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Proposal

for a

[Credential Type: Diploma or Certificate] in [Name of New Program]

Office of the Vice President, Academic

[DAY MONTH YEAR]

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| [Template dated: September 2015]  [BEFORE YOU BEGIN:  This template should be used for all diploma and certificate proposals, except Graduate Certificates, BCIT/Industry Partnership Certificates and International Partnership Credentials (each of these credentials has a separate template).  The text in the square brackets indicates guidelines for completing this document. Delete and/or replace this text as you work through the document.   * Keep the text that is not in the square brackets.   Make sure you update the date on the cover with each revision so everyone involved knows they are working on the most recent version.  There are several components to this document, and there is a template for each one. The templates are all found at this location: <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>.   * Program map * Program structure map * Needs Assessment report (as required; review Appendix 7 for details) * Course Outlines   When this proposal is ready to be submitted to the VP Academic Office, it must be accompanied by the following documents (templates located at URL above):   * Business Plan (to be completed by the School) * Development Report (to be completed by the IDC)] |

# Executive Summary

[The Executive Summary is a brief description (no more than two pages) with pertinent information from the proposal. It should be written last. The headings below identify the key areas to focus on in the Executive Summary. Provide a brief description on these topics here and provide more detail in the related sections throughout the proposal.]

## Proposed Credential and Rationale for the Program

[State the name of the program, the school offering the program, the credential, the overall aim of the program (as described in the Program Aim & Goals sections), and a brief rationale for developing it. Describe any collaboration with other BCIT schools or external institutions. Include a brief description of the profession/discipline/vocation here, if appropriate.]

## Labour Market Demand and Student Supply

[Briefly summarize the need for graduates of this program. Identify the target audience for this program and the employment opportunities. Refer to sections within the proposal and appendices as needed.]

## Program Structure and Key Components

[Describe the proposed program, identifying the structure and key components of the curriculum, including:

* Admission requirements, transfer and laddering opportunities
* Implementation schedule, including proposed start date and number of students
* Key program strengths (briefly describe the major program strengths, drawing on the relevant sections of the proposal)
* Proposed delivery method
* A general statement about faculty industry experience and qualifications
* External standards, certification, and accreditation issues
* Any existing or proposed transfer arrangements for graduates]

# Program Description

## New Program Credential and Title

[State the credential that will be awarded to program graduates. Provide the title of the program.]

## School Awarding the Credential

[Identify the school awarding the credential. If the program has been jointly developed by two or more schools, please indicate which school will be the lead and host, followed by which additional schools collaborated in the development, and will participate in the delivery. Briefly state the contributions and roles of each school. Describe any collaboration with external institutions as appropriate.]

## Rationale for the Credential

[Explain why this program is needed at this time. For Diploma programs, describe how the program aligns with the Diploma Credential Standards outlined in Procedure 5401-PR1 (<http://www.bcit.ca/files/pdf/policies/5401_pr1.pdf>).]

[Describe the driving forces for the proposed program (e.g., industry need, accreditation bodies, student demand, laddering opportunity for students/graduates, etc.). This should refer to the Needs Assessment if one was completed (refer to Appendix 7 for information about guidelines and template for needs assessment).]

## Program Alignment with BCIT’s Strategic Plan

[Explain how the program aligns with BCIT’s Vision of “being integral to the economic, social, and environmental prosperity of British Columbia”, and demonstrate how the program aligns with BCIT’s Mission and Mandate, as appropriate to the program.]

[Describe how the proposed program aligns with provincial direction and strategy related to employment, specifically the BC Jobs Plan linked here: <http://engage.gov.bc.ca/bcjobsplan/files/2014/09/BC-Jobs-Plan.pdf>.  Focus on how the program aligns with and supports the following key sectors as identified in the BC Jobs Plan:  natural resource sectors (forestry; mining; natural gas; agrifoods), knowledge-based sectors (technology, clean tech and green economy; tourism), and infrastructure sectors (transportation: ports, marine and aerospace; international education). Reference should be made to applicable National Occupation Classification (NOC) codes.]

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

[Refer also to your School Strategic Plan or Operations Plan to demonstrate the proposed program’s alignment with the school’s direction.]

## Target Student Audience(s) and Demand

[Describe the target student audience(s) for this program (i.e., high school graduates, mid-career professionals, age ranges, career aspirations, level of previous education, etc.), and include evidence of student demand and anticipated annual enrolments for the program.]

[For Diploma, Advanced Diploma, and Advanced Certificate proposals refer to the key conclusions from the Needs Assessment in Appendix 7 (refer to Appendix 7 for information about guidelines and template for needs assessment). For other certificate proposals, a full needs assessment may not be required (see Appendix 7 for more details). If a needs assessment is not required please describe student demand with reference to other sources of data such as surveys of potential students or employers, or data from industry or other post secondary institutions.]

## Labour Market Demand for the Program

[Provide evidence of labour market demand. Include a discussion regarding the anticipated employment destination for graduates from the proposed program, and the current labour market supply in the occupational area(s).]

[For Diploma, Advanced Diploma, or Advanced Certificate proposals refer to the key conclusions from the Needs Assessment in Appendix 7. For other certificate proposals, a full needs assessment may not be required (see Appendix 7 for more details). If a needs assessment is not required please describe labour market demand with reference to other sources of data such as federal or provincial labour market studies (e.g. Work Futures BC), surveys or letters from potential employers, or data from industry or other post secondary institutions.]

## Implementation Plan

[Outline the plan for implementing the program, including proposed start date for the first student intake and the expected number of students.]

## Program Contact Information

[Please include the standard wording shown below.]

For further information, please contact:   
[Name, Position, Department, BCIT at [phone number].]

# Curriculum

## Program Aim

[Describe the long-term direction and aim for the new program in areas of curriculum and instruction. The program aim can be taken directly from the Concept paper, or revised as appropriate.]

## Program Goals

[Program goals are statements of the general or across the curriculum learning goals. These can be taken directly from the Concept paper, or revised as appropriate.]

## Program Structure and Length

[Provide an overview of the structure of the program, including the Program Structure Map (the template is located at <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>). Identify the length of the program in years or terms; state the number of credits for the program.]

[If time for completion differs from BCIT Policy 5103 – Student Evaluation (<http://www.bcit.ca/files/pdf/policies/5103.pdf>), please describe.]

[Provide an introduction to the course clusters as identified on the program map (e.g., communication courses, marketing courses, mathematics courses, etc.).]

[Describe how the structure of the program will help students progress through the program (i.e., how do courses build on each other). If there is a capstone course/project, describe how learning from each of the course clusters is integrated into the capstone.]

[Referring to the Program Structure Map, describe laddering opportunities for both incoming students and graduates of the program (entry and exit paths related to the program).]

## Courses and Curriculum Requirements

[Explain how the course and curriculum requirements will contribute to the intended goals of the program. Summarize any course clusters and key courses that make up the program. Indicate how each contributes to the overall program aim & goals. Refer to the course outlines contained in Appendix 9. Complete the Program Goals Integration Matrix (Appendix 2), Employability Skills Matrix (Appendix 6), and Program Map (Appendix 1). Refer to these appendices in your description.]

[If the program is designed to meet the needs of an external agency or accrediting body, demonstrate how the proposed set of courses in the program will satisfy those requirements (provide an overview here, and full details in Appendix 5). Identify each of the requirements of the external agency or accrediting body and show which courses meet those requirements.]

[If applicable, include a description of any work experience or field experience components, including:

* the anticipated outcomes of the work experience or field placement,
* how the experience offered will provide the opportunity to put the stated learning outcomes into practice,
* how the students will be evaluated during their placements
* the institution’s plans to develop placement opportunities for students
* the level of support the institution will extend to students seeking placements.]

## External Standards, Certification and Accreditation

[Where appropriate, identify the provincial, national, and/or international certifications, accreditations and industry standards achieved in the new program. If the program will be seeking any form of accreditation, please describe how the program will achieve accreditation and the discussions that have taken place with the appropriate accrediting body. If applicable provide accreditations details in Appendix 5 and letters of correspondence in Appendix 4.

# Program Delivery

## Learning Methodologies

[Describe the learning methodologies that will be incorporated into the proposed program and how they will help students achieve the program goals. This can be described by course cluster or more generally for the overall program (for example, “case study methodology will be integrated in a number of courses to provide opportunities for students to apply concepts to realistic scenarios”). Some examples of learning methodologies include:

* Case studies
* Experiential learning (e.g. co-op, clinical)
* Problem-based learning (PBL)
* Simulation
* Collaborative learning
* Etc.
* ]

[Explain how there will be opportunities to develop and practice employability skills, referring to Appendix 6 - Employability Skills Matrix.]

## Delivery Methodologies

[Describe the formats in which the program will be delivered, for example classroom-based courses, laboratory components, blended/hybrid courses, hands-on field applications, and distance/online courses. Explain how the delivery methods are appropriate to course content, the students involved, and the proposed learning outcomes. If delivery formats will include technology-based approaches, include a reference to BCIT Policy 3501 – Acceptable Use of Information Technology, at <http://www.bcit.ca/files/pdf/policies/3501.pdf>.]

[The description of delivery methodologies can be done by course cluster or more generally for the overall program (for example, “the courses in Cluster A will be offered in a blended mode with lecture materials online and class time focussed on activities that will help students apply key concepts”).]

## Student Assessment

[Describe the general student assessment strategy for the program (i.e. how will students be assessed throughout the program, to what standard, etc.). Ensure that the assessment strategy aligns with the program goals. If students are to be assessed by external bodies, please provide details.]

Ensure that detailed information about student assessment is identified in the course outlines.]

## Safety and Risk Management Factors

[If there are any safety or other risk management factors in this program, please describe them and how they will be managed. If none, state “None” under this heading.]

# Admission and Transfer

## Admission Requirements

[Describe the admission requirements for the program. Refer to the relevant sections of the Admission Policy (<http://www.bcit.ca/files/pdf/policies/5003.pdf>) and the Admission Procedures (<http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>).]

[Ensure that admission requirements are appropriate to the credential being proposed, as outlined in Policy 5401 (<http://www.bcit.ca/files/pdf/policies/5401.pdf>). For example, an Advanced Certificate is identified in Policy 5401 as being a “third year post-secondary or higher”; the admission requirements should reflect this level, requiring students to enter the program with a diploma or equivalent.]

[Clearly identify the English language requirements appropriate to the proposed program, referring to the Institute’s information on English Language proficiency: <http://www.bcit.ca/admission/upgrading/englishproficiency.shtml>]

[Describe whether bridging options will be available to certain applicants. Identify specific courses (or equivalent) that would be available as bridging options.]

## Transfer Arrangements

[Describe how the program provides flexible admission and transfer arrangements, including recognition of prior learning. Refer to the relevant sections of the Admission Policy (<http://www.bcit.ca/files/pdf/policies/5003.pdf>) and the Admission Procedures (<http://www.bcit.ca/files/pdf/policies/5003_pr1.pdf>).]

[Outline any specific transfer arrangements that have been or are likely to be established with other post-secondary programs and institutions. Include the following statement regarding BCCAT.]

BCIT has a link to the BCCAT transfer guide and has identified transfer articulations for all BC institutions.

## Residency Requirements

In order to satisfy academic residency requirements for a BCIT credential, a student must satisfactorily complete a minimum of 50% of the total required program of study at BCIT.

[If specific courses must be completed at BCIT to establish residency, identify the courses. See Policy 5003: Admissions for details on academic residency requirements, <http://www.bcit.ca/files/pdf/policies/5003.pdf>).]

# Program Resources

## Faculty

[Describe the requirements for faculty teaching in this proposed program, including necessary qualifications and experience (refer to Policy 5601 – Faculty Qualifications). If there are gaps in the faculty skill set needed to deliver the program, please outline how this will be addressed. For example, a program might need an additional full-time instructor with a specific educational background and/or industry experience to teach a set of courses in the proposed program.]

[Complete the Faculty Qualifications chart in Appendix 3 with detailed information about specific faculty and their individual qualifications (educational & professional), relevant experience, and role in the program. Refer to Appendix 3 in this section.]

## Facilities and Equipment

[Provide details of the facilities (e.g. classrooms, computer labs, specialized laboratories, shops) and equipment required for the new program to be successful, and how BCIT has the capability to deliver the program.]

## Program Service Requirements

[Describe BCIT services required by this program; for example, program advising, services for students with disabilities, library services, financial aid, IT Services (lab setup), Human Resources (recruitment support), Learning & Teaching Centre (course development/online course support), etc.]

# Program Consultations

## Consultation with Post-Secondary Institutions

[List provincial and other post-secondary institutions consulted about the proposed program and provide details on key areas of discussion, dates, and individuals involved. Include any detailed written comments in Appendix 4.]

[Describe briefly the key points discussed during the consultation (e.g. program structure, possible partnerships, level of mathematics needed by graduates, etc.).]

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

**Health-related programs:** The provincial government is the key employer in the health field, and as such, it is important that the Ministry of Advanced Education (AVED) be consulted with regard to the development/implementation of non-degree programs in this field. AVED works closely with the Ministry of Health with respect to a 10-year human resource plan for provincial health-related programs, and therefore needs to endorse any related proposals prior to implementation.

**Industry training programs:** Programs funded by the Industry Training Authority (ITA) have mandated outcomes and standards. The outcomes are directed by the Industry Organizations in which they report. BCIT has limited ability to develop outcomes outside the mandated program curriculum and must respond to changes as directed. Any program funded by the ITA must have ITA approval for development and delivery.]

| **Institution and Date** | **Contact Person[s]** | **Key Discussion Points** |
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## Other External Consultations

[Provide a list and summary of the nature of all other external consultations (other than post-secondary institutions, which are in the previous section), including those with professional associations, employers, trade groups, or other relevant groups. Include any written comments in the Appendix related to correspondence.]

[Describe briefly the key points discussed during the consultation (e.g., graduate skill requirements, workplace experience opportunities, mentoring opportunities, capstone project support, etc.).]

| Other External Consultations | Contact Person[s] | Key Discussion Points |
| --- | --- | --- |
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## Internal Consultations

[Describe consultations about the proposed program with internal academic and operations/service area stakeholders and provide details on key areas of discussion, dates, and individuals involved. A table format may be useful in this section as well. Comment on whether there will be any duplication with existing programs or courses within the institute, and if so the rationale.]

## Benchmarking

[Describe how the program structure and curriculum are benchmarked to currently existing programs at other Canadian institutions (and list those institutions). Where appropriate, provide evidence that the target audience is not currently being served by existing programs in other British Columbia institutions that may contain similar content, or have similar learning outcomes. Explain what steps have been taken to ensure there is no unnecessary duplication in the system.]

[Consider using a table format to compare existing programs at other institutions. Identify the key components of the related programs, and demonstrate how the proposed program compares in terms of those components (key components could include the program length, focus, areas of specialization, certifications, unique courses, admission standards, etc). The goal is to illustrate the comparative level of rigour, breadth, uniqueness, etc. of the proposed program. A sample table is shown below.]

| **Program Comparison** | | | | | |
| --- | --- | --- | --- | --- | --- |
| Name of Program | Institute | Level/ Credential | [Key Program Component] | [Key Program Component] | [Key Program Component] |
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# Quality Assurance and Control

## Program Advisory Committee

[Describe the composition of the program advisory committee that has or will be created for the program. Describe how the committee will help ensure that the program remains up-to-date and able to meet employer and student needs in future years.]

[Demonstrate that the composition of the program advisory committee represents the industry sectors relevant to the proposed program (identify which sector each member represents). List members if already known; if not, list examples of potential PAC members including what sectors they will be representing.]

## Ongoing Program Review and Evaluation

[Please use the standard wording below. Include any additional information such as periodic program accreditation reviews by external agencies, if applicable.]

BCIT is committed to developing and maintaining high quality educational programs and to the ongoing renewal of those programs. BCIT systematically reviews and assesses its programs for quality, currency, and relevance to stakeholder needs. Most programs will be on a 5-year cycle for program review. The procedure for reviewing and assessing the proposed program is documented in BCIT’s Program Review Policy 5402 (<http://www.bcit.ca/files/pdf/policies/5402.pdf>) and Program Review Procedure 5402 (<http://www.bcit.ca/files/pdf/policies/5402_pr1.pdf>). Briefly, the process involves:

* An internal self-study report written by the program area, incorporating data, analysis, and resulting recommendations
* An external review including a site visit, to validate the findings of the self-study report
* A final report, incorporating input from the external review team
* An institutional response, by way of a presentation of final recommendations and action plan to Education Council
* A one-year status update at Education Council, presenting on the status of implementing the recommendations.

# Other Information

[Include any additional information not addressed in the sections above that may be helpful in better understanding the major components of the proposal.]

# Appendices

#### 

Appendix 1: Program Map

[Please consult your LTC Instructional Development Consultant regarding development and formatting of your final program map. Program maps should follow the program map template available at <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>, in order to provide consistent information to all stakeholders.]

Appendix 2: Program Goals Integration

| Goals | [Course #1] | [Course #2] | [Course #3] | [Course #4] | [Course #5] | [Course #6] | [Course #7] | [Course #8] | [Course #... (add columns as needed)] |
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Appendix 3: Faculty Qualifications

| Faculty/Instructor | Professional Certification/Academic Qualification/Professional Development | Relevant Experience | Role/Position in Program |
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Appendix 4: Correspondence and Related Documents

[Scan and include documents of any correspondence relating to consultations undertaken and letters of support. Letters of support should demonstrate support for the proposed program from the relevant stakeholder groups (e.g., relevant industry sectors, accrediting bodies, etc.).]

Appendix 5: Regulatory, Licensing, Credentialing, or Professional Bodies – Current Requirements or Standards

[Include information related to the current requirements or standards for any relevant bodies as listed above. Change the title as appropriate to identify what type of body is relevant to the program. Correspondence from any bodies should be in the Appendix related to correspondence.]

[Include relevant detailed information related to accrediting bodies. This information is often available on websites; include relevant information in this appendix, and include the URL for more detailed information.]

Appendix 6: Employability Skills Matrix

[Column headings list examples of employability skills. Employability skills should be determined by your program. You may need to add or delete columns. List courses in the “Course” column and mark an “x” in the skill column(s) that each course meets. Refer to: <http://www.conferenceboard.ca/topics/education/learning-tools/employability-skills.aspx> ]

| Course | [Written & oral communication] | [Teamwork] | [Professional & ethical behaviour] | [Quality assurance] | [Technical competence] | [Critical thinking & problem solving] | [Work safely] | [Management/ Leadership] |
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Appendix 7: Needs Assessment Report

[For Diploma, Advanced Diploma, and Advanced Certificate proposals, insert a Needs Assessment Report. The Needs Assessment Report should be completed prior to beginning the proposal.]

[See the Needs Assessment report template and guiding document at <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>.]

[For other certificate proposals, a full Needs Assessment Report may not be required. The program should consult with the Dean to determine if a needs assessment is required and the level of detail required. If a needs assessment is not required, please include any relevant information here that will support the demand for the program. This may include reference to provincial or federal labour market studies (e.g. Work Futures BC) and to surveys of potential students and employers. Letters of support for employers should be included in Appendix 4.]

[Needs assessments should be done early in the proposal development process; they inform various sections of the proposal, and provide valuable information from stakeholders about clusters of courses or areas of specialization that should be built into the program.]

Appendix 8: Members of the Working Group

**Members of the Working Group**

| Member | Relation to Program |
| --- | --- |
|  | Associate Dean |
|  | Program leader/champion |
|  | Instructional Development Consultant (LTC) |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Appendix 9: Course Outlines

[Use BCIT’s approved course outline template available at <http://www.bcit.ca/ltc/curriculum/developprograms.shtml>. Include a course outline for each course in the program. Ensure you follow the following policies and procedures when developing course outlines:

* Policy 5403 (Course Outlines & Course Names),  
  <http://www.bcit.ca/files/pdf/policies/5403.pdf>
* Procedure 5403-PR1 (Course Outlines),  
  <http://www.bcit.ca/files/pdf/policies/5403_pr1.pdf>
* Procedure 5403-PR2 (Course Names),  
  <http://www.bcit.ca/files/pdf/policies/5403_pr2.pdf>
* Policy 5012 (Assigning of Credits to Courses),  
  <http://www.bcit.ca/files/pdf/policies/5012.pdf>..]

[Course outlines should be written by various members of the School Working Group or other faculty members whose expertise matches the proposed course.]

[Ensure course credit calculations follow the requirements outlined in Policy 5012: Assigning of Credits to Courses (<http://www.bcit.ca/files/pdf/policies/5012.pdf>)]

[Include at least the first number in the course code to identify the intended level of rigour for the course (e.g. FMGT 4XXX, INTD 7XXX). Course learning outcomes should be written to match the intended level of rigour. Place all course outlines in alphanumeric order.]

[If the proposed program will be integrating existing courses, either include two appendices for course outlines: one appendix for existing courses, one appendix for proposed new/revised courses, or otherwise clearly indicate on each course outline which are new, revised, or existing courses. All course outlines (including those for existing courses) should have learning outcomes that clearly identify the type and depth of learning students are expected to achieve in each course; ensure all course outlines included in new program proposals are reviewed for quality.]