

Program Development and Change Processes

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Objectives

This procedure applies directly to Policy 5401, Program Development and Credentials. This procedure provides criteria and describes the processes required for the development and amendment of BCIT programs and credentials.

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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 is typically comprised of 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 Plan, 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 of Advanced Education and Skills Training. 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, etc.

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)
- Dean's Council
- Office of the Vice President, Academic
- Education Council Programming Committee
- Education Council
- BCIT Board of Governors (BOG)
- Ministry of Advanced Education and Skills Training (the Ministry).

These bodies establish policies, directives, and standards that BCIT program developers use to create educational programs so that they 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 that show 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 automatically conduct their activities and create programs that adhere to Education Council policy.

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3. *Development Reports*

Throughout the new program development process, a development report will be 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 is comprised of 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 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 of Governors (BOG) is responsible for the final approval of all new programs (except Industry Partnership Certificates, which are approved by the Vice President, Academic). BOG approval is required before submission to the Ministry approval process. The BOG 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 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 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 Plan, impact on their programming, and to explore opportunities for interdisciplinary programming.

Degree Quality Assessment Board

In the case of master's and bachelor's degree programs, the Office of the 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 achieved 'exempt status' for this credential level, proposals are submitted directly to the Minister, who may involve DQAB review at the Minister's discretion.

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

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Education Council

Education Council approves major changes to existing programs, and all new program proposals (except Industry Partnership Certificates, which are approved by the VP Academic). After Education Council approval, new programs are forwarded to the Board of Governors 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, which are approved by the VP Academic).

External Review Panel

The External Review Panel, established by the Office of the VP Academic, makes an independent, third-party assessment of the proposed degree program. Panel membership includes representatives from outside of 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 VP Academic, and composed of qualified BCIT faculty, provides a critical review of the full degree or graduate certificate proposal before it is sent to the Office of the 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, Instructional Development Consultants provide educational consultation on program design and guide the development of proposals.

Ministry of Advanced Education and Skills Training

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 BOG for all non-degree programs.

Office of the Vice President, Academic

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

Furthermore, the Office of the VP Academic:

- Approves all major program changes and all new programs for submission to Education Council;
- Approves all minor program changes;
- Solicits input from the Stakeholders and Operational and Service Groups to identify and resolve potential operational and implementation issues with new program proposals;
- Cooperates with the school working group to post the full proposal (excluding appendices) for 30 days on the Ministry's Post-Secondary Institutional Proposal System

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(PSIPS) website for peer review by other post-secondary institutions in BC. The program area is required to 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 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 development, on behalf of their respective schools. For each school, the goals stated in the school's operational plan guide the work of this group. See procedure for the composition of the group, and related roles. See Learning and Teaching Centre guidelines and Education Council templates for additional reference.

Stakeholders' Group

The Office of the VP Academic invites stakeholders from within the BCIT community to an information meeting related to the development of a new program. Stakeholders from other schools, from operational groups, 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 academic/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 in detail all the possible steps in the program development process.

Program development undergoes a similar process for each level of credential developed at BCIT, but the complexity varies depending on credential types, as illustrated in Figures 1a–6b. These flow charts allow participants to see at a glance the sequence of steps for each program type, and the various 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)
- Expedited 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 of the credential levels:

- Concept and Approval to Develop

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- Proposal Development and Consultation
- Final Approvals
- Implementation.

The following provides the complete list of review and approval steps for degrees. 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: a program idea may be generated by any individual in a school; or may arise from circumstances such as economic need within the province, a regulatory change, entrepreneurial opportunity, or substantive need within industry. 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 Vice President, Academic for approval to include these 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 included and identified 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 comprised of a school program champion, assigned subject matter experts, and an instructional development consultant (IDC) from the Learning and Teaching Centre of BCIT. This group takes its guidance from the goals stated in the school's operating plan, BCIT's Strategic Plan, 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.

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 his or her 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
- Manages the documents for the program development process.

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Subject Matter Experts

Subject matter experts (SMEs) are often instructors from within 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
- They write and create the program proposal and course outlines with the support of their colleagues, other SMEs, and the Learning and Teaching Centre
- They provide input into the written proposals.

Instructional Development Consultant – Consultation and Project Management

The instructional development consultant (IDC) acts as a project manager/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, the IDC liaises with the Office of the 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 the documents used to manage the program's development and approval.

Kick-off Meeting:

Once established, the school working group meets with the VPA Office ("kick-off meeting") to launch the initiative, discuss the proposed program, and ensure alignment with Institute policy, process and program development expectations.

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 the VPA Office 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 (referred to as the Health Education Program (CIP 51) Review process). Program areas should consult with the VPA Office regarding the 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 the process and timing.

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3. *Develop Notice of Intent*

The school working group develops the notice of intent, a short, four- to six-page 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 the potential students. It is used as a communication piece by the various involved parties during the early stages of development.

A notice of intent is not required for expedited 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 the SQC report in accordance with the SQC guidelines and Education Council templates found on the APQA website, to the school dean.

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 takes 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 to the Office of the VP Academic. If a new program will require significant financial investment, the 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 expedited 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 VP Academic Office.

6. *Office of the Vice President, Academic*

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

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

For all new programs, the Office of the VP Academic reviews the business overview or business forecast. The VP Academic Office approves business overviews. For business forecasts, the 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 VP Academic and the CFO/VP Finance & Corporate Services, and submitted to the BOG Audit & Finance Committee for final approval.

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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 of Governors to approve all degree concepts (notices of intent) prior to development of the proposal.

Phase Two: Proposal Development and Consultation

9. *Arrange Stakeholders Meeting*

The Office of the VP Academic invites stakeholders from within 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. Stakeholders from other schools, operational groups, 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/resolving any potential operational and implementation issues.

For expedited Associate Certificates, the school working group prepares a “program brief” (template available on APQA website) in place of a notice of intent and program map. The program brief provides background information on the program and is distributed to stakeholders prior to the meeting.

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. It 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.

11. *School Quality Committee (SQC) Review*

The SQC reviews the program proposal for its 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 proposal, the committee drafts 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 APQA website.

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

The Office of the VP Academic establishes an internal review panel. The panel makes a detailed academic review of the 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 is comprised of representatives from within the school (but not on the working group) as well as other academic representatives

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from other BCIT schools who are experienced in the program-development process. Advisors to the internal review panel include the Office of the VP Academic and the IDC from the school working group.

13. External Review Panel (Degrees only)

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

Panel membership includes representatives from outside of 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 the Office of the VP Academic 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 the Office of the VP Academic, together with the business plan.

15. Operational and Service Groups Meeting

The Office of the VP Academic 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. 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 Vice President, Academic

The Office of the VP Academic reviews the proposal in light of 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 adequately addressed, the proposal is forwarded to the Education Council Programming Committee.

The Office of the VP Academic, Institutional Research and Planning Office, and the Financial Services Department review the business plan to ensure all financial considerations for the new program have been addressed. If satisfactory, the business plan is approved by the VP Academic and the CFO/VP Finance & Corporate Services, and submitted to the BOG Audit & Finance Committee for final approval.

Phase Three: Final Approvals

17. Education Council Programming Committee Reviews Proposal

Education Council Programming Committee receives the proposal and development report from the Office of the 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 (usually after some minor changes are completed by the school working group), or it may

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send the proposal back to the school working group for major changes and request that it be resubmitted to the programming committee for a subsequent 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 with the exception of Industry Partnership Certificates. The VP Academic approves and reports to Education Council on all new Industry Partnership Certificates.

19. Board of Governors Approval

After Education Council approves a proposal, it forwards the proposal to the Board of Governors for consideration. This step represents the final approval stage for non-degree programs, and is a key approval stage for degree programs prior to submitting to the Ministry.

Board of Governors approval is required for all degrees, diplomas, and certificates (except Industry Partnership Certificates, which are approved by the VP Academic).

20. Post for 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 of Governors, the full proposal including appendices is placed on the Ministry website by the Office of the VP Academic. The Ministry posts the proposal to a restricted portion of its website, and makes it accessible to all other provincial post-secondary institutions, to receive feedback over a 30-day period. The Ministry collects this feedback and provides it to BCIT. The working group utilizes the feedback to adjust or refine the proposal, and must respond via the website to all feedback.

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 (note, appendices for non-degree programs are not posted on PSIPS). The Office of the VP Academic determines which proposals require posting, according to criteria from the Ministry. These proposals may be posted following Education Council Programming Committee endorsement.

21. Submit Proposal to Ministry – Degree Quality Assessment Board

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

22. Ministerial Approval

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

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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 flow chart, 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 flow charts that follow for a graphical depiction of the steps required for the different credential types. The major differences among the programs' development processes are explained below.

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

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

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

The Graduate Certificate program development process resembles the degree program development process but does not require the external panel or DQAB/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 of Governors 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 of Governors 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)

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

(b) Expedited Associate Certificates (Figures 5a, 5b)

Expedited Associate Certificates are new programs based primarily on existing courses (a maximum of 25% of the credits can be composed of new courses). These programs 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 VP Academic.

(d) International Partnership Credential

An international partnership credential results from the modification of an existing BCIT credential such that the credential can be offered in partnership with an international partner. The development of international credentials must follow the approval process for the type of credential being proposed.

6. Other Offerings

(a) Apprenticeships

BCIT offers technical training for various apprenticeships that are developed and regulated by the Industry Training Authority (ITA). 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 VP Academic. No further proposal document is required. The Office of the VP Academic 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 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, and will be limited to 12 credits (or as approved by the 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. A statement of attendance is used when there is no formal evaluation to measure student achievement.

If an external agency requires the use of a different name for the statement other than “completion” or “attendance” in order that it is recognized by that agency, the dean may approve the use of that alternative name. Any statements of completion or attendance that will have a presence on the BCIT website require the completion of the “New Statement Proposal Template” (available on the APQA website), and review/approval from the SQC (at the dean’s discretion), dean, and the Office of the 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 shall be 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 substantive 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 the established protocols of Education Policies, but where it can be established that 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.

While requiring independent evaluation and approval, it is recommended that the completed form (see Forms Associated with Procedure 5401-PR3) accompany the proposal documents through the various stages of the approval process.
3. Program areas requesting exemption from Education Policies for **existing** programs must complete the related form (see Forms Associated with Procedure 5401-PR3) and obtain approvals from the Registrar's Office (RO), APQA, school associate dean, school quality committee (SQC), school dean, and Education Council. Requests for exemptions may be put forward by faculty, associate deans, program heads, or others.
 - 1) The program area proposing the exemption prepares the form, identifying the program, the policy in question, a risk assessment, and the proposed changes.
 - 2) The program area seeks to confer with the following, each in turn to obtain comments and signatures on the form.
 - a. Registrar
 - b. Academic Planning and Quality Assurance
 - c. Associate dean
 - d. School quality committee (for peer review and recommendation). Signature from SQC Chair
 - e. School dean
 - f. Education Council (final approval). Signature from Education Council Chair

Figures: Development Approval Process Flow Charts

Figure 1a – Master's Degrees

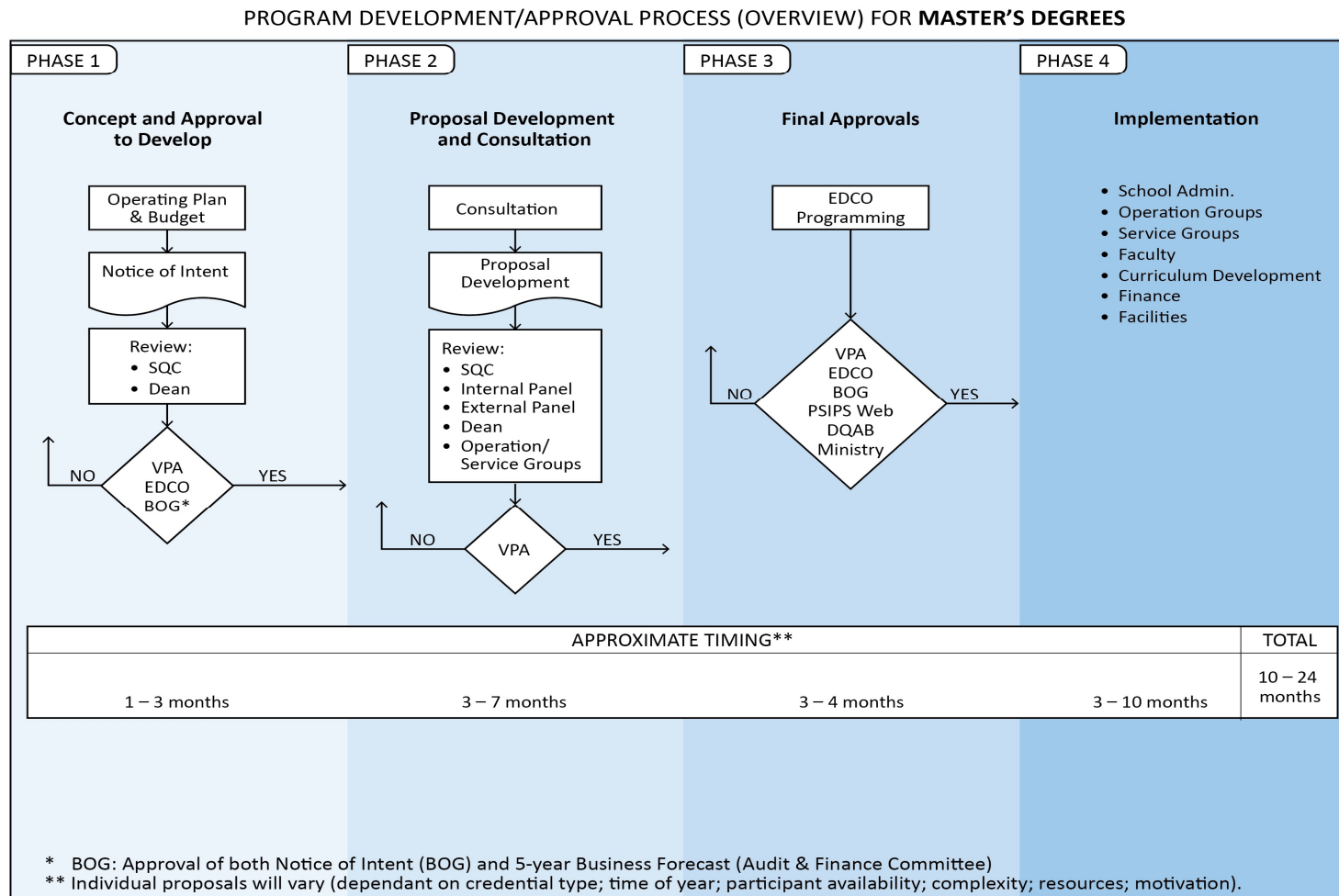


Figure 1b – Master's Degrees

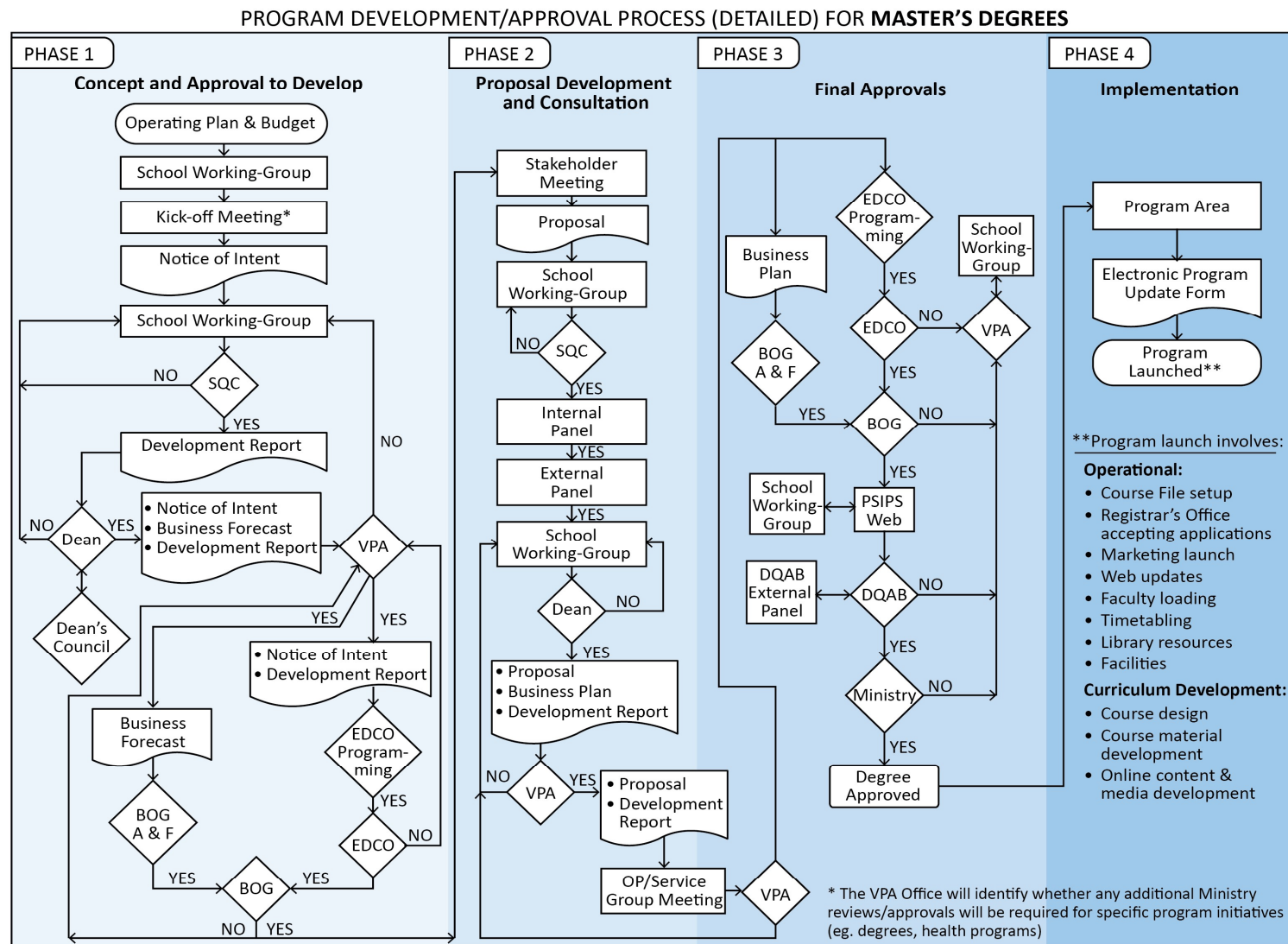


Figure 2a – Bachelor's Degrees

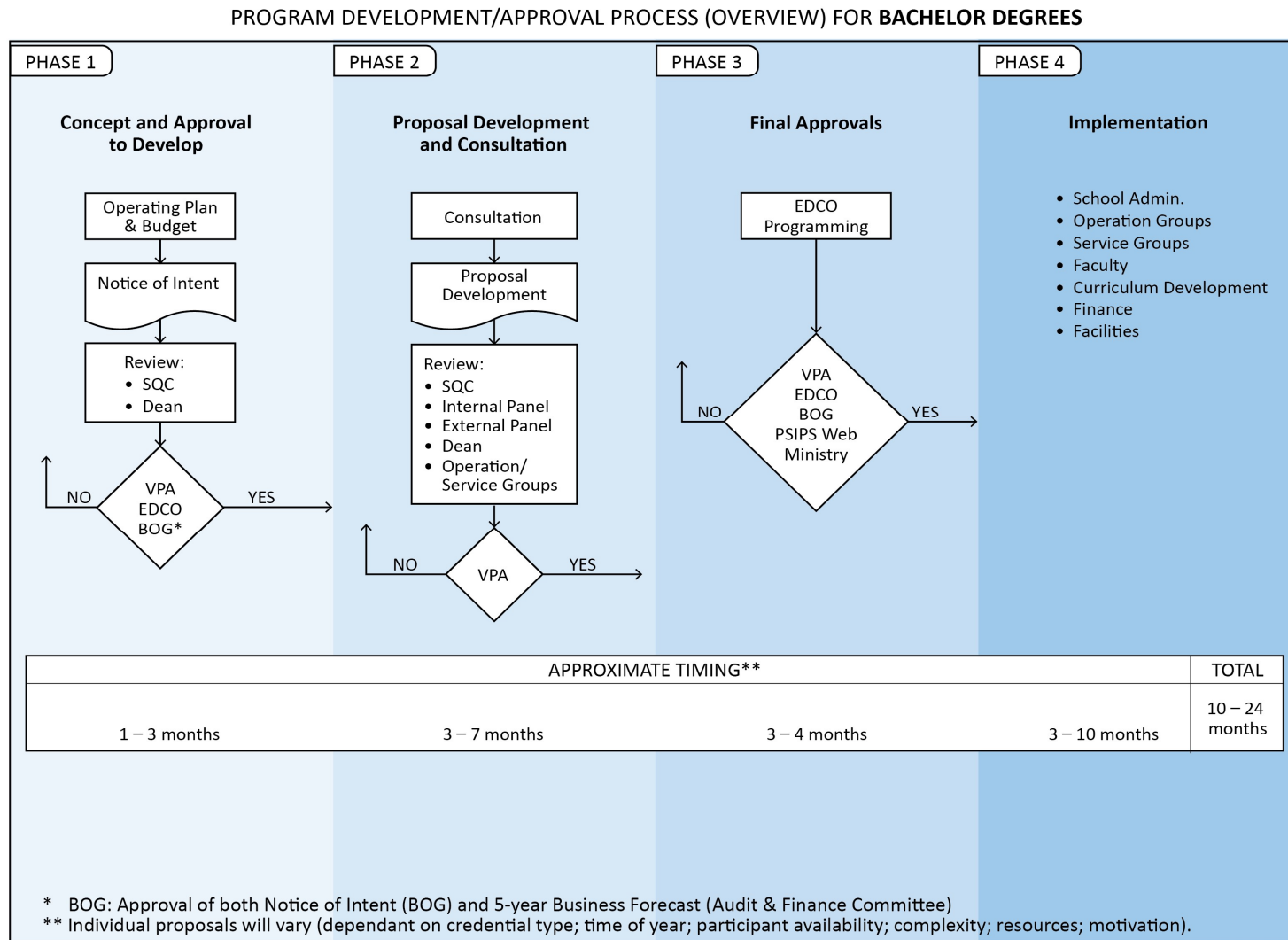


Figure 2b – Bachelor's Degrees

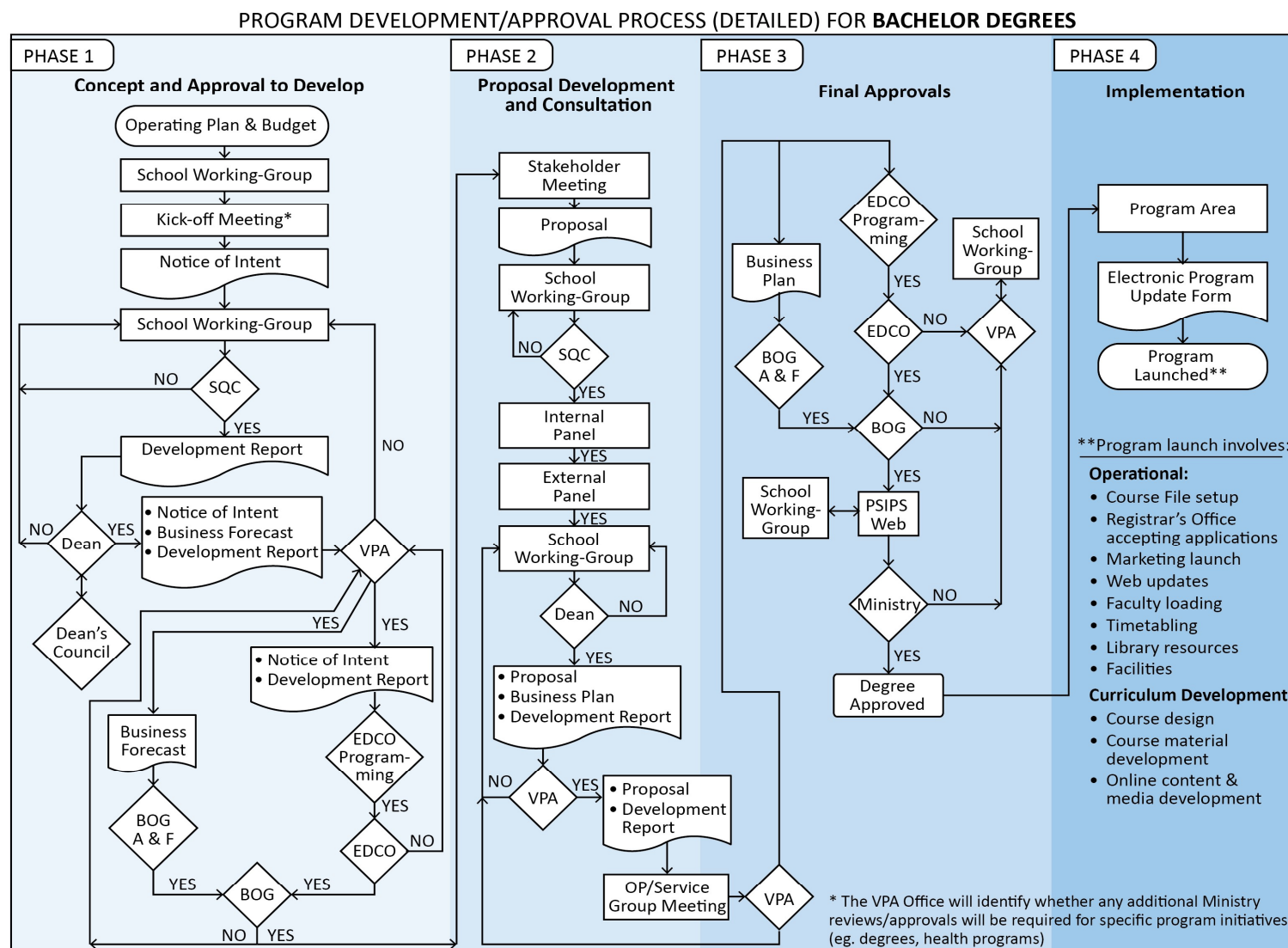


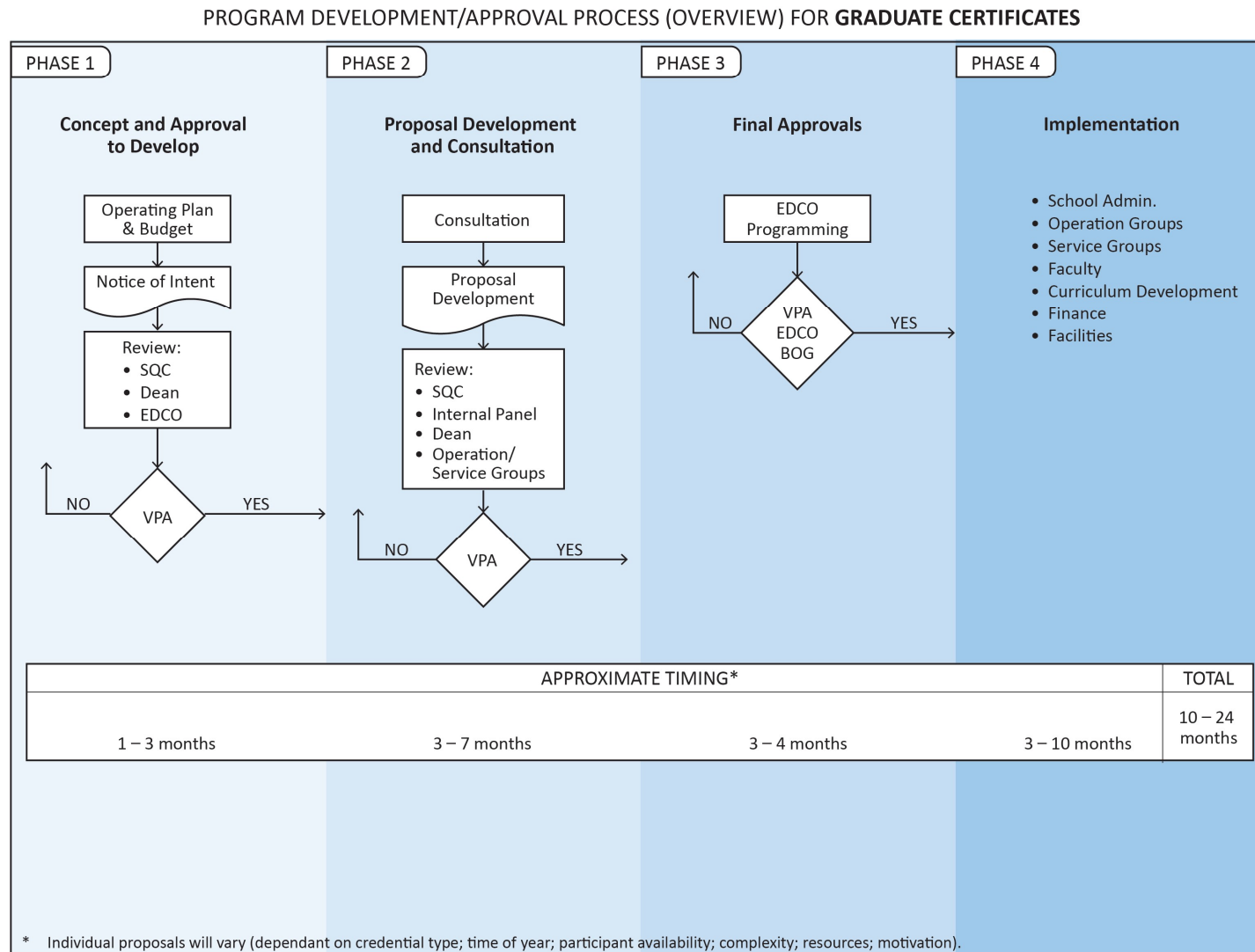
Figure 3a – Graduate Certificates

Figure 3b – Graduate Certificates

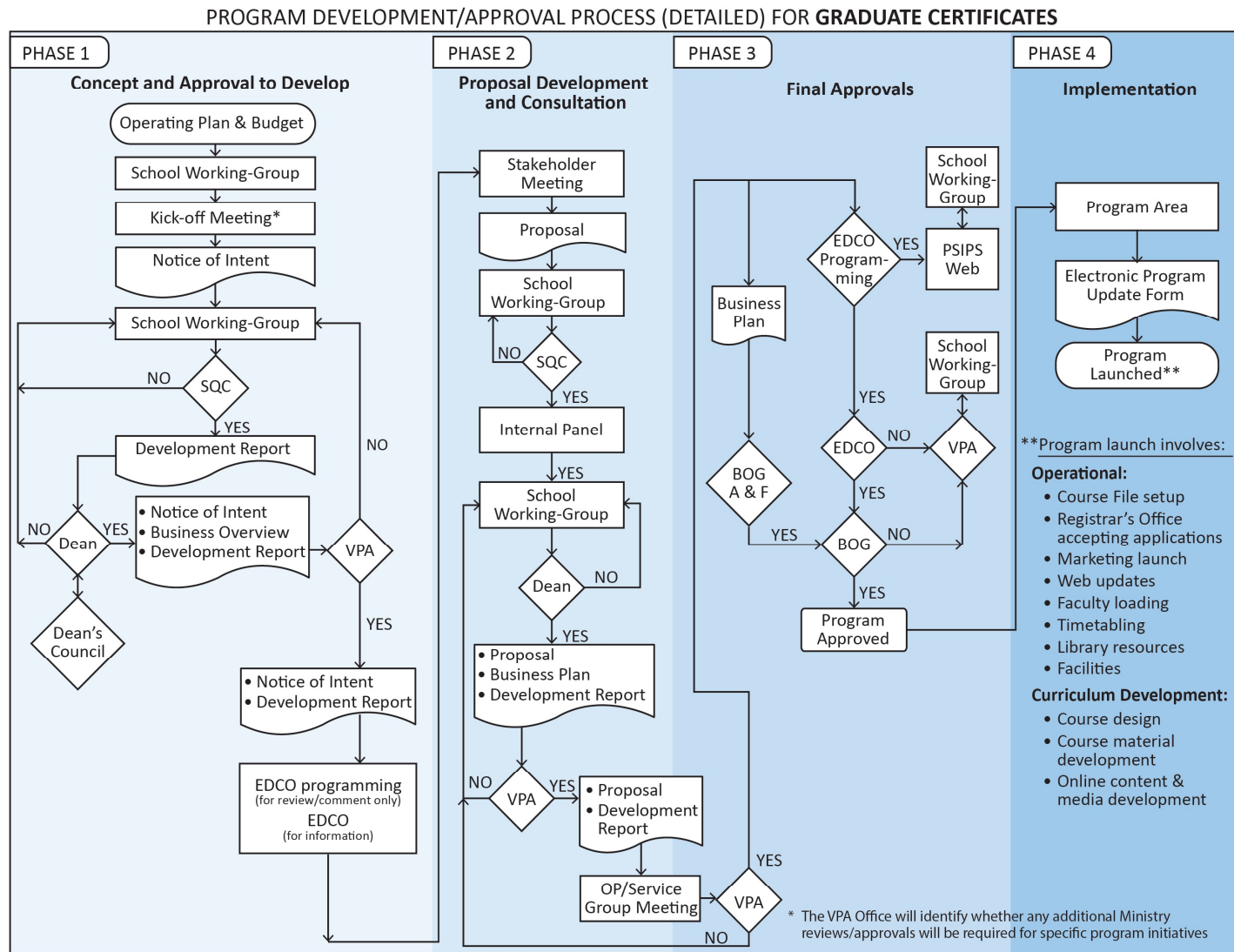


Figure 4a – Diplomas and Certificates

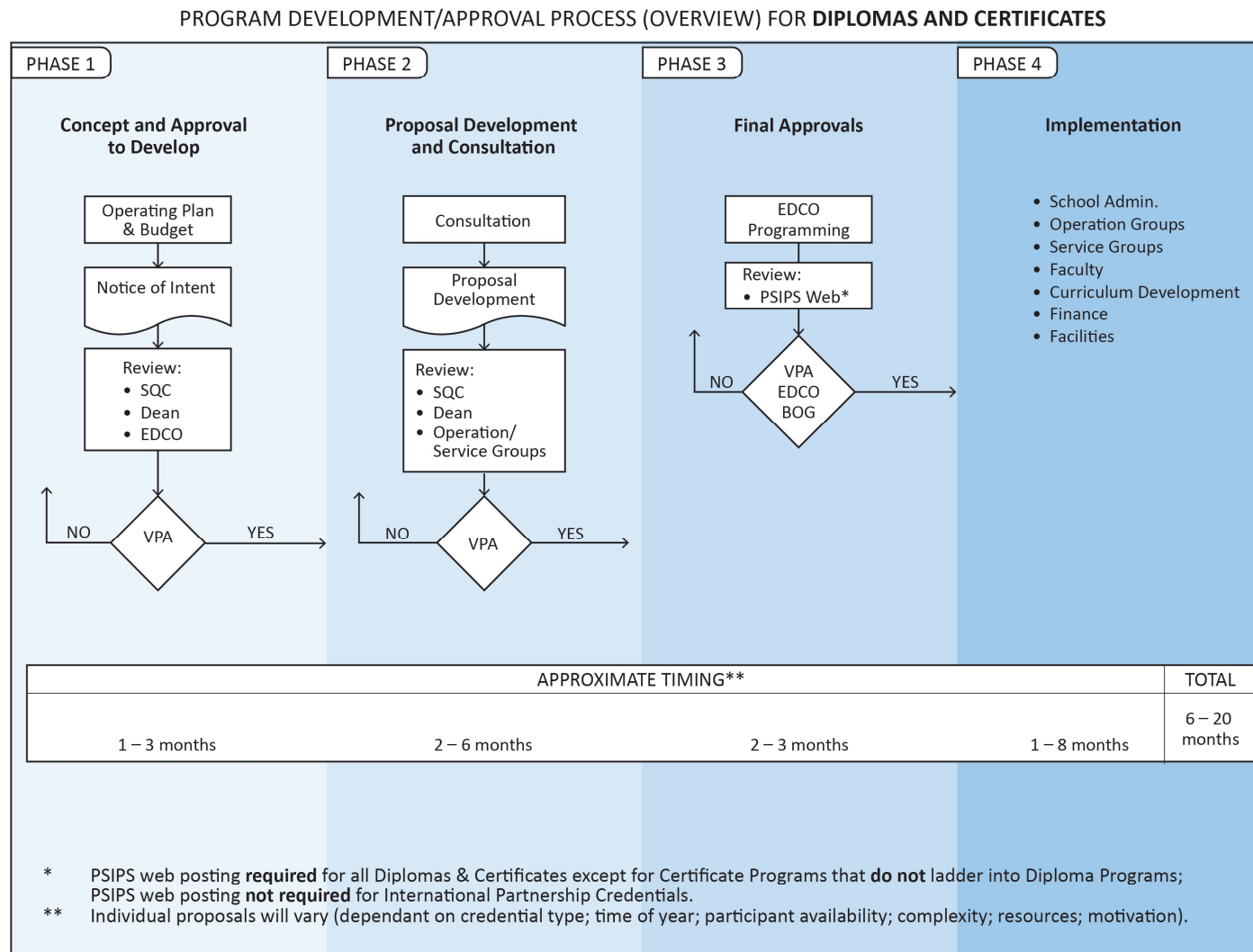


Figure 4b – Diplomas and Certificates

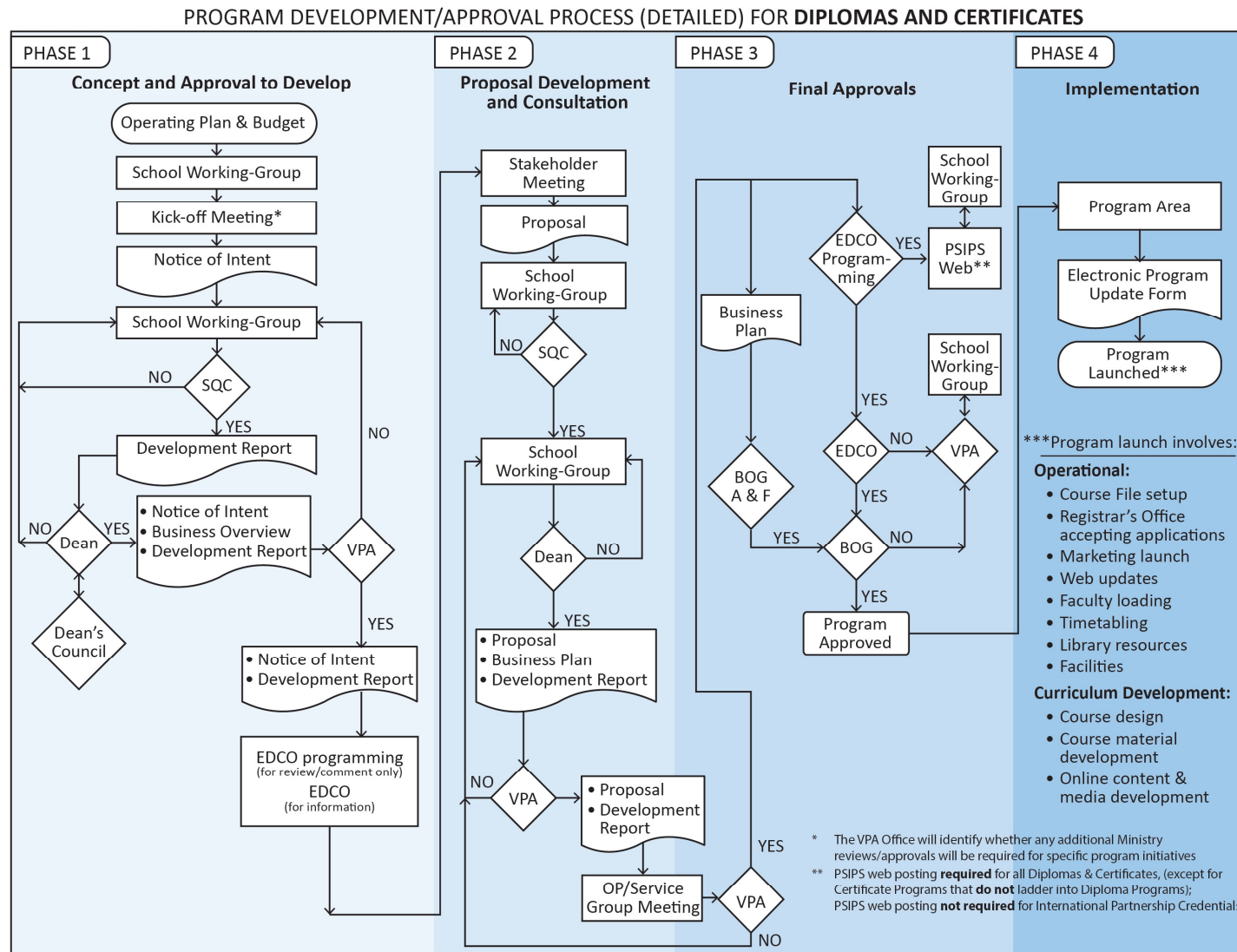


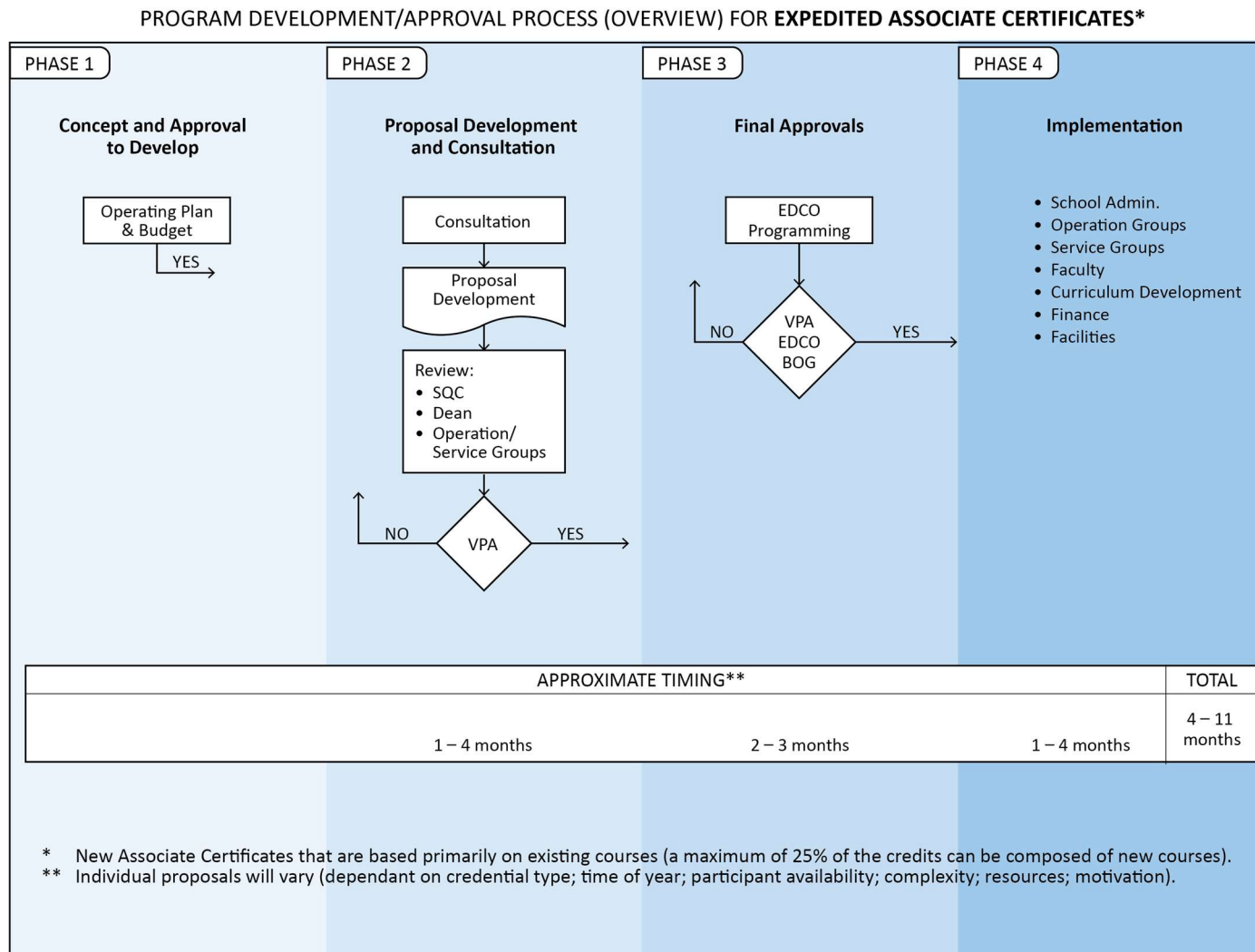
Figure 5a – Expedited Associate Certificates

Figure 5b – Expedited Associate Certificates

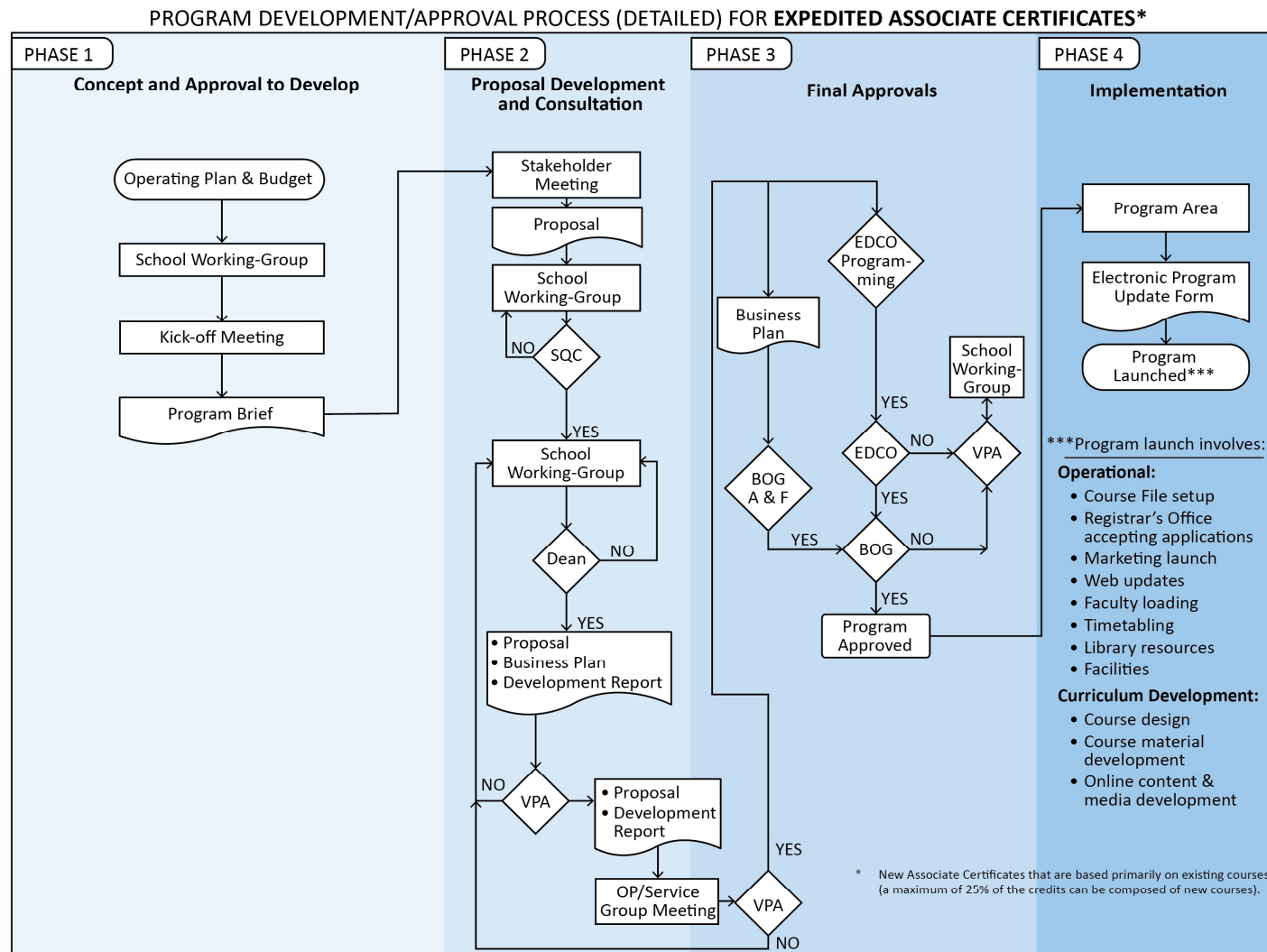


Figure 6a – Industry Partnership Certificates

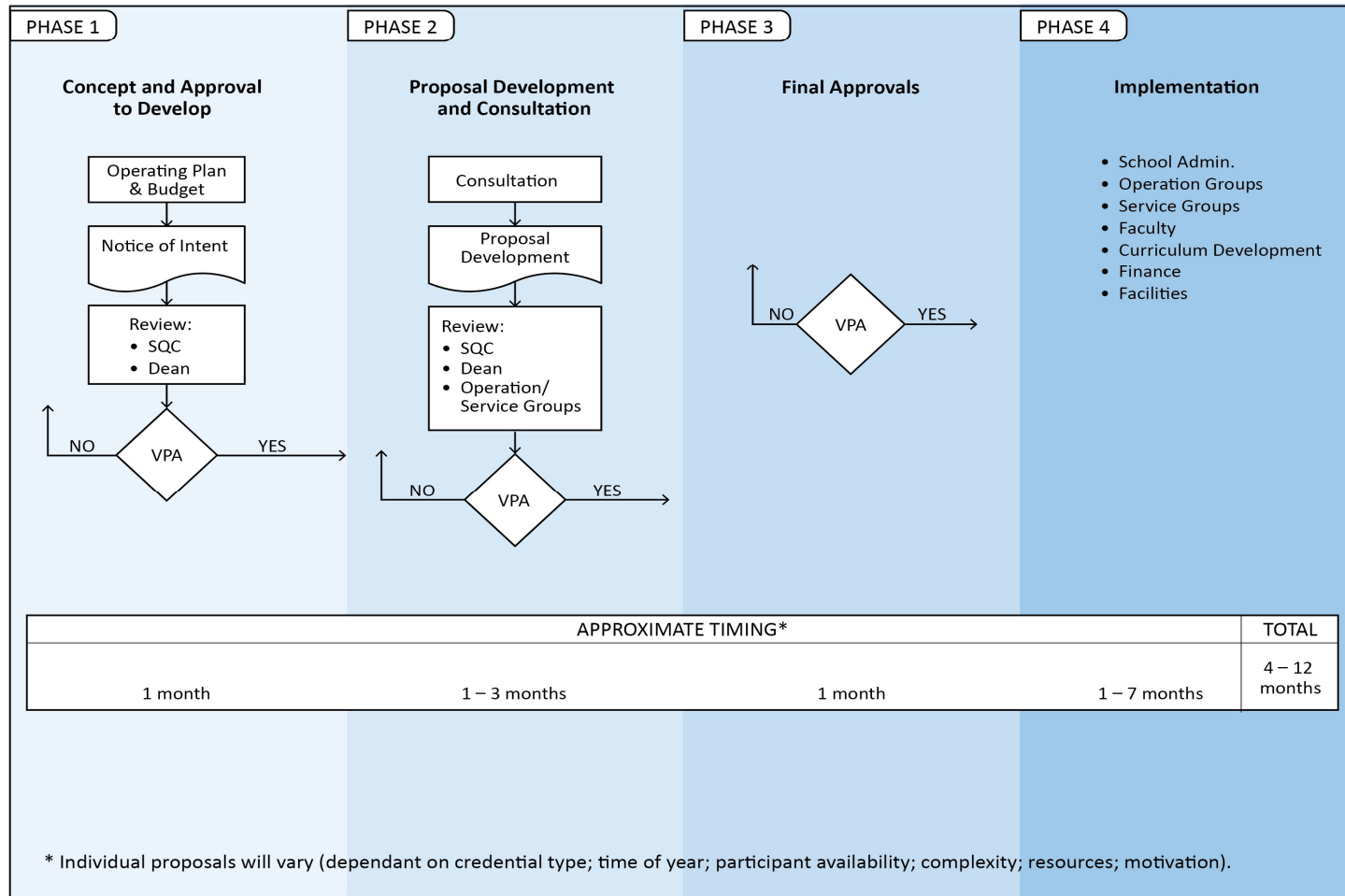
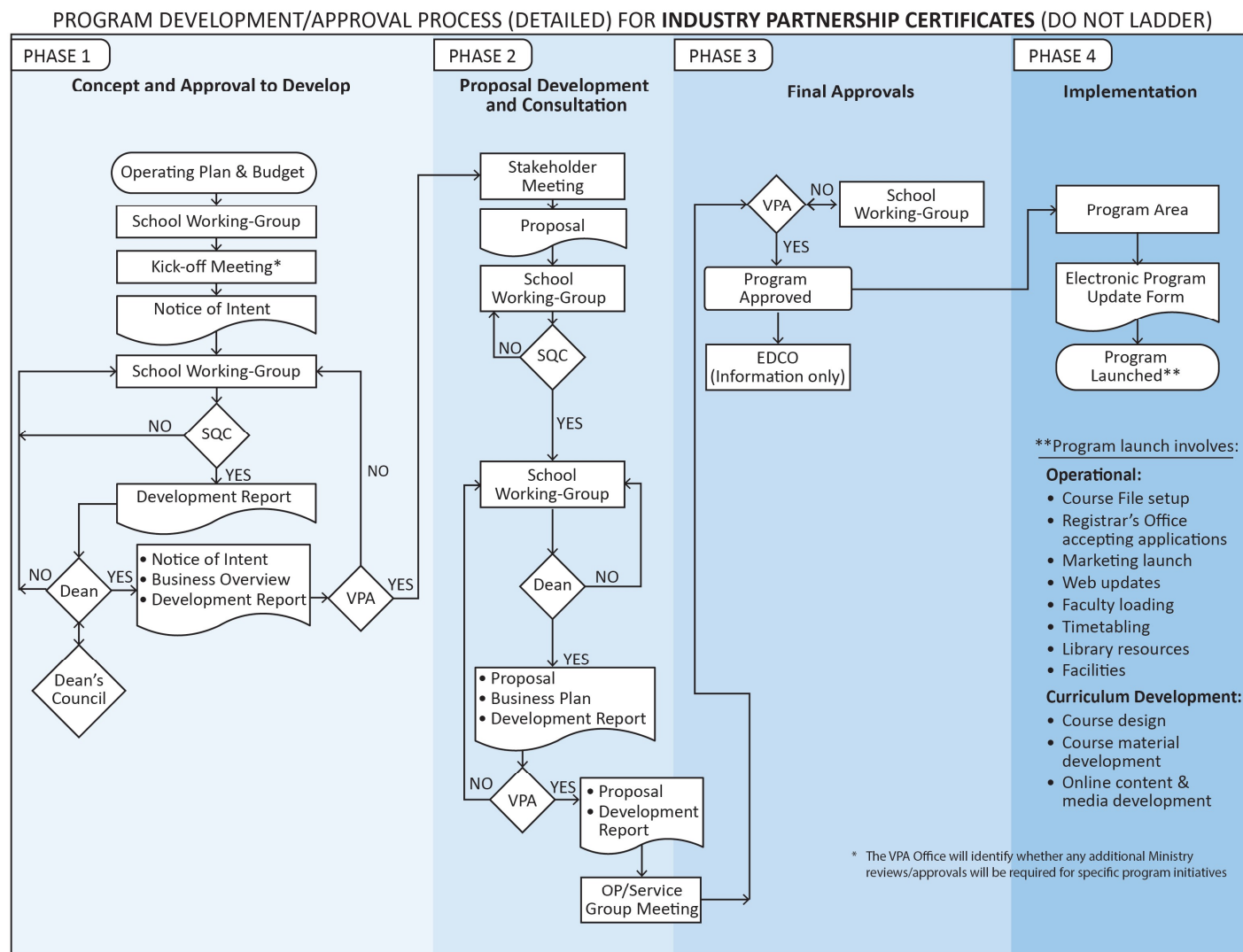
PROGRAM DEVELOPMENT/APPROVAL PROCESS (OVERVIEW) FOR **INDUSTRY PARTNERSHIP CERTIFICATES** (DO NOT LADDER)

Figure 6b – Industry Partnership Certificates



Process 2: Program and Credential Changes

A. Program Changes

1. General

Schools develop program changes and modifications through an appropriate consultative process. This responsibility includes determining which 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/change.

2. Approval Governance

School deans are responsible for the first level of approval. The dean submits approved changes to the Office of the VP Academic.

For minor changes, the Office of the VP Academic approves, then sends the changes to the program area for implementation.

For major changes, the Office of the VP Academic forwards the proposed changes to Education Council for further consideration and approval.

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

- Routine administrative changes
- Entrance requirements (note: there may be situations where the entrance requirement change will be considered major)
- 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)
- Principal delivery mode
- Modifications made to keep material current and relevant without altering the general course learning outcomes.

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

- Any change to a program that impacts current students
- Change of credential type
- Graduation requirements
- Program aims and goals
- Program hours and/or credits within a credential by more than 10%
 - For Associate Certificates only: Program hours and/or credits within the credential by more than 25%
- Program or option name (note: there may be situations where the name change will be considered minor).
- Program structure (e.g. adding/cancelling a program option, adding an elective component, etc.)

B. Program Change Process – Major Changes

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

Process 2: Program and Credential Changes

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, third party program sponsors, accrediting bodies, etc. Additionally, as with new programs, a need for a program change may arise from economic need within the province, a regulatory change, entrepreneurial opportunity, or substantive need within industry. Program changes are often the outcome of a comprehensive program review process. The school dean recommends the list of program changes to the Office of the Vice President, Academic for approval to include these in the Institute's Educational Operating Plan.

2. Establish School Working Group

The program dean initiates action on the proposed program changes and assembles a school working group comprised of a school program champion, assigned subject matter experts, and an instructional development consultant 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 the Office of the VP Academic. The purpose of this meeting is to discuss the proposed program changes, and ensure alignment with Institute policy, process and program change expectations. This meeting will include discussion of any additional review steps that will be required, as follows:

- For degrees: Depending on the proposed change, final approval by the Ministry may be required (e.g., changing the type of bachelor's degree). Program areas should consult with the VPA Office 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 based on specific criteria (referred to as the Health Education Program (CIP 51) Review process). Program areas should consult with the VPA Office regarding the 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 the 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 prior to embarking on such changes. Among those consulted are those teaching in the program, service areas, the Registrar's Office, 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

Process 2: Program and Credential Changes

supporting the proposed program changes. A template for major curriculum changes is available on the APQA website.

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 drafts a report containing recommendations to the dean, and the report is signed by the committee chair.

5. Internal and/or 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 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 VP Academic.

7. Operational and Service Groups Meeting

The Office of the VP Academic 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 VP Academic

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

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, which are approved by the VP Academic). 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.

For degrees, if changes require DQAB/Ministry approval, the Office of the VP Academic will submit all required documentation and liaise with the Ministry.

Process 2: Program and Credential Changes

Phase 4: Implementation

10. Implement Program

Upon approval by Education Council (or DQAB/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 Office of the VP Academic. Upon approval, the changes will be implemented.

C. Program Change Process – Minor Changes

Program areas are encouraged to consult with the Office of the VP Academic about their proposed program change prior to embarking on the change process, to determine whether the change will be considered 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 Office of the VP Academic.

D. Credential Changes – Impact on Graduating Students

Exceptions to this section regarding credential changes will be considered on a situation by situation basis. Program areas wishing such exceptions to be made are to submit their request, in writing, to Education Council. Council will rule on all such requests.

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 who have a program approval at the time of a credential change, wishing to receive the former credential, may so qualify by completing the requirements associated with the old credential.

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

2. When the Curriculum Does Not Change

When the name of a credential awarded to graduates 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 that was 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

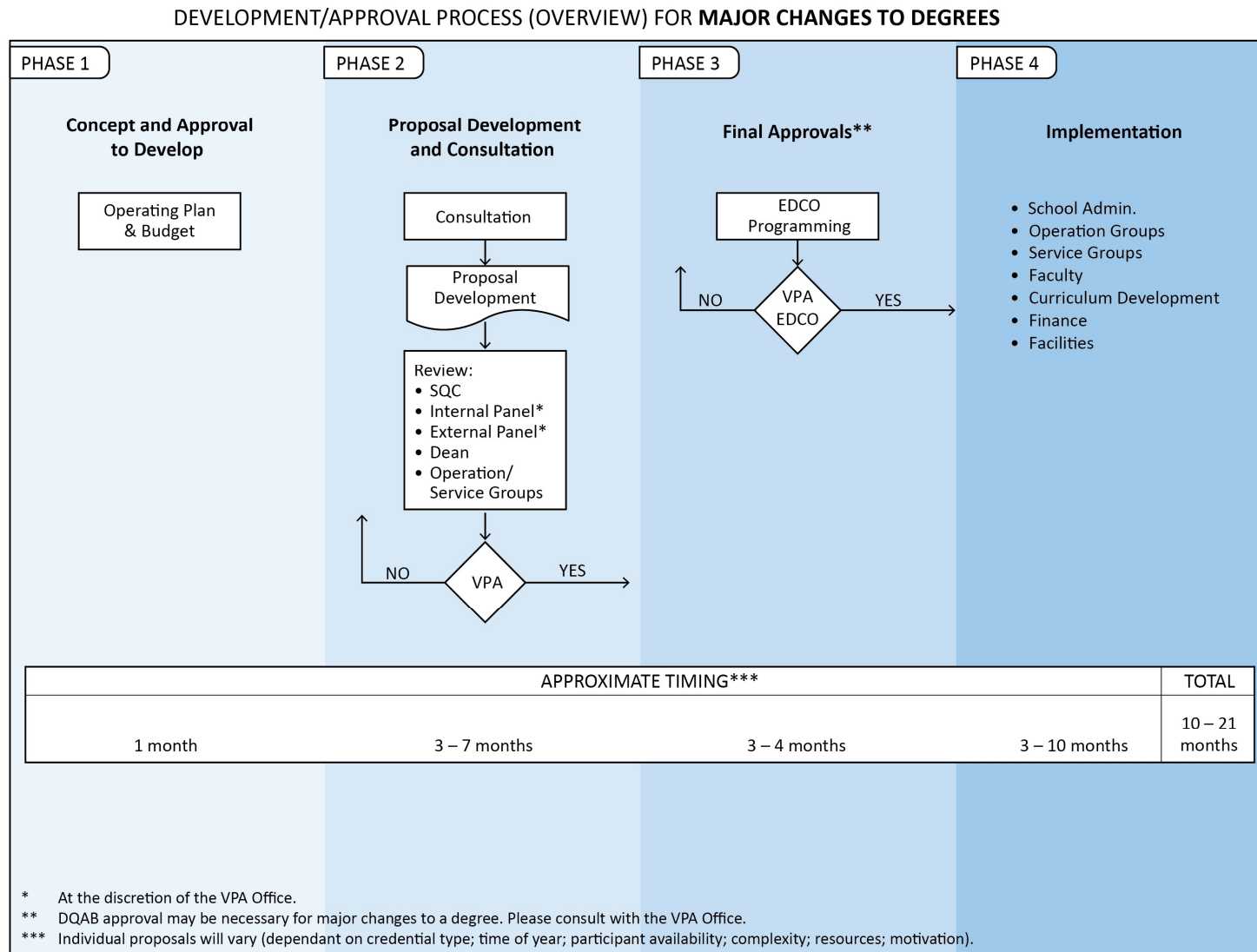


Figure 7b – Major Changes to Degrees

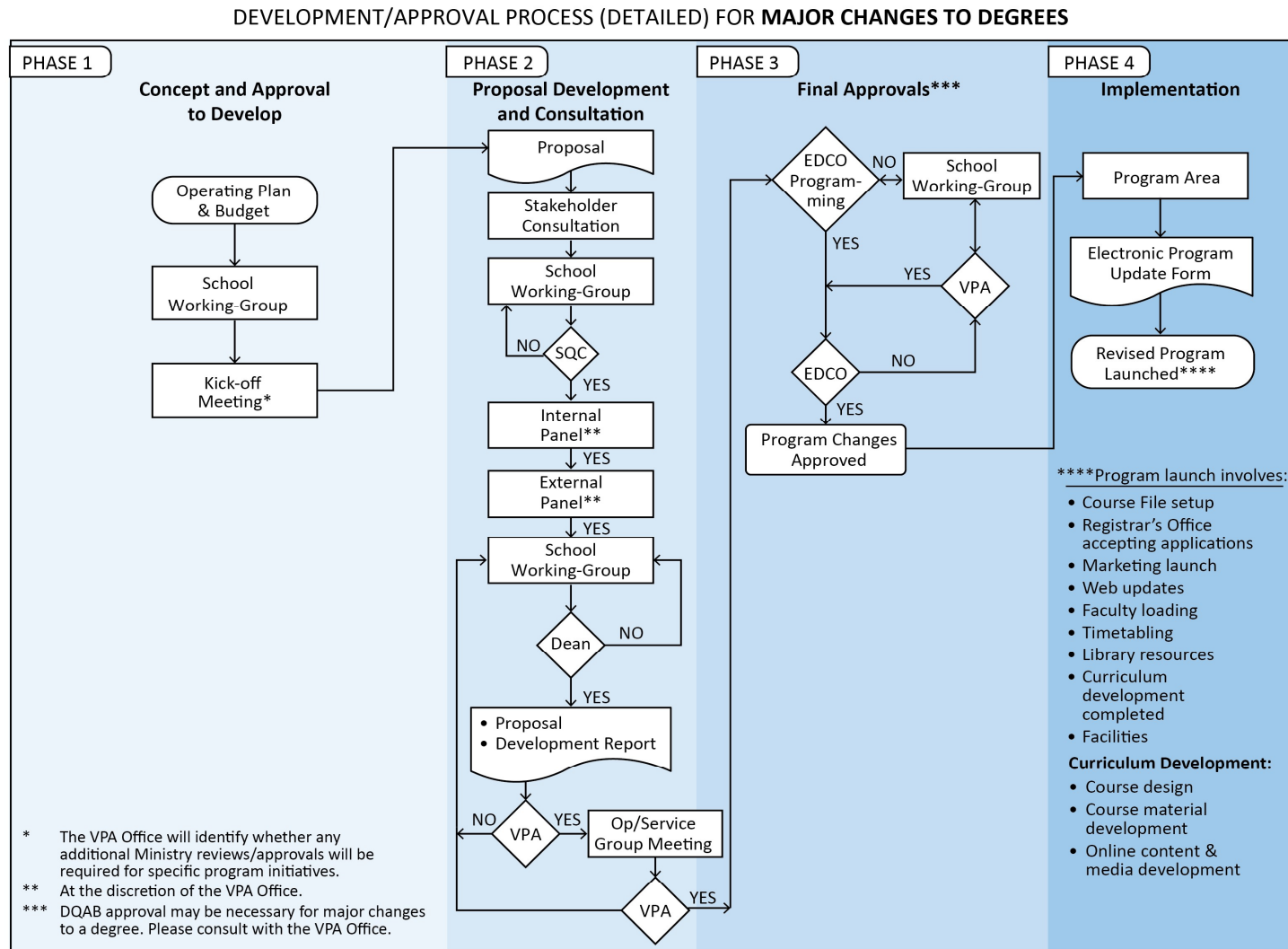


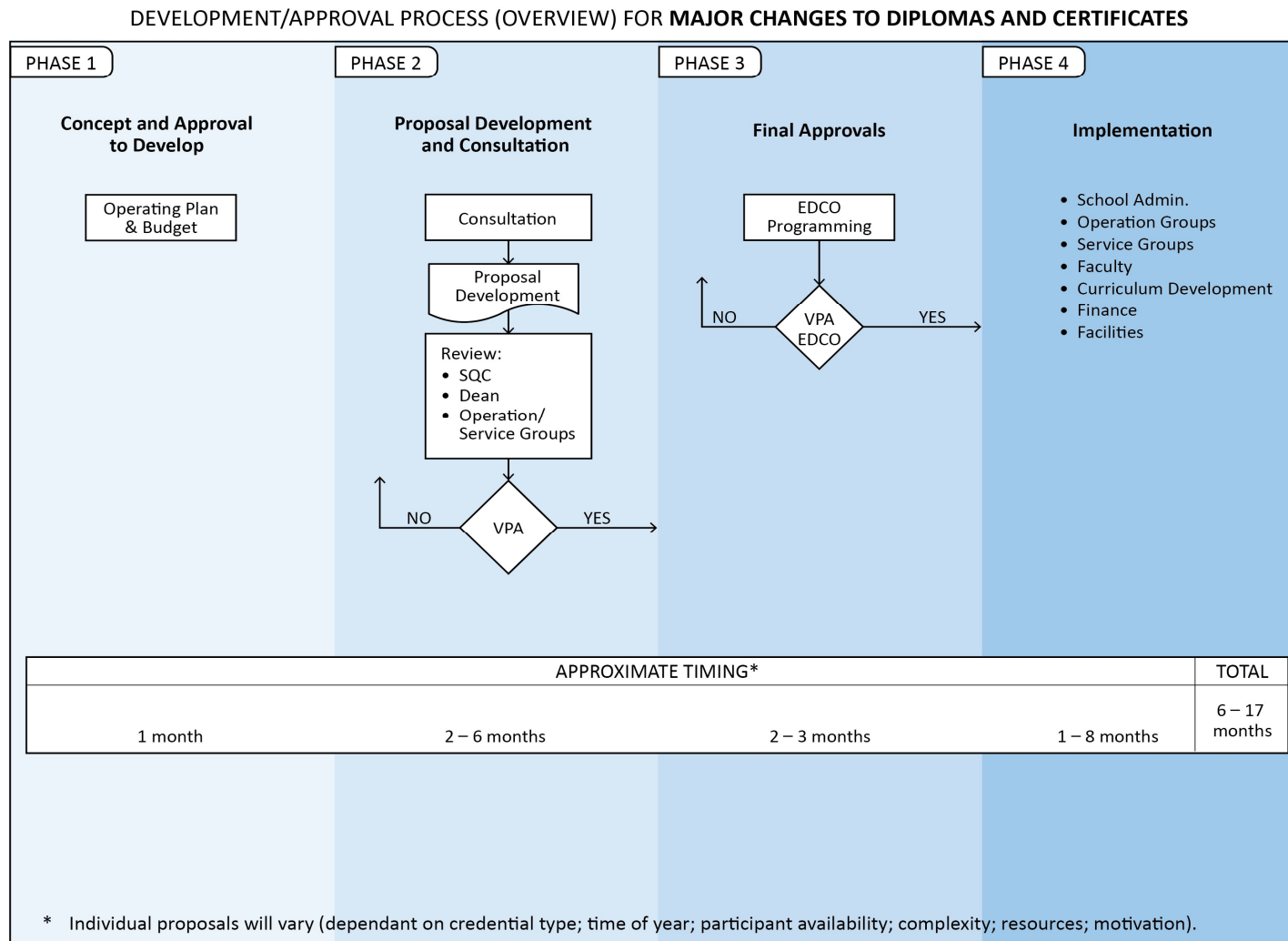
Figure 8a – Major Changes to Diplomas and Certificates

Figure 8b – Major Changes to Diplomas and Certificates

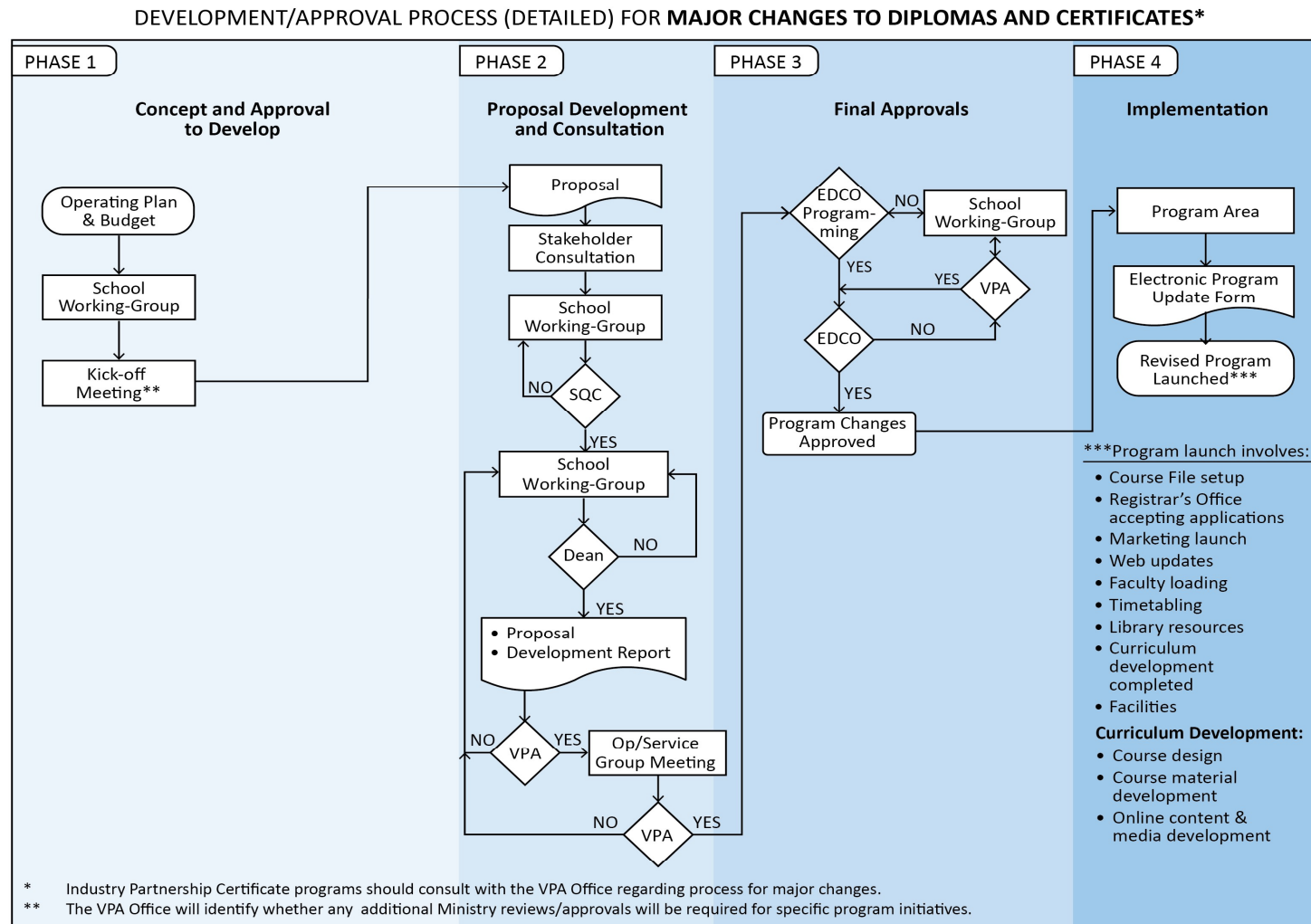
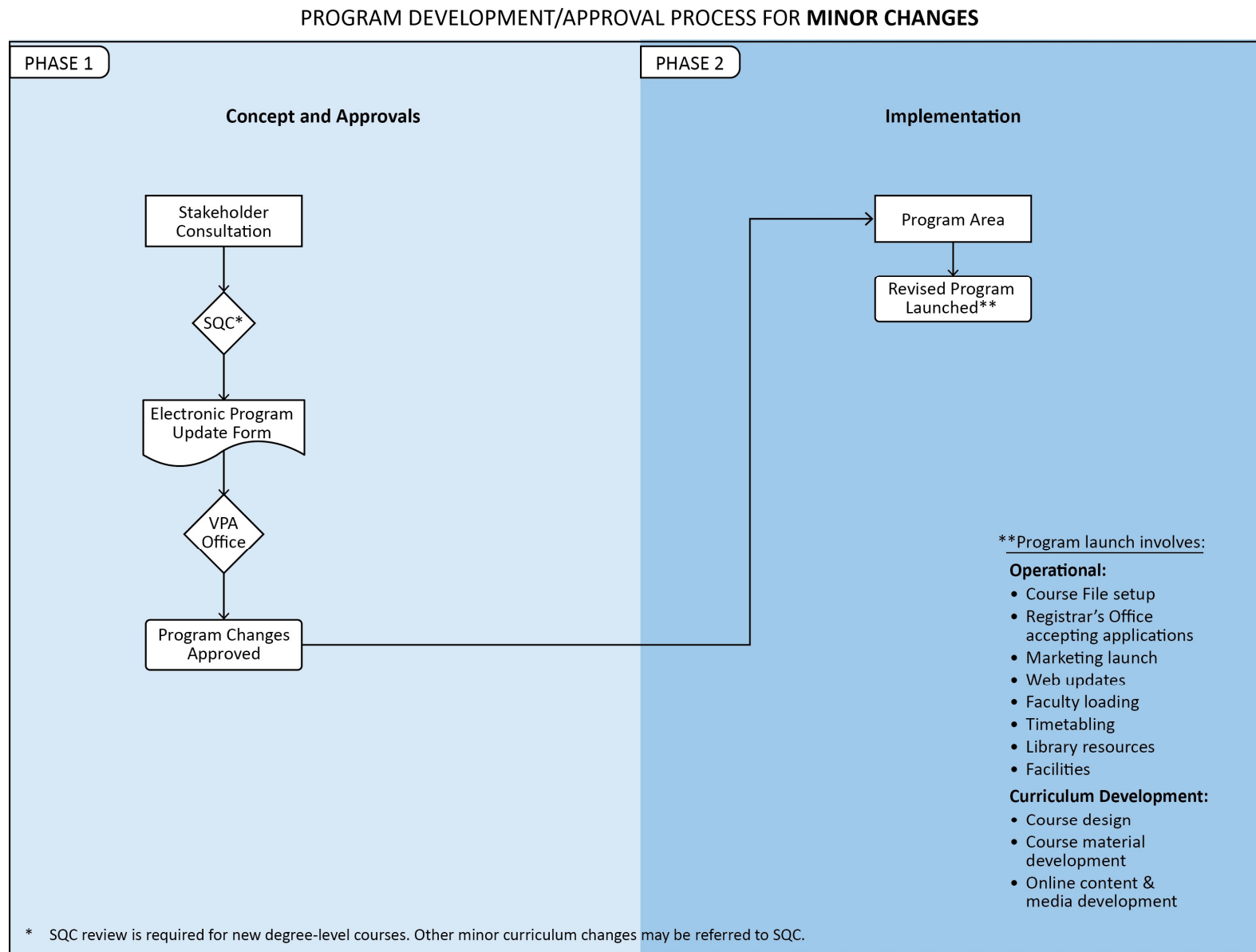


Figure 9 – Minor Changes

Forms Associated With This Procedure

- BCIT Program Change 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.

		<u>Approval Date</u>	<u>Status</u>
Created:	Procedure 5401-PR1 version 1	2011 Nov 22	Replaced
Revised:	Procedure 5401-PR1 version 2	2012 Jun 6	Replaced
Revised:	Procedure 5401-PR1 version 3	2013 Mar 27	Replaced
Revised:	Procedure 5401-PR1 version 4	2013 Jun 5	Replaced
Revised:	Procedure 5401-PR1 version 5	2014 Jun 4	Replaced
Revised:	Procedure 5401-PR1 version 6	2016 Jun 1	Replaced
Renumbered:	Procedure 5401-PR2 version 1	2017 Mar 1	Replaced
Revised:	Procedure 5401-PR2 version 2	2020 Feb 19	Replaced
Revised:	Procedure 5401-PR2 version 3	2021 Dec 7	In Force

Scheduled Review Date

2026 Dec 7