evidence to support the change, and integrate relevant internal and external consultation.

### ***4. School Quality Committee Review***

The school quality committee (SQC) reviews the proposed changes, ensuring that the changes will maintain the program's educational integrity, relevance to the industry it serves, and fit with the strategic direction of the school and the Institute.

After the SQC reviews the program changes, the committee completes a report containing its recommendations to the dean.

### ***5. Internal and External Panel reviews for Degrees***

In the case of degrees, an Internal Panel and/or External Panel review may be struck at the discretion of the Office of the Provost and VP Academic (for more detail about the role and composition of internal and external panels, see the section on New Program Development above).

### ***6. Dean's Review***

The dean reviews the proposal and the accompanying reports from the SQC (and others as relevant). If the dean has questions or changes, the proposal is referred back to the school working group. When satisfied, the dean forwards the proposal and development report to the Office of the Provost and VP Academic.

### ***7. Operational and Service Groups Meeting***

APQA organizes and facilitates the operational and service group meeting. With the major change proposal now substantially complete, the operational and service groups can access the detailed information they need to assist in the implementation of the revised program. This meeting also provides an opportunity for these groups to raise any final issues, ask questions, and make suggestions on how to operationalize the revised program. The program champion provides follow-up in answer to any such concerns.

### ***8. Office of the Provost and VP Academic***

The Office of the Provost and VP Academic reviews the proposal and accompanying reports and determines if it can be forwarded to Educational Council for approval, or if further work is required.

**Phase 3: Final Approvals****9. Education Council approval**

Education Council approval is required for major changes to all degrees, diplomas, and certificates (except for Industry Partnership Certificates). First, the Education Council Programming Committee conducts a review of the proposed changes and makes its recommendation to Education Council. Finally, Education Council reviews the proposed changes and makes its approval decision.

**10. Degrees only:**

For degrees, if changes require DQAB and/or Ministry approval, the Office of the Provost and VP Academic will submit all required documentation and liaise with the Ministry. This may require a “Determination of New Degree” submission to the DQAB, which requires that proposed changes have been fully approved internally prior to submission to DQAB. APQA will liaise with the DQAB and Ministry and advise on all requirements to achieve final approval.

**Phase 4: Implementation****11. Implement Program**

Upon approval by Education Council (and DQAB and/or Ministry, as required), the program area must complete a Program Update form to operationalize the changes. The form must be approved by the associate dean, dean, and the Provost and VP Academic. Upon approval, the changes will be implemented.

**C. Program Change Process – Minor Changes**

Program areas should consult with APQA about their proposed program change prior to embarking on the change process, to determine whether the change is major or minor.

Other than consultation with any affected stakeholders, no formal proposal is required to request a minor program change. The change is communicated through the Program Update form and is approved by the associate dean, dean - teaching area if applicable, with final approval by the Provost and VP Academic.

**D. Credential Changes – Impact on Graduating Students**

Program areas seeking exemption from credential changes are to submit their request in writing to Education Council. Council will rule on all such requests, considered on a case by case basis.

**1. When the Curriculum Changes**

When the credential type of a program changes, and the curriculum *also changes*, all recipients of the new credential must fulfill the curriculum requirements associated with the new credential.

Students currently enrolled in a program or with program admission approval at the time of a credential change, if they wish to receive the former credential may do so by completing the requirements associated with the credential before the change.

Graduates who are eligible to convocate prior to the change will not receive the new credential but will receive the credential available at the time of their registration or program approval.

**2. *When the Curriculum Does Not Change***

When the credential type of a program changes, and the curriculum *does not change*, students who are registered in the program at the time of the change, or who have an authorized program approval at the time of the change, will receive the new credential upon completion of the program requirements.

Graduates who are eligible to convocate prior to the change will not receive the new credential but will receive the credential available at the time of their registration or program approval.

Individuals applying for readmission to a program will only be eligible for the new credential.

**Figures: Change Approval Process Flow Charts**

**Figure 7a – Major Changes to Degrees**

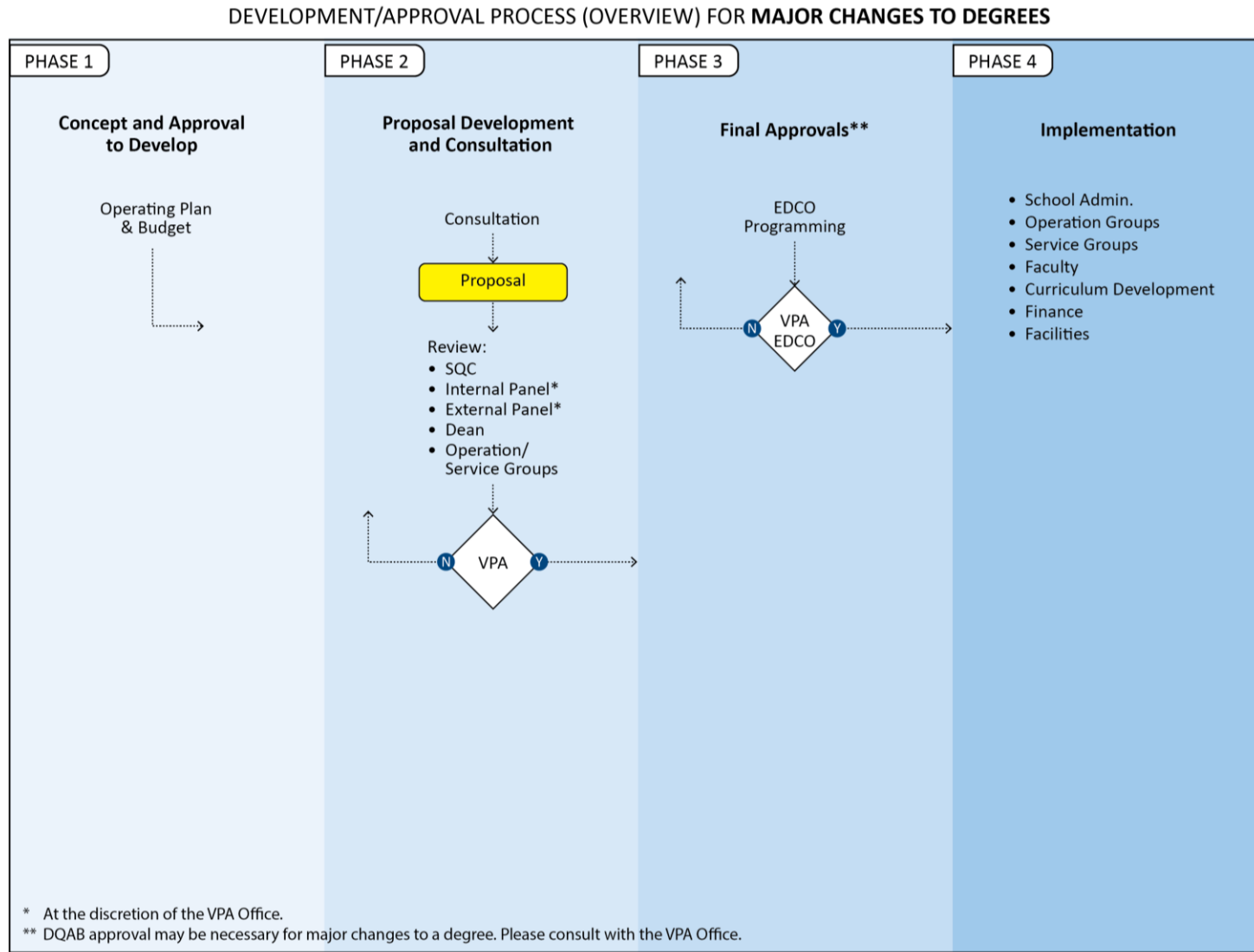
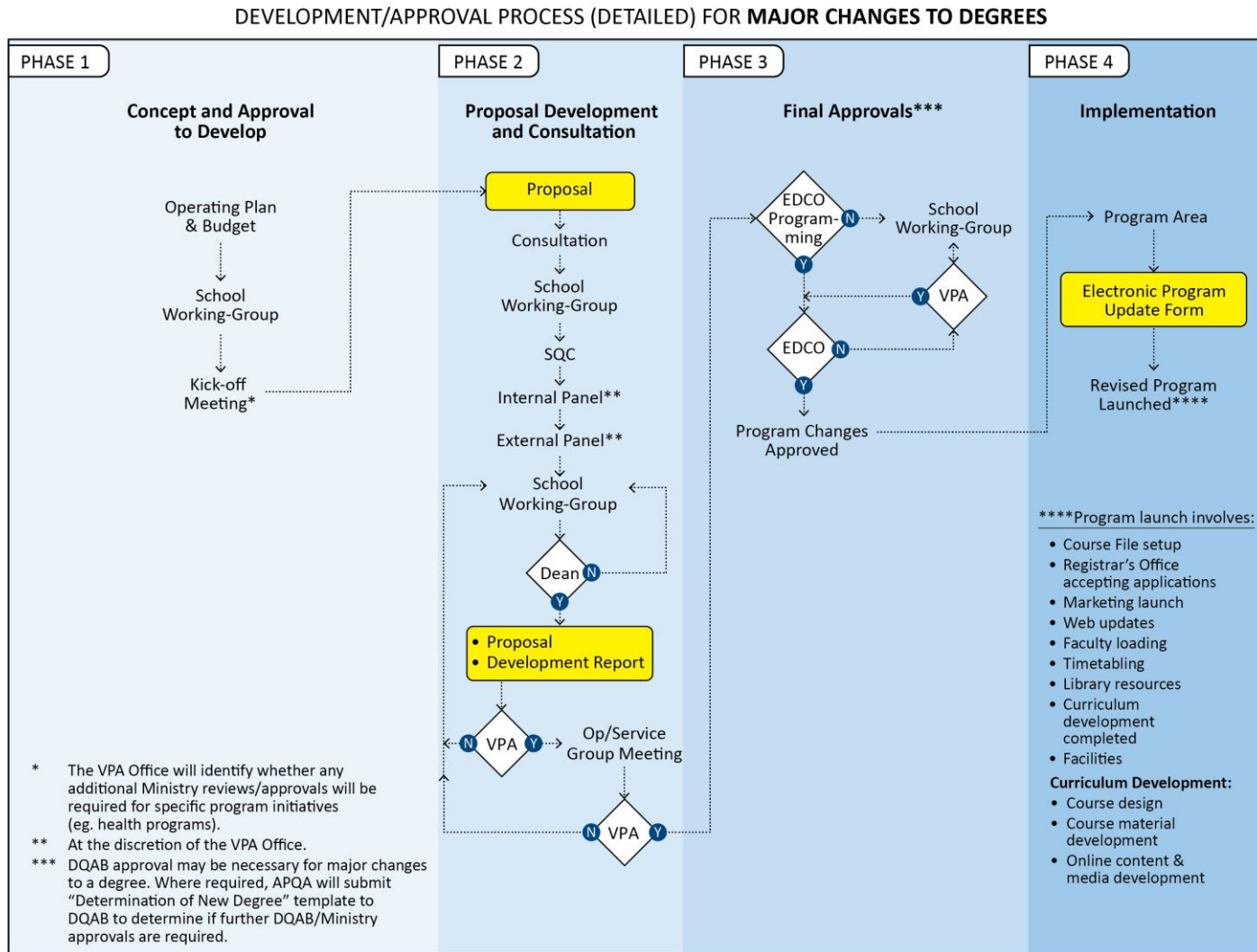




Figure 7b – Major Changes to Degrees



**Figure 8a – Major Changes to Diplomas and Certificates**

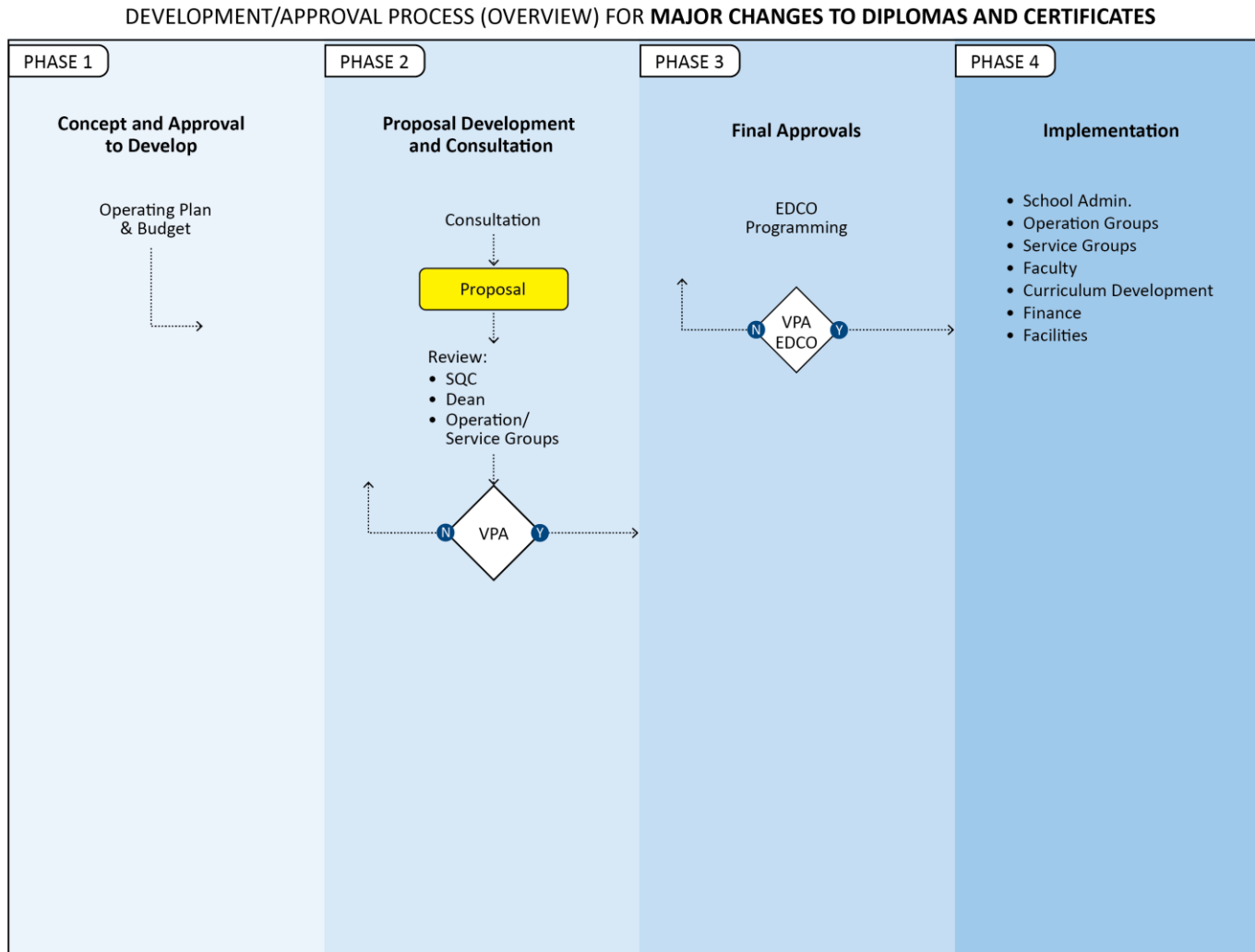


Figure 8b – Major Changes to Diplomas and Certificates

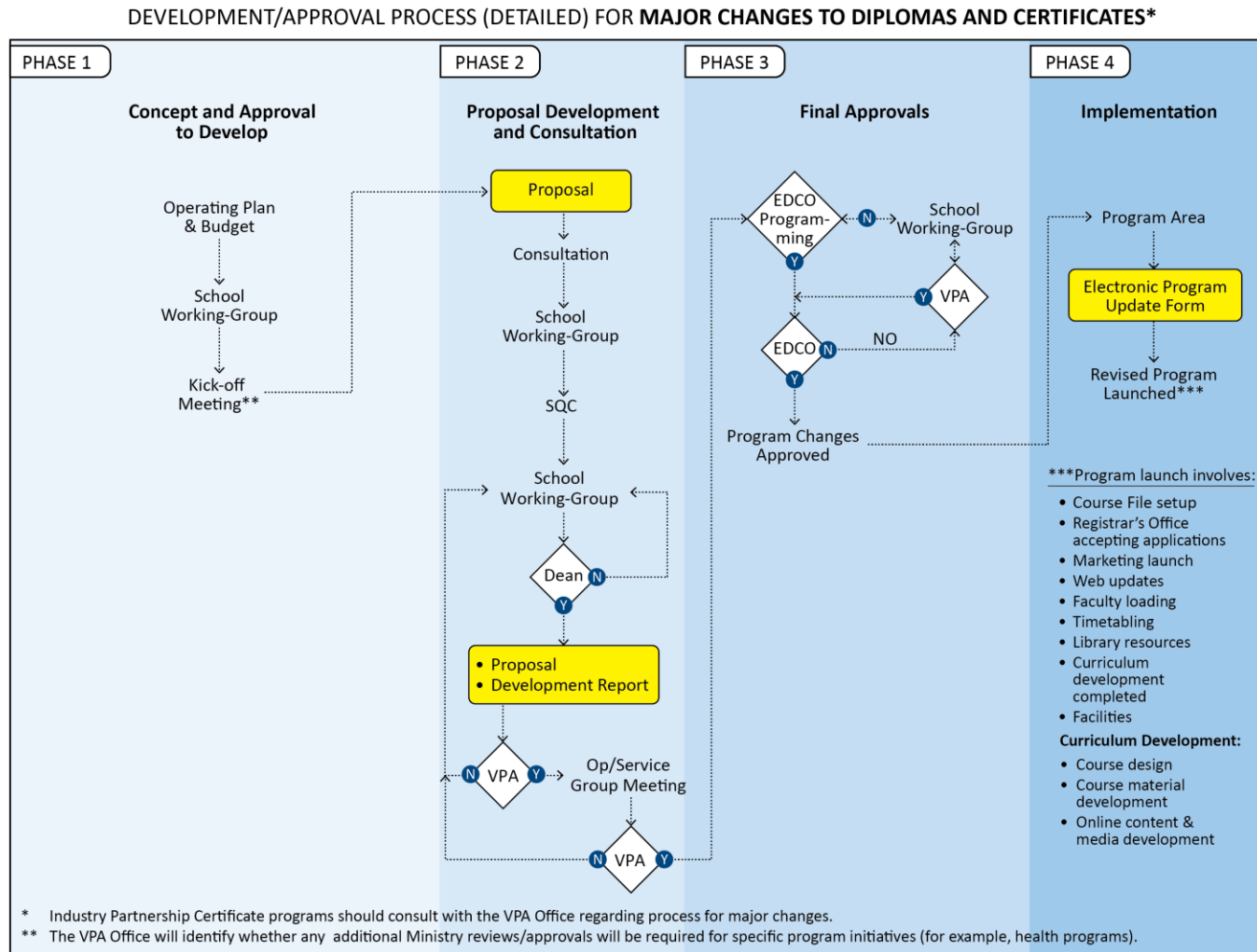
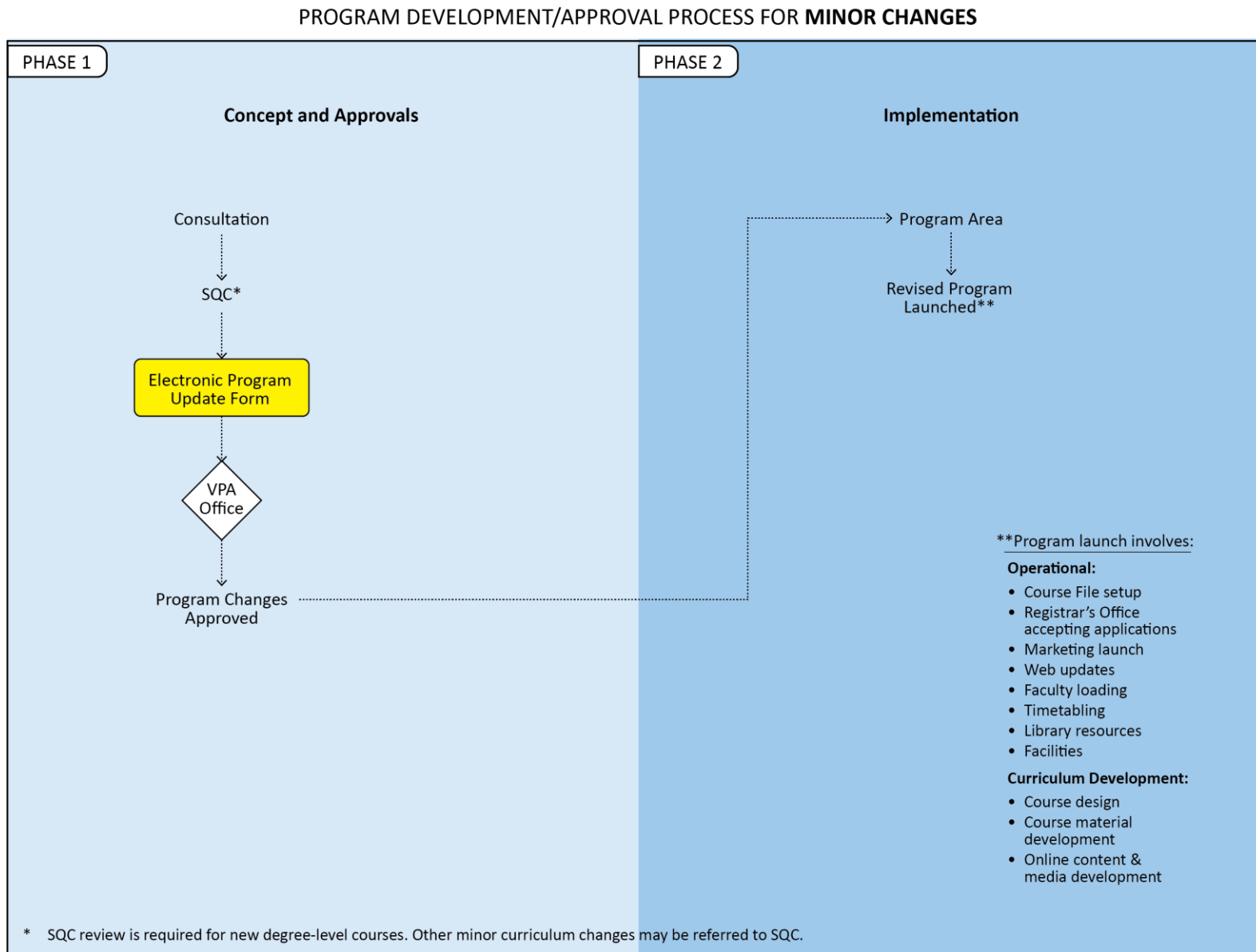


Figure 9 – Minor Changes



## **Forms Associated with This Procedure**

- BCIT Program Update Form database
- BCIT Learning and Teaching Centre guidelines
- Education Council-approved proposal templates (located on the APQA website)

## **Amendment History**

Policy 5004 was retired in 2011; this Procedure is one of a series of policies and procedures created to replace it.

- |                        |                                  |
|------------------------|----------------------------------|
| 1. Created (version 1) | 2011 Nov 22 (as 5401-PR1)        |
| 2. Amended (version 2) | 2012 Jun 6                       |
| 3. Amended (version 3) | 2013 Jun 5                       |
| 4. Amended (version 4) | 2014 Jun 4                       |
| 5. Amended (version 5) | 2016 Jun 1                       |
| 6. Amended (version 6) | 2017 Mar 1 (renumbered 5401-PR2) |
| 7. Amended (version 7) | 2020 Feb 19                      |
| 8. Amended (version 8) | 2024 Apr 3                       |

## **Scheduled Review Date**

2026 April 3