



DEGREE AND NON-DEGREE DEVELOPMENT GUIDEBOOK

September 2008



Douglas College

Introduction

Development of a new degree or non-degree program is both challenging and exciting. While the development process can be very demanding, individuals who have been part of a degree or non-degree development team indicate that it was a rewarding learning experience and many view it as the highlight of their career.

The Douglas College Degree and Non-Degree Development Guidebook is designed to serve as a reference document that will support and guide you through the development process. The Douglas College Program Approval policy is the key document in the guidebook. This policy describes each of the program development stages and the corresponding consultation requirements of each stage. The policy also includes a flow chart that provides a visual overview of the program development process.

There are many governing and educational review committees and councils within the College that have a role to play in the development of a new degree or non-degree program. A comparative analysis table showing the review, consultation and approval requirements of each of these committees and councils is provided on page 1. You should begin by familiarizing yourself with this table as it provides a broad overview of the responsibilities of the committees and councils that are integral to the program development process. Once you have reviewed this table, you should refer to the section of the Program Approval policy that is relevant to your particular program development project.

Information regarding the Ministry of Advanced Education requirements is also provided in the guidebook. This information has been taken from the AVED website. While this information has been included for your convenience, you should also check the Ministry website to ensure that you have the most up-to-date version of this information. Another valuable source of information available to you exists within the experience and knowledge base of your colleagues who have previously been involved in the development of a new degree or non-degree program. You are encouraged to also access this source of information.

Best of luck as you proceed with your degree or non-degree development project.

Dr. Jan Lindsay
Vice President, Education
Douglas College

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SECTION I

Comparative Review of Committee Requirements for Degree Development Review, Consultation and Approval Requirements

COMPARATIVE REVIEW OF COMMITTEE REQUIREMENTS FOR DEGREE DEVELOPMENT REVIEW, CONSULTATION AND APPROVAL REQUIREMENTS

	General Areas of Review	Consultation Procedures	Approval Requirements
FECs	<p>Review and advise on curricular issues from a Faculty perspective.</p> <p>Advise on potential impact on Faculty where relevant.</p> <p>Review and advise EDCO on Ministry standards 1-5.</p>	<p>Receive documentation through EDCO Notice of Motion procedure.</p> <p>Representative of the Program Curriculum Development Committee attend FEC meeting by invitation.</p>	<p>Provide verbal/written feedback to Degree Curriculum Development Committee and EDCO. Faculty rep votes at EDCO.</p>
	General Areas of Review	Consultation Procedures	Approval Requirements
EDCO	<p>Receive concept paper and Ministry Review Template.</p> <p>Review and approval of all course guidelines and required consultation with service providers; e.g. library.</p> <p>Review and advise on integration of curricular issues identified in FEC feedback, college signature, depth and breadth requirement, accreditation requirements, and Ministry standards 1-5, 8 and 9.</p>	<p>Concept paper and Ministry template sent to EDCO with covering memo from Dean.</p> <p>Full Program Proposal (FPP) document submitted to EDCO for Notice of Motion.</p> <p>All course outlines submitted to EDCO Curriculum Committee.</p> <p>FPP document submitted to EDCO Degree Review Committee.</p> <p>Admission criteria reviewed by Admission and Standards Committee.</p>	<p>EDCO receives concept and Ministry template for information.</p> <p>Applied Degree Standards Committee recommendations received by EDCO.</p> <p>Vote on approval of course outlines.</p> <p>Vote on admission requirements.</p> <p>Vote on FPP.</p>
	General Areas of Review	Consultation Procedures	Approval Requirements
VPAC	<p>Review concept fit with College strategic academic direction and proposed consultation process.</p> <p>Review feasibility study results and Ministry template submission.</p>	<p>Concept paper and proposed consultation and design processes presented to VPAC by Dean.</p> <p>Feasibility study results and Ministry template presented to VPAC by Dean.</p>	<p>Concept paper and proposed consultation process reviewed for information and provision of feedback.</p> <p>Majority motion required to proceed.</p>

	General Areas of Review	Consultation Procedures	Approval Requirements
	<p>Preliminary review of degree framework design; i.e. balance of upper and lower level courses and fit with higher level degrees, credential, accreditation and professional registration requirements. Fit with academic signature, depth and breadth requirements.</p> <p>Review Ministry standards 6-9 and parts of 1 and 2 and compliance with all College consultation requirements and administrative procedures.</p>	<p>Faculty consultation is initiated through the Dean of each Faculty. Degree Development Committee (including outside Faculty rep) present degree framework to VPAC.</p> <p>FPP and documentation of consultation steps submitted to VPAC and presented by Dean and Degree Development Committee.</p>	<p>General agreement required to proceed.</p> <p>Written recommendations or requirements provided as required.</p> <p>Majority motion required for referral to SMT and EDCO.</p>
	General Areas of Review	Consultation Procedures	Approval Requirements
SMT	<p>Review of concept for fit with College strategic directions.</p> <p>Review feasibility study for financial feasibility, including space and capital equipment requirements, and fit with College strategic directions.</p> <p>Review Ministry template and FPP to insure compliance with all education approval processes and administrative requirements.</p>	<p>Concept paper forwarded to SMT from VPAC by VP Education.</p> <p>Feasibility study, proposed capital and space requirements are presented to SMT by Dean.</p> <p>FPP and documentation of consultation steps and EDCO approval presented to SMT by Dean.</p>	<p>Concept paper reviewed for information and feedback.</p> <p>Formal approval required to proceed with curriculum development.</p> <p>Formal approval required to submit FPP to Ministry and to recommend to College Boards, subject to Ministry approval.</p>
	General Areas of Review	Consultation Procedures	Approval Requirements
College Board	<p>Approval of credential and credential name.</p>	<p>Consideration of recommendation from Education Council and the President.</p>	<p>Motion to approve credential and credential name.</p>

SECTION 2

Douglas College Program Approval Policies for New and Revised Degree and Non-Degree Credit Programs

PROGRAM APPROVAL POLICY FOR NEW AND REVISED DEGREE PROGRAMS

Policy name: Program Approval Policy for New or Revised Degree Programs	Overseen by: Vice-President, Education	Effective Date: April 2005	Related Policies: Program Approval for New or Revised Credit Programs, Curriculum Development and Approval, Program Advisory Committees, Associated Studies
Category: Education	Approved by: Education Council	Review Date: April 2010	Replaces: Original policy

Note: *A Degree and Non-Degree Development Guidebook has been created to provide guidance to those developing proposals for new programs.*

Purpose

Policy Statement

Definitions and Roles

Procedure and Flow Charts for New and Revised Degree Programs

Flow Chart for Revised degree Programs

PURPOSE

The purpose of this policy is to ensure all credit programs, whether new or revised, will further the goals of Douglas College, produce student outcomes of appropriate standards, and meet relevant educational objectives and current Ministry of Advanced Education Guidelines.

POLICY STATEMENT

The development, revision and approval of degree programs at Douglas College will follow a rational and consistent process to ensure that programs are both educationally viable and administratively sustainable. Different types of programs will follow different and specific review and approval processes described in the appendices to this policy.

DEFINITIONS

Concept Statement

A brief description (three pages maximum) outlining the face validity of a new program and its relationship to the strategic directions of the College. A concept statement is developed by an individual or group in the College under the guidance of the relevant Dean.

Feasibility Study

A document that examines and draws conclusions on the profile of students expected to enroll in a program; the potential labour market for graduates; comparability of the proposed program to competitor programs; availability of faculty resources to design, develop and teach the proposed program; and a detailed assessment of the potential program revenues and anticipated capital and operational costs.

Curriculum Framework

A grid that displays all courses to be included in a program, and the sequencing of the courses across all instructional semesters. In addition, the curricular framework will include a brief description of the content to be covered in each course, and a statement of how the program content meets relevant accreditation or regulatory requirements.

Ministry Review Submission

A document submitted to the Ministry of Advanced Education expressing intent to develop a Program Proposal, which includes details about program description, delivery method, labour market demand and student demand.

<http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm>

New Program Development Consultation Control Sheet

A tracking sheet that specifies procedures for and ensures that appropriate consultation about new or revised programs occurs throughout the College. The Program Consultation Control Sheet must accompany submissions of other Program Proposal documents at each internal stage of the approval process.

Curriculum Guidelines

Detailed description of course content, objectives, prerequisites, methods of instruction and methods of evaluation.

http://www.douglas.bc.ca/_shared/assets/Curriculum_Guideline_Template49621.pdf

Course Control Sheet

A tracking sheet which ensures that appropriate course information is accessible to the Education Council Curriculum Committee, and that consultations about systemic impacts of new curriculum occur throughout the College.

http://www.douglas.bc.ca/_shared/assets/Curriculum_Guideline_Template49621.pdf

Full Program Proposal

A written submission formatted according to Ministry Guidelines

http://sam.educ.gov.bc.ca/servlet/page?_pageid=57&_dad=sam&_schema=SAM

outlining specific details of the proposed new program and including a curriculum framework, completed checklists of Education Council Applied Degree Standards Sub-Committee criteria and College Academic Signature criteria for Degree Programs, and

Education Council approved curriculum guidelines and Course Control Sheets for all courses in a new program.

Notice of Motion to Approve

Formal first notice that a department is asking Education Council to approve new or revised Curriculum Guidelines or a Full Program Proposal. Program Curriculum Development Faculty and/or Deans are invited to speak to Education Council about their Proposals. Notices of Motion are reviewed by all constituents represented at Education Council until Motions for Approval are considered.

Motions for Approval

Final motions that decide approval of Curriculum Guidelines or Full Program Proposals. Motions to Approve are normally made at Education Council at the meeting subsequent to the meeting when a Notice of Motion has been considered. Program Development Faculty and/or Deans are invited to speak to Education Council about their proposals.

Post Secondary Information System (PSIPS)

A website maintained by the Ministry of Advanced Education that publishes Full Program Proposals for thirty days for peer review and comment.

<http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm>

Degree Quality Assessment Board (DQAB)

External approving body for all new or significantly revised Full Degree Program Proposals.

<http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm>

ROLES

Program Curriculum Development Committee

The Program Curriculum Development Committee is struck once a Concept Statement has received approval from VPAC and SMT. Under the guidance of the relevant Dean, the Faculty Committee is responsible for completing a feasibility study, a Curricular Framework, checklists of the Applied Degree Standards Committee criteria for new degrees, a New Program Development Consultation Control Sheet, all Curriculum Guidelines and Course Control Sheets. The Program Curriculum Development Team will also write a Full Program Proposal according to the Ministry of Advanced Education's Guidelines.

<http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm>

Faculty/Department Education Committee (FEC/DEC)

A local committee that advises the Dean/Director on educational matters, and provides feedback to Education Council through its representative.

Vice-President's Academic Council (VPAC)

The management committee for the Education Division that is responsible for making recommendations regarding curricular framework grids, approving the development of Full Program Proposals, and advising SMT and/or Education Council on administrative and educational matters.

Education Council

The primary educational governance committee that is responsible for setting educational and student appeal policy, approving Curriculum and Full Program Proposals, and advising SMT and VPAC on educational matters.

Education Council Standing Committee on Admissions and Language Competency

Sub-Committee of Education Council responsible for review of admissions and language competency requirements for all proposed programs. This committee makes recommendations to Education Council, and Education Council confirms final approval of all admissions and language competency requirements.

Applied Degree Standards Committee

Sub-Committee of Education Council responsible for review of Full Program Degree Proposals. Provides reports to Education Council and to Program Curriculum Development Committees and Deans, confirming that Full Degree Program Proposals are consistent with Education Council approved educational criteria for New Degree Programs.

Curriculum Committee

Sub-Committee of Education Council responsible for review and recommendation to approve all new, revised or withdrawn curriculum guidelines.

Senior Management Team (SMT)

The primary administrative governance committee that is responsible for developing and approving the Douglas College Master Educational Plan, approving the use of College resources to support new degree Full Program Proposals, advising the College President on administrative matters and approving all College management decisions.

College Board

The formal authorizing governance committee which is responsible for approving new College credentials, as well as strategic, fiscal and contractual College decisions.

PROCEDURE AND FLOW CHART FOR NEW AND REVISED DEGREE PROGRAMS

A. Concept Statement

1. A concept statement may be developed by an individual or group in the College.
2. A concept statement will be presented to an appropriate FEC/DEC for review, and to the appropriate Dean/Director for review and determination of fit with faculty strategic directions. An appropriate FEC/DEC is the one likely to offer the majority of the courses in the program. When programs are interdisciplinary in nature, a concept statement must be reviewed by all relevant FECs/DECs and reviewed as above by all responsible Deans/Directors.
3. The concept statement will be presented to VPAC by the Dean/Director for review. Responsibility for further program development and a consultation process will be reviewed by VPAC. If the program is interdisciplinary, more than one Dean/Director may be named the responsible administrator.
4. Upon review by VPAC, the concept statement will be referred to SMT and to Education Council for information. Education Council may make recommendations to VPAC about educational issues and/or membership on a Program Curriculum Development Committee.

B. Feasibility Study and Ministry Review Submission

1. The responsible Dean will strike a Program Curriculum Development Committee. The Program Curriculum Development Committee will complete a feasibility study, and prepare a Ministry Review submission and all accompanying documents according to Ministry of Advanced Education Guidelines.
<http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm>
2. A feasibility study, Ministry Review submission, and all accompanying documents will be presented to VPAC by the Dean/Director(s), and a representative of the Program Curriculum Development Committee, for review and approval. VPAC will confirm if a proposed program can be supported administratively and operationally, and will refer the feasibility study and Ministry Review submission to SMT.
3. SMT will review all feasibility studies and Ministry Review submissions for approval. If approved, a Proposed Program will be incorporated into the Master Education Plan for the College at the earliest possible date. If rejected by SMT, the proposal will be revised and resubmitted, held to be resubmitted at a later date, or dropped. The Program Curriculum Development Committee, in consultation with the Dean/Director(s)

responsible, will decide which action is to be taken. Any proposal that is revised will be re-submitted to VPAC and SMT for approval.

4. When a Degree Program Proposal is approved by SMT, the Ministry Review submission and all accompanying documents will be sent to the Ministry of Advanced Education for approval under the President's signature. The College Board will be informed of this action.

**C. Full Program Proposal
(including curriculum guidelines and feasibility study and checklists of Applied Degree Standards Criteria for new or revised degree proposals)**

1. Detailed curriculum development will begin (See Curriculum Approval Policy at <http://www.douglas.bc.ca/about/policies/edu/curr.html>) and the Program Curriculum Development Committee will develop a detailed curriculum framework (see definition on page 4). This framework will include information about all curriculum content and proposed sequencing of courses. The Committee will complete all relevant sections of the Douglas College New Program Development Consultation Control Sheet (found at <http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>). The Curricular framework and the completed New Program Development Consultation Control Sheet will be presented to VPAC by a representative of the Program Curriculum Development Committee for review and recommendations. When appropriate, the responsible Dean(s) will strike or expand a Program Advisory Committee to oversee the implementation and ongoing operation of the program.
(<http://www.douglas.bc.ca/about/policies/edu/proadv.html>)

2. The Program Curriculum Development Committee will then write a Full Program Proposal and Curriculum Guidelines

The Committee will complete checklists of Education Council approved Educational Criteria for New Degrees, Course Control Sheets for each Curriculum Guideline, and parts B and C of a New Program Development Consultation Control Sheet. (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>)

NOTE: Program Curriculum Development Committees are expected to consult all affected/interested Departments/Programs early in the program development process. This consultation should involve Deans and Faculty in all departments that could have any interest in the new Degree Program or any of its curriculum. Consultation normally will include feedback about any aspect of the Program Proposal an interested Faculty member or Dean wishes to bring forward. Program Curriculum Developers and/or Deans may choose to amend Curriculum or Full Program Proposals after receiving input from affected FECs/DECs, but are not required to do so. Consultations with interested and affected faculty and Deans must be completed before a Full Program Proposal is referred to VPAC for approval.

3. Curriculum Guidelines, checklists of Applied Degree Standards and College Academic Signature Criteria (http://www.douglas.bc.ca/_shared/assets/Academic-Signature-Program-Template48270.pdf) and all relevant Program and Course Control Sheets must be attached to Full Program Proposals. (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>) Program Curriculum Development Committees will refer Full Program Proposals, including proposed Curriculum Guidelines and criteria checklists, to FECs/DECs for review and recommendation(s) and, subsequently, to the responsible Dean(s) for approval.

NOTE: Curriculum Guidelines must accompany Full Program Proposals at each stage of the Internal Approval Process, but they do not have to be reviewed and approved by the Education Council Curriculum Committee until a Full Program Proposal is brought forward for final Education Council approval. Curriculum Guidelines and appropriate Course Control Sheets must be completed, signed off by all parties named on the sheets and approved by appropriate FECs/DECs before they are reviewed by the Education Council Curriculum Sub-Committee. (Refer to the policy at: <http://www.douglas.bc.ca/about/policies/edu/curr.html>) The Curriculum Committee of Education Council will review Curriculum Guidelines for clarity and consistency with Douglas College Educational Policies, and determine that appropriate systemic consultations have occurred. This committee will then bring a Notice of Motion to approve Curriculum Guidelines to Education Council for all new, revised or withdrawn curriculum in Degree Program Proposals. Motions to Approve Curriculum Guidelines will normally come to Education Council at the subsequent Education Council meeting. Faculty and/or Deans should attend Education Council meetings when Council is considering any Notice of Motion or Motion to Approve New or Revised Curriculum Guidelines.

4. A Full Program Proposal and all relevant documentation will be presented to VPAC by the Dean/Director(s), and by a representative of the Program Curriculum Development Committee for review and approval. Approval by VPAC indicates that the program can be supported administratively and operationally. VPAC will advise Education Council about the Program Proposal's consistency with the College Signature, and depth and breadth of educational requirements for new or revised Degree Programs.
5. A VPAC approved Full Program Proposal will be submitted by the Program Curriculum Development Team and the responsible Dean(s) to:
 - a) Education Council Standing Committee on Admissions and Language Competency for review. The Admissions and Language Competency Committee will make recommendation to approve admission requirements and language competency to Education Council. Education Council will review and confirm final approval of these

recommendations when considering Approval of a Full Program Proposal.

- b) Education Council Applied Degree Standards Sub-Committee for review and confirmation that the New Degree Proposal is consistent with Education Council approved educational criteria for new degrees. (All Full Program Proposals should include Curriculum Guidelines and Applied Degree Standards checklists of educational criteria at this stage of the approval process.) Faculty and/or Deans will be invited to attend the Applied Degree Standards Sub-Committee of Education Council at the time of this review. The Applied Degree Standards Committee will forward reports of all program reviews to Education Council, Program Curriculum Development Committees, and to the responsible Dean(s) confirming consistency with Education Council approved criteria required for new degrees. Program Curriculum Development Committees and/or Deans may choose to make changes to their Program Proposals based on input from the Applied Degree Standards Sub-Committee of Education Council, but are not required to do so.
 - c) The responsible Dean or designate will then forward a Full Program Proposal, including the VPAC approved Feasibility Study, to the Education Council Secretary with a request that the Full Program Proposal be placed on an Education Council meeting agenda as a Notice of Motion for Approval.
6. Education Council will consider formal Motions to Approve all new and revised Curriculum Guidelines, as well as all new or revised (as defined by Ministry of Advanced Education Guidelines) Full Degree Program Proposals, after steps 1 through 5 are completed. Approval of a Full Program Proposal at Education Council confirms that the Program is consistent with all Douglas College Educational Policies, and is consistent with the Douglas College Academic Signature requirements for New Degree Programs. (http://www.douglas.bc.ca/_shared/assets/Academic-Signature-Program-Template48270.pdf) If a Full Program Proposal is rejected by Education Council, the Program Proposal may be revised by the Program Curriculum Development Team in consultation with the Dean/Director(s) responsible. Any revisions made to the proposal must be re-submitted to Education Council for approval.
 7. VPAC will refer an Education Council approved Full Program Proposal to SMT for review and approval. Approval by SMT indicates that the program is sustainable and is consistent with College Strategic Directions and Planning Priorities.
 8. All Education Council and SMT approved Full Degree Program Proposals will be submitted to the Post Secondary Institution Proposal System (PSIPS) by the Vice-President, Education for a 30 day peer review. The Vice-President, Education will monitor the PSIPS site and will send any comments

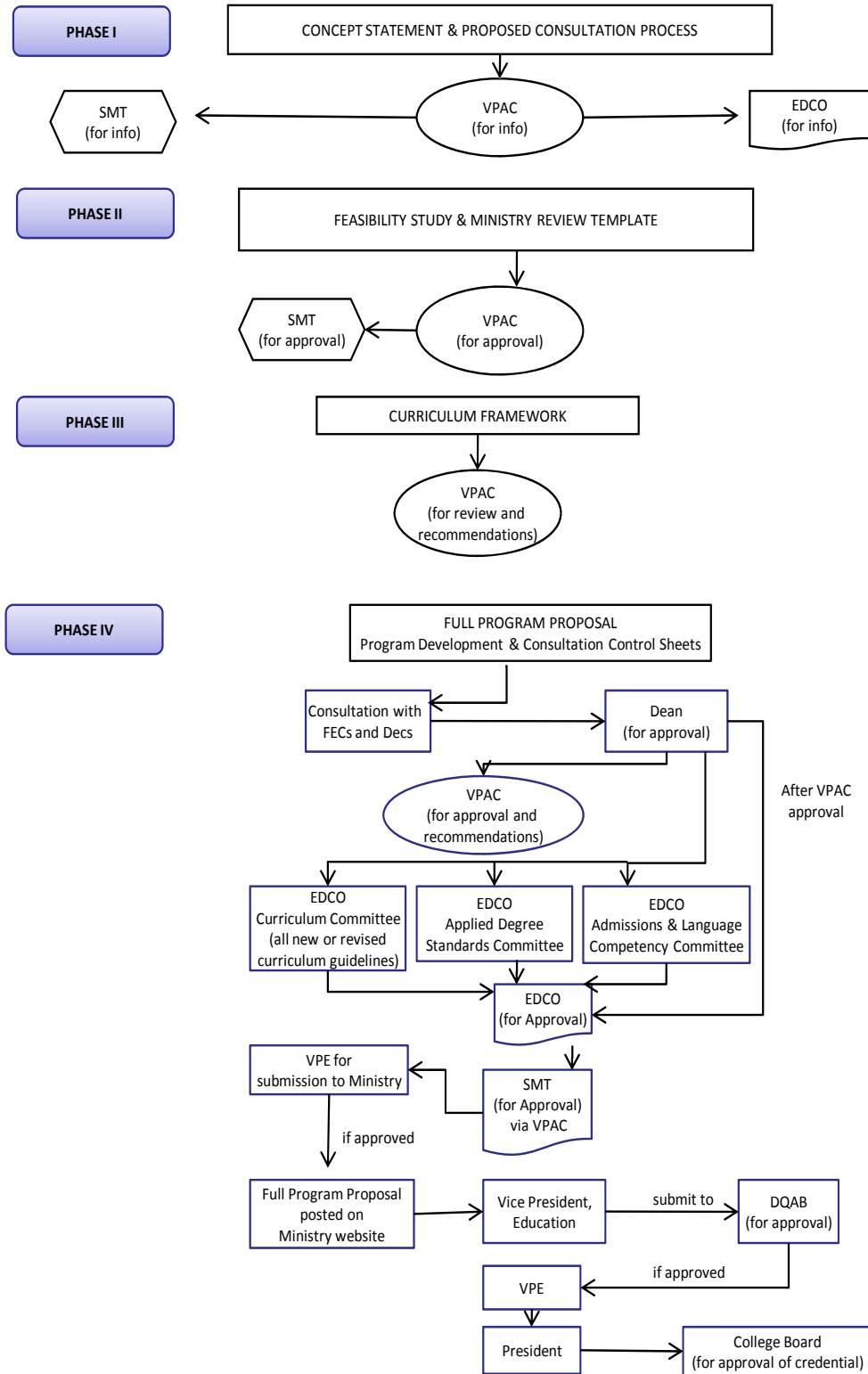
received to the Chair of Education Council and the Program Curriculum Development Committee. A response to the PSIPS comments will be written by the Program Curriculum Development Committee. The Vice-President, Education will submit this response to the Ministry of Advanced Education. Full Degree Program Proposal revisions may be made by the Curriculum Development Committee in consultation with the Dean/Director(s) responsible in response to comments. A summary of all modifications to a Full Program Proposal must be sent to Education Council. If significant revisions are made as a result of feedback from the Ministry of Advanced Education website, the program proposal will be brought back to Education Council and VPAC for approval.

9. The Vice-President, Education will submit a Full Program Proposal to the Degree Quality Assessment Board (DQAB) after the thirty day review period has ended. If a Degree Proposal is rejected, Education Council and SMT must be advised. If a Degree Proposal is accepted, DQAB will submit the Degree Proposal to the Ministry of Advanced Education for approval. Education Council and SMT will be informed of the Ministry of Advanced Education's decision to approve or deny a Full Degree Program Proposal by the Vice-President, Education.
10. When an Approved Degree Program Proposal or revision requires a new credential, the College President will recommend the new credential to the College Board for approval.

Revised October 15, 2007

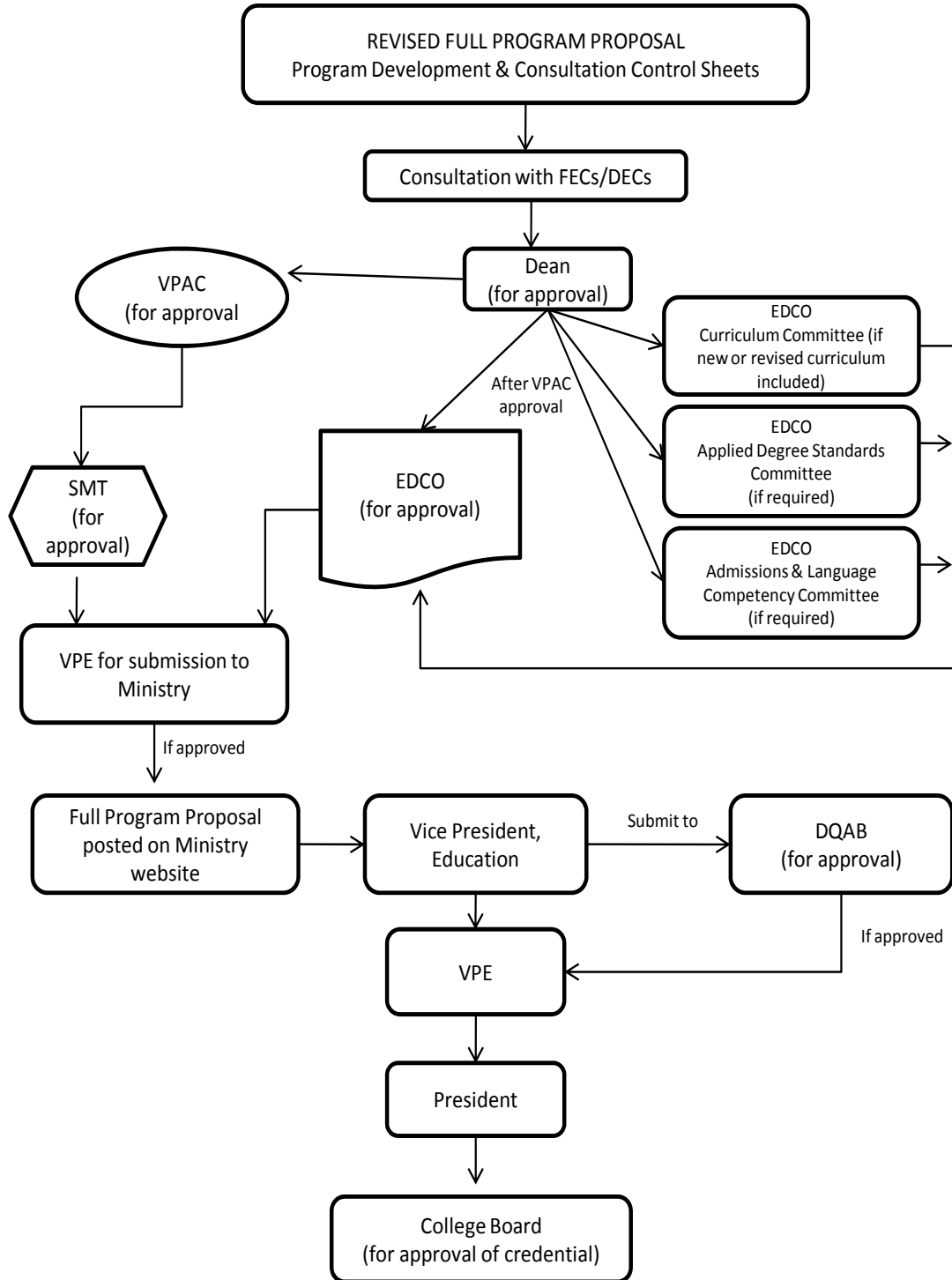
DEGREE PROGRAM DEVELOPMENT AND APPROVAL PROCESS

(Refer to policy for details)



REVISION OF DEGREE PROGRAM DEVELOPMENT AND APPROVAL PROCESS

(Refer to policy for details)



**DEGREE PROGRAM DEVELOPMENT AND APPROVAL PROCESS
BRIEF SUMMARY OF STEPS**

For detailed instructions please refer to the Program Approval Policy for New and Revised Degree Programs on page 3 or at

<http://www.douglas.bc.ca/about/policies/edu/programapproval1.html>

Phase I - Concept Paper

- Concept Paper developed - sent to FEC/DEC for review
- FEC/DEC and Dean/Director review
- Dean sends to VPAC for information and review
- Dean sends to EDCO for information
- VPAC refers to SMT for information

Phase II - Feasibility Study

- Feasibility Study completed
- Study sent to VPAC for review and administrative approval
- VPAC refers to SMT for approval
- If approved SMT includes program in the Master Education Plan

Phase III – Curriculum Framework

- Detailed curricular framework and Program Development Consultation Sheet prepared
- Both sent to VPAC for review and recommendations

Phase IV - Full Program Proposal (FPP)

- Full Program Proposal (FPP) developed and will include:
 - a) Curriculum Guidelines (CGs) and signed off Course Control Sheets
 - b) Completed checklists of EDCO Applied Degree Standards Committee and College Academic Signature Criteria
 - c) Completed Program Development and Consultation Control Sheets
- FPP (including proposed CGs) may be sent to EDCO Applied Degree Standards Committee for early review and advice. (This step is strongly recommended but not required.)
- FPP presented to FEC/DEC for review and support
- FEC sends FPP to Dean for approval

- Approved FPP sent to VPAC for review and administrative approval
- VPAC approved FPP and all CGs sent to EDCO Applied Degree Standards Committee for final review and recommendation to EDCO (required at this stage)
- All admission requirements sent to EDCO Admissions & Language Competency Committee for review and recommendation
- All proposed CGs and course control sheets sent to EDCO Curriculum subcommittee for review and recommendation (Degree CGs received as Notice of Motion for Approval and should reach the Curriculum Committee early enough to allow for a two month EDCO approval process)
- VPAC approved FPP (including the Feasibility Study but excluding CGs) sent to EDCO as Notice of Motion for Approval
- VPAC sends EDCO approved FPP to SMT for review and approval
- If approved, Vice President, Education posts the FPP on PSIPS site for 30 day peer review
- After the review period the Vice President, Education submits the FPP to DQAB
- If accepted, DQAB submits the Degree Proposal to the Ministry of Advanced Education for approval
- If the EDCO approved program proposal requires a new credential, the College President recommends the new credential to the College Board for approval

**REVISION OF DEGREE PROGRAM DEVELOPMENT AND APPROVAL
PROCESS
BRIEF SUMMARY OF STEPS**

For detailed instructions please refer to the Program Approval Policy for New and Revised Degree Programs on page 3 or at

<http://www.douglas.bc.ca/about/policies/edu/programapproval1.html>

- The revised program rationale, Program Development and Consultation Control Sheet, all revised Curriculum Guidelines (CGs) and Course Control Sheets sent to FEC/DEC for review and recommendation to Dean for approval
- Revised program proposal and all relevant documentation sent to VPAC for review and administrative approval
- VPAC approved FPP sent to the Applied Degree Standards Committee for review and recommendation to EDCO
- New or revised admissions requirements sent to EDCO Admissions & Language Competency Committee for review and recommendation to EDCO
- Relevant CGs and Course Control Sheets sent to EDCO Curriculum Committee for review and recommendation to EDCO
- Revised program proposal sent to EDCO as Notice of Motion for Approval
- VPAC sends EDCO approved revised program to SMT for review and approval
- If approved, Vice President, Education may post the revised program proposal on the PSIPS site for a 30 day peer review (For major changes only; minor changes do not have to be posted on the PSIPS site. VP Education has discretion to determine what constitutes a major/minor change.)
- If the EDCO approved revised program requires a new credential, the College President recommends the new credential to the College Board for approval

PROGRAM APPROVAL POLICY FOR NEW AND REVISED NON-DEGREE CREDIT PROGRAMS

Policy name: Program Approval Policy Non Degree Credit Programs	Overseen by: Vice-President, Education	Effective Date: April 2005	Related Policies: Curriculum Development and Approval, Program Advisory Committees, Associated Studies
Category: Education	Approved by: Education Council	Review Date: April, 2010	Replaces: Original Policy

Note: *A Degree and Non-Degree Development Guidebook has been created to provide guidance to those developing proposals for new programs.*

Purpose

Policy Statement

Definitions and Roles

Procedure and Flow Chart for New Non Degree Credit Program Proposals

Procedure and Flow Chart for Revised Program Proposals

PURPOSE

The purpose of this policy is to ensure all credit programs, whether new or revised, will further the goals of Douglas College, produce student outcomes of appropriate standards, and meet relevant educational objectives and current Ministry of Advanced Education guidelines.

POLICY STATEMENT

The development, revision and approval of programs at Douglas College will follow a rational and consistent process to ensure that programs are both educationally viable and administratively sustainable. Different types of programs will follow different and specific review and approval processes described in the appendices to this policy.

DEFINITIONS

Concept Statement

A brief description (three pages maximum), outlining the face validity of a new program and its relationship to the strategic directions of the College. A concept statement is developed by an individual or group in the College under the guidance of the relevant Dean.

Feasibility Study

A document that examines and draws conclusions on the profile of students expected to enroll in a program; the potential labour market for graduates; comparability of the proposed program to competitor programs; availability of faculty resources to design, develop and teach the proposed program; and a detailed assessment of the potential program revenues and anticipated capital and operational costs.

Curriculum Framework

A grid that displays all courses to be included in a program and the sequencing of the courses across all instructional semesters. In addition, the curricular framework will include a brief description of the content to be covered in each course, and a statement of how the program content meets relevant accreditation or regulatory requirements.

Full Program Proposal

A written submission outlining details of a proposed new or revised program, that includes a detailed curriculum framework and provides all information required in the Ministry of Advanced Education Non-Degree Proposal template.

http://sam.educ.gov.bc.ca/servlet/page?_pageid=57&_dad=sam&_schema=SAM

Curriculum Guidelines

Detailed description of course content, objectives, prerequisites, methods of instruction and methods of evaluation. (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>) Curriculum Guidelines must be reviewed by Education Council Curriculum Committee either before or after full program proposals are approved at Education Council.

New Program Development Consultation Control Sheet

A tracking sheet that specifies procedures for and ensures that appropriate consultations about new programs occur throughout the College. The Program Consultation Control Sheet must accompany submissions of other program proposal documents at each internal stage of the approval process (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>)

Revised Program Consultation Sheet

A tracking sheet that specifies procedures for and ensures that appropriate consultations about significantly revised programs occur throughout the College. The Revised Program Consultation Control Sheet must accompany submissions of other program proposal documents at each internal stage of the approval process.

(<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>)

Course Control Sheet

A tracking sheet submitted with curriculum guidelines that ensures appropriate course information is accessible to the Education Council Curriculum Committee, and that consultation about systemic impacts of new or revised curriculum occurs throughout the College. (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>)

Notice of Motion to Approve

Formal first notice that a department is asking Education Council to approve new or revised Curriculum Guidelines, or new or revised Full Program Proposals. Program Curriculum Development Faculty representatives and/or Deans will attend Education Council meetings to speak about their proposals/revisions.

Motions for Approval

Final motions that consider approval of curriculum guidelines or Full Program proposals. Motions to Approve are normally made at Education Council at the meeting subsequent to the meeting when a Notice of Motion has been considered. Program Development Faculty and/or Deans are invited to speak to Education Council about their proposals.

Post Secondary Information System (PSIPS)

A website maintained by the Ministry of Advanced Education that publishes Full Program Proposals for thirty days for peer review and comment.

ROLES

Program Curriculum Development Committee

The Program Curriculum Development Committee is struck once a Concept Statement for a new program has received approval from VPAC and SMT, and responsibility for the program has been assigned to an appropriate Dean/Director. This faculty committee is responsible for completing a feasibility study, a curricular framework and a Full Program Proposal, including a New Program Development Consultation Control Sheet and all Curriculum Guidelines and Course Control Sheets.

Faculty/Department Education Committee (FEC/DEC)

A local committee that advises the Dean/Director on educational matters and provides feedback to Education Council through its representative.

Vice-President's Academic Council (VPAC)

The management committee for the Education Division that is responsible for making recommendations regarding curricular grids, approving the development of and consultation process for full program proposals, and advising SMT and/or Education Council on administrative and educational matters.

Education Council

The primary educational governance committee that is responsible for setting educational and student appeal policy, approving curriculum and Full Program Proposals, and advising SMT and VPAC on educational matters.

Education Council Standing Committee on Admissions and Language Competency

Sub-Committee of Education Council responsible for review of admissions and language competency requirements for all proposed programs. This committee makes recommendations to Education Council, and Education Council confirms final approval of all admissions and language competency requirements.

Curriculum Committee

Sub-Committee of Education Council responsible for review and recommendation to approve all new, revised or withdrawn curriculum guidelines.

Senior Management Team (SMT)

The primary administrative governance committee that is responsible for developing and approving the Douglas College Master Educational Plan, approving the use of College resources to support new degree Full Program Proposals, advising the College President on administrative matters, and approving all College management decisions.

College Board

The formal authorizing governance committee which is responsible for approving new College credentials, as well as strategic, fiscal and contractual College decisions.

PROCEDURE AND FLOW CHART FOR NEW NON-DEGREE CREDIT PROGRAMS

A. Concept Statement

1. A concept statement may be developed by an individual or group in the College.
2. A concept statement will be presented to an appropriate FEC/DEC for review, and to the appropriate Dean/Director for review and determination of fit with Faculty Strategic Directions. An appropriate FEC/DEC is the one likely to offer the majority of the courses in the program. When programs are interdisciplinary in nature, a concept statement must be reviewed by all relevant FECs/DECs and reviewed as above by all responsible Deans/Directors.
3. The concept statement will be presented to VPAC by a Dean/Director for review. Responsibility for further program development and a consultation process will be reviewed by VPAC. If a program is interdisciplinary, more than one Dean/Director may be named the responsible administrator.
4. Upon review by VPAC, the concept statement will be referred to SMT and to Education Council for information. Education Council may make recommendations to VPAC about educational issues and/or membership on a Program Curriculum Development Committee.

B. Feasibility Study

1. The responsible Dean will strike a Program Curriculum Development Committee. The Program Curriculum Development Committee will complete a feasibility study. **(See definition for feasibility study on page 18)**
2. A feasibility study will be presented to VPAC by the Dean/Director(s) and a representative of the Program Curriculum Development Committee for review and approval. VPAC will confirm if a proposed program can be supported administratively and operationally, and will refer the feasibility study to SMT.
3. SMT will review all feasibility study submissions for approval. If approved, the proposed program will be incorporated into the Master Education Plan for the College at the earliest possible date. If rejected by SMT, the proposal will be revised and resubmitted, held to be resubmitted at a later date, or dropped. The Program Curriculum Development Committee, in consultation with the Dean/Director(s) responsible, will decide which action is to be taken. Any revisions made to the proposal will be re-submitted to VPAC and SMT for approval.

C. Full Program Proposal

1. Detailed curriculum development will begin (Refer to Policy at: <http://www.douglas.bc.ca/about/policies/edu/curr.html>) and a Program Curriculum Development Committee will develop a detailed curricular framework. This framework will include information about all curriculum content and proposed sequencing of courses. **(See definition of Curriculum framework on page 18)**

The curricular framework will be presented to VPAC by a representative of the Program Curriculum Development Committee for review and recommendations. When appropriate, the responsible Dean(s) will strike or expand a Program Advisory Committee to oversee the implementation and ongoing operation of the program (<http://www.douglas.bc.ca/about/policies/edu/proadv.html>)

2. The Program Curriculum Development Committee will write a Full Program Proposal http://sam.educ.gov.bc.ca/servlet/page?_pageid=57&_dad=sam&_schema=SAM and will complete Parts B and C of a New Program Development Consultation Control Sheet. This Control Sheet should accompany the Full Program Proposal through all remaining steps in the approval process. <http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>

NOTE: Program Curriculum Committees are expected to consult all affected/interested Departments/Programs early in the program development process. This consultation should involve Deans and faculty in all departments that could have any interest in the new program or any of its curriculum. Consultation normally will include feedback about any aspect of the program proposal an interested faculty member or Dean wishes to bring forward. Program Curriculum Developers and/or Deans may choose to amend curriculum or Full Program Proposals after receiving input from affected FECs/DECs, but are not required to do so. Consultations with interested and affected faculty and Deans must be completed before a Full Program Proposal is referred to VPAC for approval.

3. When steps 1 and 2 are completed, a Full Program Proposal will be presented by a representative of a Program Curriculum Development Committee to the appropriate FECs/DECs for review, and then to the appropriate Dean/Director for approval.
4. A Full Program Proposal (including a curricular framework and a completed New Program Development Consultation Control Sheet) will be presented to VPAC by the responsible Dean/Director(s), and by a representative of the Program Development Committee for review and

approval. Approval by VPAC indicates the program can be supported administratively and operationally. VPAC may advise Education Council about the Program Proposal's consistency with the College Signature elements.

5. A VPAC approved Full Program Proposal will be submitted by the Program Curriculum Development Team and the responsible Dean(s) to:
 - a) Education Council Standing Committee on Admissions and Language Competency for review. The Admissions and Language Competency Committee will make recommendation to approve admission requirements and language competency to Education Council. Education Council will review and confirm final approval of these recommendations when considering Approval of a Full Program Proposal.
 - b) Education Council Secretary with a request that the Full Program Proposal, including the VPAC approved Feasibility Study, be placed on an Education Council meeting agenda as a Notice of Motion for Approval.

6. Curriculum Guidelines are reviewed by the Curriculum Sub-Committee of Education Council before or after the Full Program Proposal is approved at Education Council. Program Curriculum Development committees will determine when to refer curriculum guidelines to their FECs/DECs, and may elect to present them in a completed Full Program Proposal package or not. Cross-college consultation about curriculum guidelines and appropriate Course Control Sheets must be completed and approved by the appropriate FECs/DECs before they are reviewed by Education Council Curriculum Sub-Committee.
<http://www.douglas.bc.ca/about/policies/edu/curr.html> The Curriculum Committee of Education Council will review curriculum guidelines for clarity and consistency with Douglas College Educational Policies, and determination that appropriate systemic consultations have occurred. The Curriculum Committee will bring a Motion to Approve Curriculum Guidelines to Education Council for all new, revised or withdrawn curriculum in non-degree credit Program Proposals. Faculty and/or Deans should attend Education Council meetings when Council is considering any Notice of Motion or Motion to Approve new or revised Curriculum Guidelines.

NOTE: The Education Council Curriculum Committee must complete a review of all new, revised or withdrawn courses and must bring a separate motion to approve them to Education Council. This process can take up to two months to complete. It is advisable to submit completed Course Control Sheets and Curriculum Guidelines to the Education Council

Curriculum Committee at least two months before the new curriculum will be taught.

7. Approval of a Full Program Proposal at Education Council confirms that the proposed program is consistent with all Douglas College Educational Policies, and is consistent with requirements for the College Academic Signature. If a Full Program Proposal is rejected by Education Council, the Program Proposal may be revised by the Program Curriculum Development Team in consultation with the Dean/Director(s) responsible. Any revisions made to the Proposal must be re-submitted to Education Council for approval.
8. VPAC will refer an Education Council approved Full Program Proposal to SMT for review and approval. Approval by SMT indicates that the program is sustainable and is consistent with college strategic directions and planning priorities.
9. The Vice-President, Education will submit approved Full Program Proposals to the Post Secondary Institution Proposal System (PSIPS) as required, and specified by the Ministry of Advanced Education Guidelines for a 30 day peer review. Ministry guidelines specify which programs must be posted and which may be approved internally without posting. <http://www.aved.gov.bc.ca/degree-authorization/public/quality-assessment.htm> The Vice-President, Education will monitor the PSIPS web site, and will send any comments received to the Chair of Education Council and the Program Curriculum Development Committee. Revisions may be made by the Curriculum Development Committee in consultation with the responsible Dean/Director(s) in response to PSIPS comments. A summary of all modifications to a Full Program Proposal must be sent to Education Council. If significant revisions are made, Education Council and/or VPAC may request a review of the revised program proposal for approval.
10. When an Education Council approved program proposal requires a new credential, the College President will recommend the new credential to the College Board for approval.

A Framework for New Collaborative Agreements

Between

the University of the Fraser Valley and Douglas College

December 2008

This document provides a framework for developing collaboration in programming between the University of the Fraser Valley (UFV) and Douglas College. Memoranda of Understanding governing specific collaborative programs should be guided by this framework.

Purpose

Mission Statement

The Douglas College/UFV partnership is dedicated to improving students' access to education programs and supporting shared scholarly projects for faculty and staff.

Vision Statement

Our vision reflects shared aspirations for our partnership and for the academic environments' in which we operate.

We envision the partnership as:

- the vehicle through which students will be able to achieve their academic and career goals;
- a source of opportunities for innovative projects;
- financially and educationally sound;
- having the potential to be expanded in the future to include other post secondary institutions in our region.

Douglas/UFV Programs in Collaboration

Collaboration generally consists of special arrangements so that:

- 1 Students from one institution may complete the other institution's program which is offered at their institution for those students. For example, courses required to complete a UFV degree program might be offered at a Douglas College campus or courses required to complete a Douglas program might be offered at a UFV campus.
- 2 Students from one institution may transfer to the other to complete a program offered by that institution to its students. This may require students to move to a campus of the other institution, or may remain on their campus if space is provided by the host

institution. For example, Douglas College students attend UFV classes at a UFV campus or a Douglas campus in order to complete a UFV degree. Students could also complete one program (e.g., a Douglas College diploma program) then transfer credits into a more advanced program (e.g., a UFV degree program).

3. Students from one institution may attend classes at the other institution as visiting students so that they may complete courses for a program at their home institution. For example, a course at Douglas College may have sufficient enrolment if some of the seats were occupied by UFV students.

In order to facilitate collaboration some consideration must be given to the requirements for those programs set at the institution that offers them. Items that the Memorandum of Understanding should include are:

- 1 The admission requirements for a program may be adjusted, but may not ignore the need to give students a reasonable chance of success.
- 2 Courses required for the program may be changed.
- 3 Residency requirements must be specified and, if necessary, agreed to by the appropriate governing body.
- 4 Faculty from both institutions may be involved in teaching the curriculum at either location. Wherever possible or whenever appropriate, faculty will be appointed to adjunct faculty status at the other institution.
- 5 Course scheduling between UFV and Douglas will be conducted as efficaciously as possible, and within the parameters set by strategic priorities of each institution, with the goal of improving student options and accessibility in a program of study.

Consecutive Delivery of Laddered Programs

This type of partnership may be desirable when Douglas College and UFV offer programs that ladder into one another (e.g., a diploma program that ladders into a degree program). Students will complete one program (e.g., a Douglas College diploma program) then transfer credits into a more advanced program (e.g., a UFV degree program). Block transfer agreements will facilitate ease of transfer from one program to the other. Both programs will be offered at the same institution, with space provided by the host institution.

Principles of Collaboration

The parties will apply the following principles to all collaborative activities (e.g., educational programs, research projects).

- Recognition that the needs of students are paramount.
- Mutual respect for the educational values, policies, collective agreements, strategic priorities and operational processes of each institution.
- Open communication.
- Equitable division of resources.
- Recognition that collaboration engenders interdependence. Fundamental principles and procedures at each institution must be respected. Changes to programs to support collaboration must be negotiated.
- Due consideration of real and potential consequences before implementing any changes to allow collaboration for educational programs and professional development activities.

Expectations for Administrative Support of Programs in Collaboration

The development and delivery of collaborative programs requires administrative support from both parties. The following list outlines a range of expectations for administrative support. It is not intended to be an exhaustive list of administrative expectations, but rather, it illustrates the types of expectations that follow from the principles of collaboration outlined above.

Both parties will:

- Act to ensure the integrity and academic excellence of all collaborative programs.
- Provide student services as appropriate for each collaborative program.
- Communicate openly and fully about issues that arise.
- Participate equally in decision-making and problem-solving involving operational matters.
- Make equitable contributions of resources for implementing, and maintaining collaborative educational programs.
- Be jointly involved in committees that develop and support collaborative educational programs.
- Engage in joint decision-making about delivery of program requirements, including decisions to modify or terminate existing programs.
- Consult concerning changes in educational requirements (e.g., prerequisites, required courses).

Mechanisms to Support Collaboration

To support current collaborations and to facilitate joint ventures in the future, the parties will undertake the following:

- Provide information about collaborative programs in institutional publications, calendars, promotional materials, and websites.
- Develop mechanisms to share student information.
- Provide academic advising.
- Provide financial assistance for students (scholarships and awards, including specific awards for students in collaborative programs).
- Develop resolution processes to address student complaints.
- Create specific memoranda of understanding for each program
- Develop mechanisms to support professional development activities associated with collaborative educational programs.

Credential Designation

The credential awarded for the successful completion of study for each program offered in collaboration will be from the institution that offers the program.

Attendance/Representation at Convocation Ceremonies

Students will normally attend graduation ceremonies held at the institution granting the credential. A representative of the other institution will be included in the stage party.

Review Process

Collaboration agreements will be reviewed annually (January) at a joint meeting with representatives of both institutions. A brief report for each currently operating program will be provided a month in advance of the meeting.

Termination of Agreements

Agreements involving specific programs may be terminated by mutual agreement or by either party after providing written notice and at least six months notice prior to the program start date (e.g., March 1st for programs with September start dates). Arrangements will be made to permit students in process of completing a collaborative program to complete the program in the manner they expected upon admission.

Process for Developing Collaborative Programs

The following outlines the process to follow for developing collaborative programs. All approval requirements outlined in the New Program Development Policies of each institution must be met as part of the development process.

ITEM	ACTION ITEM	ASSIGNED TO	DONE
1	Establish an Ad Hoc Program Development Committee		
2	Create Terms of Reference	Ad Hoc Committee	
3	Feasibility Study <ul style="list-style-type: none"> - demand for program - institutional benefit/commitment - institutional support/readiness - student service needs - faculty resource available for delivery - resources required for development and delivery 		
4	Concept Proposal <ul style="list-style-type: none"> - general description of program design and program development plan 		
5	Program Proposal <ul style="list-style-type: none"> - detailed outline of program structure; including course offering and scheduling plan 		
6	Development of specific MOU with following components: <ul style="list-style-type: none"> - program title and credential - admission standards - commencement, intakes, transfer credit, transfer points and process - residency requirements - student enrolment thresholds for each institution - scheduling and location of courses - faculty teaching requirements 		

ITEM	ACTION ITEM	ASSIGNED TO	DONE
	<ul style="list-style-type: none"> - collective agreement implications relative to program - accounting of FTE, tuition fees, application and other fees as required - student service support responsibilities including financial aid, disability resources, student union fees 		

PROCEDURE AND FLOW CHART FOR CREDIT PROGRAM REVISIONS

When a program already offered at the College is revised, a considerably shorter process is involved. Such revisions may include, but are not limited to, changes in entry requirements, hours, or the addition/deletion or resequencing of courses required to obtain the credential.

NOTE: Revisions to Curriculum Guidelines for individual courses must follow the process outlined in the Curriculum Approval Policy.

(<http://www.douglas.bc.ca/about/policies/edu/curr.html>) Revised Curriculum Guidelines may be submitted to the Education Council Curriculum Committee before, after or at the same time as a proposal for program change is submitted to Education Council. The Curriculum Committee publishes its review timelines and deadlines each semester. Changes in admission requirements must also be approved by the Admissions and Language Competency Committee.

While Curriculum Guidelines may be submitted to the Curriculum Committee of Education Council, along with requests for program revision, the Curriculum Committee of Education Council must complete a review of the requested course revisions, and must bring a separate motion to approve course revisions to Education Council. This process can take up to two months to complete, so it's advisable to submit completed Course Control Sheets and Curriculum Guidelines to the Education Council Curriculum Committee two months or more before a program revision including new or revised curriculum will be taught.

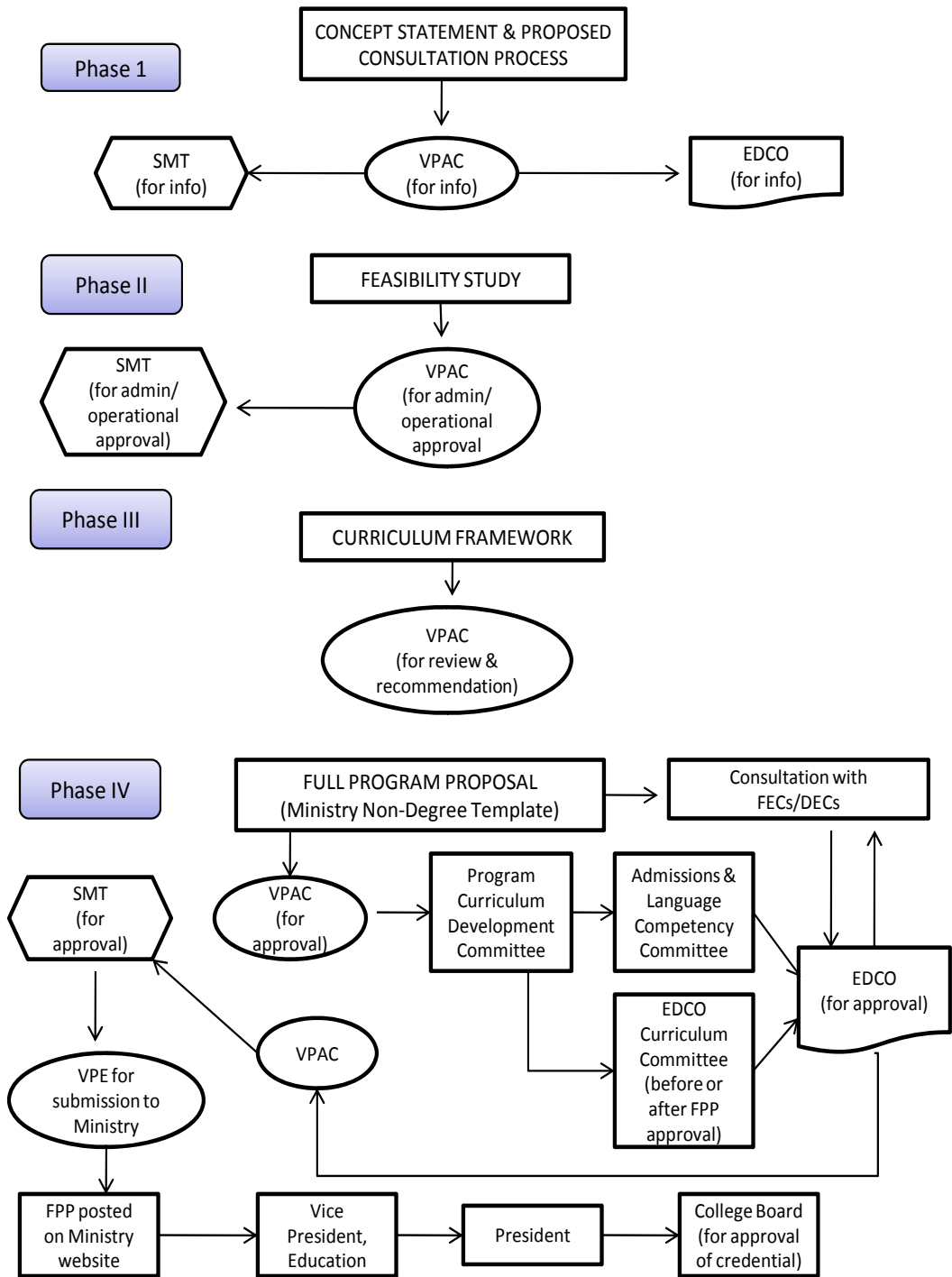
PROCEDURES FOR PROGRAM REVISIONS

1. The appropriate Dean/Director will strike a program revision ad hoc faculty committee or assign a faculty member to the work of developing a proposal for program change. This committee or person will complete a Revised Credit Program Control Sheet.
(<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>)
2. Proposed changes, including detailed rationale and effective date of implementation, will be reviewed by the relevant FECs/DECs, and approved by the Dean/Director(s) of the Faculty(s) delivering the program.
3. The appropriate Dean/Director will present details of the proposed Program Changes and the Revised Program and Consultation Control Sheet to VPAC and SMT for information, or for approval when there are resource implications.

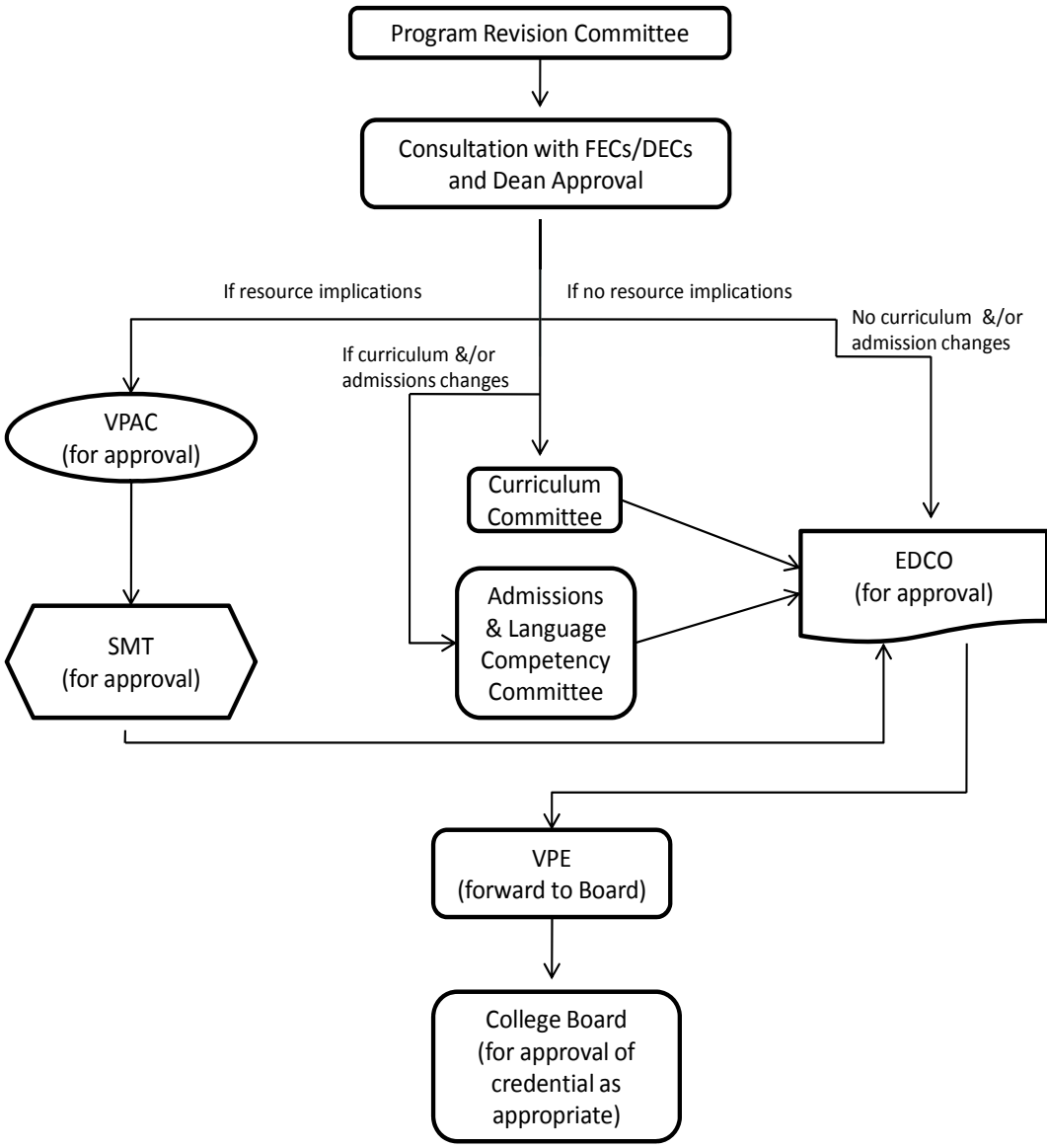
4. When program admission requirements change, the program developers will forward requested changes to the Education Council Standing Committee on Admissions and Language Competency for review and recommendation to Education Council.
5. When curriculum guidelines include major changes, the program developers will forward requested changes to the Education Council Curriculum Committee for review and recommendation to Education Council.
6. The details of the proposed program changes and the Revised Credit Program Control Sheet (<http://www.douglas.bc.ca/employees/education-council/education-council-forms.html>) will be forwarded to the Education Council Secretary, along with a request for Notice of Motion to Approve the program revisions. The Education Council Secretary, in consultation with the Education Council Chair, will include the Notice of Motion on an Education Council agenda as Education Council business allows.
7. Education Council will consider a Notice of Motion for Approval of all program revisions submitted. FECs/DECs will normally have an opportunity for input and feedback, and a Motion to Approve Program revisions will normally be voted on at the next regularly scheduled Education Council meeting. Departments can request Short Cycled Approval when revisions are minor. The Education Council Secretary or Chair will provide information about short cycle procedures upon request.
8. Approval of a Program Revision at Education Council confirms that the proposed revision is consistent with requirements for the College Academic Signature and all Douglas College Educational Policies.
9. When revisions include a change in program title or credential, the Vice-President, Education will present the change to the College Board for Approval.

Revised May 2005

NON-DEGREE CREDIT PROGRAM DEVELOPMENT AND APPROVAL PROCESS
(Refer to Policy for details)



REVISION OF NON-DEGREE CREDIT PROGRAM
 (Refer to Policy for details)



NON-DEGREE CREDIT PROGRAM DEVELOPMENT AND APPROVAL PROCESS

BRIEF SUMMARY OF STEPS

Please refer to the Program Approval Policy for New and Revised Non-Degree Credit Programs on page 17 or at

<http://www.douglas.bc.ca/about/policies/edu/programapproval2.html>

Phase I - Concept Paper

- Concept Paper developed - sent to FEC/DEC for review
- FEC Chair sends to Dean for approval
- Dean sends to VPAC for information and review
- Dean sends to EDCO for information
- VPAC refers to SMT for information

Phase II - Feasibility Study

- Feasibility Study
- Study sent to VPAC for review and administrative approval
- VPAC refers to SMT for approval
- If approved SMT includes program in the Master Education Plan

Phase III – Curriculum Framework

- Detailed curricular framework and Program Development Consultation Sheet are prepared
- Both are sent to VPAC for review and recommendations

Phase IV - Full Program Proposal (FPP)

- Full Program Proposal (FPP) developed and will include:
 - a) Completed Program Development and Consultation Control Sheets
 - b) Curriculum Guidelines (CGs) and signed off Course Control Sheets
- FPP and CGs sent to FEC/DEC for review and recommendation
- FEC sends FPP to Dean for approval
- Approved FPP sent to VPAC for review and administrative approval

- All admission requirements sent to EDCO Admissions & Language Competency Committee for review and recommendation
- All proposed CGs and course control sheets sent to EDCO Curriculum subcommittee for review and recommendation to EDCO (CGs may be reviewed before, after or at the same time programs are approved)
- VPAC approved FPP (including the Feasibility Study but excluding CGs) sent to EDCO as Notice of Motion for Approval
- VPAC sends EDCO approved FPP to SMT for review and approval
- If approved, Vice President, Education posts the FPP on the PSIPS site for a 30 day peer review as required
- If the EDCO approved program proposal requires a new credential, the College President recommends the new credential to the College Board for approval

REVISED NON-DEGREE CREDIT PROGRAM DEVELOPMENT AND APPROVAL PROCESS - BRIEF SUMMARY OF STEPS

For complete instructions please refer to the Program Approval Policy for New and Revised Non-Degree Credit Programs on page 17 or at <http://www.douglas.bc.ca/about/policies/edu/programapproval2.html>

- Revised program rationale, Program Development and Consultation Control Sheet, revised/new Curriculum Guidelines (CGs) and Course Control Sheets sent to FEC/DEC for review and recommendation then to Dean for approval
- Revised proposals that include implications for resources sent to VPAC and SMT for review and administrative approval
- Submit revised CGs and completed Course Control Sheets to EDCO Curriculum Committee (CGs may be approved before, after or at the same time non-degree program revision is approved)
- Submit revised admissions requirements to the EDCO Admissions & Language Competency Committee
- Submit proposal to EDCO Chair as Notice of Motion for Approval
- If approved by EDCO and the program revision includes a change in program title or credential, the College President will request that the College Board approve a name change

SECTION 3

TEMPLATES

- **Douglas College Concept Paper Template**
- **Douglas College Degree Program Feasibility Study/Review Template**
 - **Appendix A: List of Resources**
 - **Appendix B: Commonly Used Secondary Sources**
 - **Appendix C: Ministry Review Template and Financial Plan for New Applied Degree Program**
 - **Appendix D: New Program Proposal**
- **Non-Degree Programs - Proposal Guidelines**
- **Academic Signature Program Template**
- **Academic Signature Course Template**

DOUGLAS COLLEGE CONCEPT PAPER TEMPLATE

The purpose of the concept statement is to provide a brief face validity presentation of a proposed program development or significant program revision concept. It must provide information related to each of the items listed below and should not exceed three pages.

1. Title of the proposed program;
2. General description, including description of plan for including college signature elements;
3. An indication of the congruence of the proposed program with the college strategic directions and the strategic directions of the Faculty;
4. An indication of the complementary relationship of the program to the current and planned program mix at Douglas College;
5. Describe the anticipated applicant pool and sustainability of applicant demand in relation to the availability of similar programs and expected market demand for graduates;
6. Describe the available faculty resource; e.g. related expertise, commitment of faculty (Accountable/PD time), faculty expertise with program development;
7. Outline the proposed timeline for development and a project start date;
8. Describe the proposed internal and external consultation processes that will be used to develop the program.

Concept papers are to be submitted to the Vice President's Academic Council (VPAC), for information, by the Dean of the Faculty proposing the new program or program revision. Following review by VPAC, concept papers will be forwarded by the Dean to Education Council (EDCO) and Senior Management Team (SMT) for information.

DOUGLAS COLLEGE DEGREE PROGRAM DEVELOPMENT FEASIBILITY STUDY/REVIEW TEMPLATE

Attach copy of concept paper.

The following sections expand upon the topics raised in the concept paper.

I. Student Profile and Benefits to Students

This section will require a fair amount of information gathering in order to establish a need for the proposed program. It requires significant knowledge of the competing programs (private sector & public sector institutions). Establishing the sustainable competitive advantage is also critical. Starting with secondary sources and moving on to primary data sources, you will need to establish the student demand in the market and the demand and supply of graduates. (*See Appendix A for a list of resources available at the College, and Appendix B for a list of commonly used secondary sources of information.*) All evidence of the data gathered and the methodology used for gathering it must be provided in an Appendix attached to this document.

- Who will be the primary users/customers of this program? There may be cases where there is a distinction between the students and customers; e.g. in contract programs, the customer may be a firm/organization purchasing upgrading for its employees/members.
- Develop a student profile and a customer profile if your student and customer are not one and the same; e.g. demographics, psychographics, etc.
- Determine the current market size, growth trends, and seasonal patterns.
- Estimate of the expected enrollment numbers.
- What are the primary benefits this concept will delivery to them? Think of it in this context: Why is this concept a solution to a student/customer problem or a better solution?
- For degree proposals indicate the value added by a degree program over a diploma program.
- Outline any entry or exit points for students that exist in addition to the proposed program credential.
- What are the opportunities for university transfer students to enter or exit the program? (See also Section IV)
- What opportunities exist for further study upon completion of the degree?
- Estimate of demand for graduates of the proposed program.

Summary of Critical Findings for this Section

Clearly, if it is not possible to establish a viable expected enrollment or high probability of a market demand for the graduates, no further resources should be devoted to the proposed program.

II. Employer Sector Involvement

This section should include the employers' response to the conceptual idea and outlined program.

- Employers' statement of current and anticipated employment needs.
- Employers' statement of commitment to the proposed program in the form of practicum and cooperative education placements (if relevant).
- Proposed strategies for involvement of employers in program development.
- Indicate accreditation requirements and licensing requirements that would need to be considered.

Bob Cowin, Director of Institutional Research, has an on-line survey tool that is quite useful. If there is a professional organization or body through which the survey can be offered, the primary data gathering process is not very costly. He also has access to data collected through the BC College and Institute Student Outcomes project. If the proposed new Douglas program resembles any other programs in BC colleges and institutes, then it would be worth looking at the employment outcomes reported by former students from those programs.

- Supporting secondary data of trends in employment, skills and knowledge needs, labour market demand and supply for relevant positions.
- Provide a sample of labour market projections and, if available, job postings.
- When dealing with innovative programs, it may be necessary to use demographic data or other proxy data to estimate future demand for program graduates.

III. Institutional Capacity

Financial Plan

- Prepare a budget for one time *start up* costs which should include any library resource, specialized equipment, professional development and mentoring for faculty, and furniture/office equipment.

Prepare a proposed program *operating* budget for a pre-determined time frame (e.g. two years) identifying expected tuition fee revenues and other start-up monies available, and compare this to expenditures as they relate to direct instructional costs, non-instructional costs, library resources, one-time start-up costs and other specified expenditures.

- FTE requirement anticipated to offer the new program.

Human Resources

- Outline the need for and the availability of human resource expertise; e.g. instructors, program support personnel, etc.
- Will there be a need for outside contractors?

Analysis of Competitive Delivery

This section should contain information on how the Douglas College program competes with other programs. This should include pricing, location and delivery competition and promotion.

- Who are your principle competitors (private & public sector)?
- What is their market position?
- What is the average tuition rate being charged?
- Have their enrollments been growing? Stable? Declining?
- How does your concept differ from each of these other program offerings?
- Is the program base funded? Cost-recovery? Contract funding?
- How will the new program be delivered: on-site, on-line, both? What about off-site considerations?

- If the program is to be delivered on-site, indicate the campus on which the new program will be offered?
- How innovative is this concept? Categorize it along the following continuum and explain how it fits with the selected category.

Copied program – slightly innovative – moderately innovative – highly innovative – completely new

Summary of Critical Findings for this Section

IV. System Coordination

This section includes:

- A list of other similar offerings in the post-secondary marketplace public and private;
- Partnership information including laddering and transfer agreements;
- Feeder programs;
- Potential for further studies for graduates/degrees.

V. Conclusion

- Make a case for proceeding or moving in an alternative direction.
- In either situation a plan for further action should be laid out.
- What are the strong and weak features of the proposed offering?
- Opportunity and benefits of proceeding and opportunity costs of not proceeding.
- What other information is required, or what additional research is necessary, to move forward the development of the program?

APPENDICES OF RESOURCES

- Appendix A: List of Resources
- Appendix B: Commonly Used Secondary Sources
- Appendix C: Ministry Review Template and Financial Plan for New Applied Degree Program
- Appendix D: Ministry New Program Proposal Template and Guidelines

APPENDIX A

List of Resources

Douglas College Fact Book available online.

Bob Cowin is the Director of Institutional Research. He has a survey tool called “Survey Monkey” and can assist with the design of survey instruments. The software allows on-line completion and tabulation of survey results. There is also a free version of this software, but it is not as robust as Bob’s version. Neither can it be customized with the Douglas College logo or web links.

Gail Tibbo, Chair of the Marketing Department and Marketing Instructor, is willing to serve as a resource. She is very familiar with market research techniques and sources.

Individuals who have coordinated degree development...please contact the individuals to see about their availability.

Health Sciences

Mike Tarko

Child Family and Community Studies

Geri Patterson

Commerce & Business

Joe Ilsever

Sport Science

Brian Storey

APPENDIX B

Commonly Used Secondary Sources

Statistical Websites:

<http://strategis.ic.gc.ca>

<http://www.statcan.ca>

Information on Occupations:

Jobfuture - Human Resource and Development Canada website; links to a provincial website

<http://www.workfutures.bc.ca>

Publication – *Perspectives on Labour and Income* available on-line through the CBCA database in the Douglas College Library

Ministry of Skills Development and Labour

<http://www.labour.gov.bc.ca>

Conference Board of Canada - Has information on industry outlooks and changes that can be useful

www.conferenceboard.ca

APPENDIX C

Ministry Review Template & Financial Plan for New Applied Degree Program

See below or visit <http://www.aved.gov.bc.ca/degree-authorization/public/new-mandate-applied-degrees.htm>

Degree Authorization

B.C. Public Institutions

New Mandate Applied Degrees Ministry Review

Institutions planning to offer new mandate applied degrees will submit a ministry review template to the ministry, either before they post the full program proposal on the Post Secondary Institution Proposal System website, or when the proposal is posted. For each program, complete the attached template and send electronically to Applied.Degree@gov.bc.ca. Please refer to AVED's expectations (below) when completing the template.

AVED expects that new mandate applied degrees will:

- Focus on skills and knowledge that help students pursue careers that no existing diploma or undergraduate programs will prepare them for, or for which an academic degree is inappropriate because of the practical skills involved.
- Provide access to a specific occupation. Applied degrees are not bachelor of arts or science degrees that take a generalist approach. Nor are they 'umbrella' degrees that combine several loosely related programs to provide an advanced credential.
- Be supported by relevant employer sectors. This support will ideally take the form of active involvement in all stages of program design and implementation. It should be more than letters solicited by the institution.
- Be recognized by licensing, regulatory, accrediting and professional bodies. Institutions are expected to work with these bodies to have part, or all, of the program recognized as meeting professional educational requirements.
- Include a diploma exit option for applied undergraduate degrees, where appropriate.

- Not duplicate existing degree programs offered by universities and university colleges unless it can be shown that duplication is warranted – for example, where the demand for graduates exceeds the system’s capacity to produce them.

New Mandate Applied Degrees Ministry Review Template (Revised as of May 31, 2006)

Submission should be in PDF or Word format submitted to the ministry by e-mail at Applied.Degree@gov.bc.ca .

Provide information for each of the four areas below. Submissions may be in the same format as used for internal approval by education councils and boards of governors. If you are submitting documents used for internal approval, please identify the sections where the following information can be found.

We expect most submissions will be a maximum of six pages, although length may vary based on program specifics.

1. Fit with institution’s mandate and academic/education plan.

Describe how the new applied degree fits with institution’s current mandate and expertise. Please attach a copy of your institution’s current academic/education plan.

2. Student demand

Demonstrate student demand for the proposed degree program (where possible, provide survey results and numbers reflecting demand in similar programs, etc.).

3. Labour market demand

Provide labour market analyses illustrating a need for graduates of the program (where available, include quantitative data in support of projections), and;

Include letters of support from relevant professional or licensing bodies and major prospective employers.

4. Duplication

Identify other degree programs with similar learning objectives offered in other B.C. post-secondary institutions, and justify any duplication.

Describe collaborative planning discussions with other public post-secondary institutions offering similar programs.

APPENDIX D

Ministry New Program Proposal Template

The *New Program Proposal Template* emerged from the *On-Line Non-Degree Program Review Process: Overview and Proposal Guidelines* document that was sent to institutions by way of introducing the on-line New Program Review (NPR) process. The *Proposal Template* is designed so that institutions can insert the information for new proposals directly into the document. Where a category is not applicable, institutions should indicate this.

Though not required to use the *Proposal Template*, institutions may find it effective in helping to ensure that all necessary information has been included in the proposal, and in a format familiar to other users. The full outline of suggested content as provided in the *Overview and Proposal Guidelines* document is included as an appendix for convenient reference.

Non-Degree Program Proposal

Name of Institution:

Title of Program:

Credential to be awarded to graduates:

Length of Program:

Institutional Contact:

Title:

Phone:

Email:

Executive Summary:

Summarize the purpose of the proposal

Outline the key objectives and outcomes of the proposed program in one or two pages

Program Rationale:

Provide rationale for the credential

Program Description:

State the goals and objectives of the new program

Identify the target student audience(s) for this program

State how the institution satisfied itself that there is not unnecessary duplication in the system

Provide evidence of labour market demand

Curriculum:

Describe the skills, knowledge, or other attributes students will develop from the program

Describe the program/course structure

Identify the provincial, national and/or international certifications and standards achieved in the new program, if applicable

Program Consultations and Evaluation:

List the other provincial post-secondary institutions consulted about the proposed program

Provide a list and summary of the nature of all other consultations

State whether or not the program meets the program eligibility requirements as outlined at <http://www.aved.gov.bc.ca/studentaidbc/ila/> under the “School Officials” icon

Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented

Indicate whether safety and other risk management factors have been addressed where appropriate

Admissions and Transfer:

Indicate how the institution plans to ensure students' ability to access the program through transfer

Describe how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution

Indicate how students will be able to transfer into related degree-level programs, if applicable

Other:

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

Non-Degree Programs - Proposal Guidelines (Process and Format)

(Excerpt from the Ministry Website at

http://sam.educ.gov.bc.ca/servlet/page?_pageid=57&_dad=sam&_schema=SAM)

All public institutions are to participate in the on-line non-degree program review process for new non-degree *credit* programs, *except* for certificate programs that do not “ladder” into diploma programs. Eligible programs include:

- New fields of study
- New credentials
- Options developed in existing programs and to be recognized on students’ transcripts
- Major program revisions that warrant an internal review or institutional approval. Determination about what constitutes a major program revision is left up to the institution.
- Programs originally established as credentials offered outside the province, but are later offered within the province by a British Columbia institution.

This process is not required for certificate programs that do not ladder into other credentials. However, if the institution wants to ensure that students are eligible to apply for student financial aid, the certificate must be approved by the institution’s Education Council, and must meet all other program eligibility requirements as outlined at <http://www.aved.gov.bc.ca/studentaidbc/ila/> under the School Officials icon.

There are no longer two stages in the new on-line NPR process. To streamline the process, the Letter of Intent stage has been eliminated. To ensure a standard, system-wide approach to the review of non-degree proposals, it is suggested that proposals be organized according to a standardized template that provides information in an orderly and consistent manner. To this end, it is recommended that proponents organize their non-degree program submissions according to the following sections:

- Electronic Covering Letter from Institutional President
- Executive Summary
- Institutional, Program, and Credential Identification
- Program Description
- Curriculum
- Program Consultations and Evaluation
- Admission and Transfer
- Other

Below is a brief summary of the contents of each section suggested for organizing non-degree program proposals. In some cases, the need for sub-sections will be self-evident:

Executive Summary

- Summarize the purpose of the proposal; and
- Outline the key objectives and outcomes of the proposed program in one or two pages.

Institutional, Program and Credential Identification

- Identify the institution awarding the credential. If the program has been jointly developed and the credential to be jointly awarded, please indicate at this point and briefly state the contributions and roles of each institution.
- Provide the title of the program.
- State the credential that will be awarded to program graduates (see Appendix 1 for current credential definitions and guidelines on credential nomenclature).
- Provide the rationale for the credential.
- If the proposal includes a credential that is new to the institution or the provincial system, proponents should first consult with other institutions that may be affected, and with the Ministry.
- Provide the name, title, phone number, and e-mail address of the institutional contact person in case more information is required.

Program Description

- State the goals and objectives of the new program, and describe how it will contribute to the mandate and future plans of the institution.
- Identify the target student audience(s) for this program and include the following:
 - Evidence that this student audience is not currently being served with existing offerings in the region of the institution
 - Evidence of student demand
 - Anticipated annual enrolments for the program
- Where appropriate, provide a list of programs that exist at some of the other British Columbia institutions that may contain similar content, or have similar objectives. How has the institution satisfied itself that there is not unnecessary duplication in the system?
- Outline the anticipated time commitments for students to complete the program (in years or semesters).
- Provide evidence of labour market demand. This information will vary depending on the circumstances and could range from a comprehensive labour market study to an informal survey consisting of letters of support from potential employers. This section should 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).

Curriculum

- Describe the skills, knowledge, attitudes, or other attributes students will develop from the new program.
- Describe the program/course structure.
- Where appropriate, identify the provincial, national, and/or international certifications and standards achieved in the new program. If the program proposal is aimed at putting students into practice, and that practice requires a license for which the students qualify directly from the program (or from an examination directly after the program), the institution should indicate whether they are in contact with the appropriate accrediting body, and whether or not they are seeking accreditation.

Program Consultations and Evaluation

- List the other provincial post-secondary institutions consulted about the proposed program and provide details of the discussions such as key areas of discussion, dates, and individuals involved.
- AVED should be consulted on:
Health-related programs: The provincial government is the key employer in the health field, and as such, it is important that AVED be consulted with regard to the development/implementation of non-degree programs in this field. AVED works closely with the Ministries of Health Services and Health Planning 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.
- Provide a list and summary of the nature of all other consultations, including professional associations, municipal councils, employers, post-secondary institutions in other jurisdictions, trade groups, etc. Include any written comments in an appendix.
- If applicable, describe the composition of the industry advisory committee created for the program. Describe how the committee will help ensure the program remains up-to-date and meets employer and student needs in future years.
- State whether or not the program meets the program eligibility requirements as outlined at <http://www.aved.gov.bc.ca/studentaidbc/ila/> under the School Officials icon.
- Indicate what policies/procedures are planned for ensuring adequate depth and breadth of ongoing review and evaluation once the program has been implemented.
- Have safety and other risk management factors been addressed where appropriate?

Admissions and Transfer

New program proposals should include:

- a plan to ensure students' ability to access the program through transfer (course to course or block/program transfer), including transfer from high school courses and programs;
- a description of how students will be able to transfer out of the proposed program into other programs within the same institution or at another institution; and,
- a determination of whether students will be able to transfer into related degree-level programs.

Other

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

In completing the program proposal, each institution is to decide the depth and breadth of information to be provided. Institutions should review the monitoring review process established by the Ministry before finalizing proposals to ensure that these issues have been addressed in their package.

Proposals for revisions or enhancements of an institution's existing program may not require responses in all sections. In such cases, the proponent institution may choose to

give very brief responses, or simply to indicate that a question or issue is "not applicable" to the proposal.

To facilitate the process, institutions should use conventional curriculum and industry terminology when describing their program proposals. It is also suggested that submissions should not exceed 20 pages; additional or detailed information may be included as appendices.



Academic Signature Program Template

Program: _____

Credential: _____

Characteristics of the Learning Environment

Refer to Academic Signature Framework document for a description of the learning environment characteristics listed below.

Program Requirements /Comments

Academic Challenge	
Breadth of Learning	
Learning-Centred Approaches	
Opportunity to Apply Knowledge	

Program Core Competencies*

Competency

Level

1

2

3

INQUIRY

[list course name(s) for highest level provided]

Information Literacy			
Technological Literacy			

REASONING

Quantitative Reasoning			
Analytical Reasoning			

COMMUNICATION

Spoken Communication			
Written Communication			
Intercultural Communication			

CITIZENSHIP

Teamwork			
Social Responsibility			

Note: Program core-competencies may be met by courses taken in certificate or diploma programs that ladder-in to more advanced programs. Where applicable this should be noted below.

Dean: _____ Date: _____



Academic Signature Course Template

Course: _____

Competency

Level

1 2 3

INQUIRY

Information Literacy			
Technological Literacy			

REASONING

Quantitative Reasoning			
Analytical Reasoning			

COMMUNICATION

Spoken Communication			
Written Communication			
Intercultural Communication			

CITIZENSHIP

Teamwork			
Social Responsibility			

Dean: _____ Date: _____

SECTION 4

Summary of Excerpts of the Ministry of Advanced Education Review and the Full Program Proposal

Note: Taken from the Ministry website August 2008. For current information please visit the Ministry website at : <http://www.aved.gov.bc.ca/degree-authorization/>

DEGREE PROGRAM REVIEW

Acknowledgements

This version of the Degree Program Review Criteria and Guidelines was established and published by the Minister of Advanced Education in November 2006.

This version of the criteria and guidelines, which outlines the requirements for submitting a proposal for a new degree program, and the assessment criteria for giving or refusing consent, has been prepared with advice from many stakeholders and quality assessment experts.

The Ministry of Advanced Education and the Degree Quality Assessment Board acknowledges with thanks the many individuals and organizations that shared their experience and expertise.

Modifications to Policies, Criteria, and Guidelines

The board recommends to the Minister of Advanced Education policies, criteria and guidelines that will apply for the purposes of giving or refusing consent/approval or attaching terms and conditions to consent.

The Minister of Advanced Education reserves the right to modify policies, criteria and guidelines from time to time and will post current versions on the website.

It is the applicant's responsibility to use current policies, criteria and guidelines.

I. BACKGROUND

A. Role of the Ministry

The Ministry of Advanced Education (AVED) has the mandate to ensure that the post-secondary education system in British Columbia is of high quality, relevant and responsive to changing economic, technological and social forces in the province. AVED's role is to promote a more efficient and integrated post-secondary education system that enhances student choice and maximizes the economic and social benefits of investing in the future. This includes ensuring that British Columbia has a well-prepared workforce for the 21st Century and that its citizens have the skills and knowledge necessary to respond to a rapidly changing environment.

B. Recent History of Legislative Changes

On April 11, 2002, the *Degree Authorization Act* (the Act) was introduced into the Provincial Legislature. The Act received Royal Assent on May 9, 2002, and was brought into force by regulation on November 7, 2003.

With the passing of the Act, the British Columbia post-secondary education system underwent significant change. For the first time in British Columbia, private and out-of-province public institutions have the means to legally grant degrees in British Columbia and use the word "university" in their name without having their own statute. The consequential amendments to the Act expanded the degree granting authority of British Columbia public institutions to provide the opportunity for public colleges to grant

applied baccalaureate degrees and public university colleges and provincial institutes to grant applied master's degrees.

The new degree approval process was revised to accommodate the expanded system. The Degree Program Review Committee was replaced by the Degree Quality Assessment Board (the board), an independent advisory board appointed by the Minister of Advanced Education to conduct reviews and make recommendations to the minister.

A quality assessment process for determining which institutions are eligible to grant British Columbia degrees, including private institutions and public institutions located outside the province, has been established to ensure that a high standard is maintained across all degree programs offered in the province.

II. LEGISLATIVE AND POLICY FRAMEWORKS

A. Private and Out-Of-Province Public Post-secondary Institutions

The *Degree Authorization Act* applies to all private and out-of-province public post-secondary institutions, and does not apply to British Columbia public post-secondary institutions.

The Act requires private and out-of-province public post-secondary institutions to obtain consent from the minister if they wish to do any of the following:

- grant or confer a degree in British Columbia;
- provide a program in British Columbia which leads to a degree that is conferred inside or outside British Columbia;
- advertise a program offered in British Columbia leading to a degree that is conferred inside or outside British Columbia; and,
- sell or offer for sale a diploma, certificate or other document that implies the granting or conferring of a degree.

The Act provides that the minister may give an applicant consent if the minister “is satisfied that the applicant has undergone a quality assessment process and been found to meet the criteria” established by the minister under the Act for the purposes of giving or refusing consent. The board is responsible for the quality assessment process and for determining whether applicants have met the criteria.

The Act provides that the minister may attach terms and conditions to a consent, including a termination date after which the consent will cease to be effective unless renewed by the minister. The scope of consent is identified in the terms and conditions of consent for each program. Consent is normally for five years after which time, applicants may apply for renewal of consent.

The minister cannot give consent unless:

- the minister is satisfied that the applicant has given financial security to protect the interests of students, if security is required by the regulations in respect of the person seeking consent; and,
- the applicant has made adequate arrangements to protect student transcripts.

B. British Columbia Public Post-secondary Institutions

Under the *University Act*, British Columbia public universities must not establish a new degree program without the approval of the minister.

Under the *College and Institute Act*, the Minister may designate by order, applied baccalaureate degree programs at British Columbia public colleges and baccalaureate degree programs and applied master's degree programs at British Columbia public university colleges and provincial institutes.

The Ministry requires new degree program proposals (other than proposals from institutions with exempt status) to be reviewed by the board before proceeding to the minister for approval under the *University Act* and the *College and Institute Act*.

Public colleges proposing to offer applied baccalaureate degrees and public university-colleges and provincial institutes proposing to offer applied master's degrees must receive ministry approval for the proposed degree program prior to submitting a full program proposal to the board. The Applied Degrees Policy Framework and Ministry Review can be found at:

<http://www.aved.gov.bc.ca/degree-authorization/public/new-mandate-applied-degrees.htm>

C. Institutions with Exempt Status

Institutions with proven track records (ten years' history in enrolling students in programs at a particular degree level in British Columbia) and appropriate governance mechanisms in place may apply for "exempt status" at a specific degree level. For example, if an institution meets the ten-year prerequisite period for baccalaureate degrees **and** satisfies other criteria for exempt status, the institution could apply for exempt status in respect of new baccalaureate degrees.

An institution with exempt status has demonstrated that it has rigorous, ongoing program and institutional quality assessment processes, both internal and external. When an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at that level would go directly to the minister for approval following the 30-day public review period on the ministry's web site. The Degree Quality Assessment Board will not review the proposal unless the minister has concerns about it and refers it to the board.

For the submission format for new degree programs for institutions with exempt status, please refer to Section IV, B "*Submission Format – Program Proposal – Institutions with Exempt Status.*"

Further information on how to obtain exempt status may be found on the Degree Granting Authorization web site. The Criteria and Guidelines for Exempt Status are posted at:

<http://www.aved.gov.bc.ca/degree-authorization/public/exempt-status.htm>

D. Branch Operations and Collaborative Partnerships

For institutions with headquarters in another jurisdiction that wish to operate a satellite or branch location in British Columbia or through a collaborative arrangement with another institution, the degree program review criteria and guidelines will be applied to the organization's operations in British Columbia and may include a review of how these degree offerings vary or are the same as degree offerings in the home jurisdiction.

Private and out-of-province public institutions should refer to Appendices 1 and 2 for the:

- *Operational Guidelines for the Review of Out-of-province Institutions Operating in British Columbia through Branch Operations; and*
- *Operational Guidelines for Out-of-Province Institutions Operating in British Columbia through Collaborative Arrangements.*

For organizations with headquarters in British Columbia that also wish to operate a satellite or branch location outside British Columbia and grant British Columbia degrees, the degree program review criteria and guidelines will be applied to operations both inside and outside British Columbia, as appropriate.

III. OVERVIEW OF THE QUALITY ASSESSMENT PROCESS

A. Degree Quality Assessment Board

Degree Granting Authorization Web Site

Institutions should refer to the Degree Granting Authorization web site for complete information on the submission, review and approval processes for new degrees.

<http://www.aved.gov.bc.ca/degree-authorization/>

Quality Assessment Process

The Degree Quality Assessment Board (the board) conducts quality assessment processes to ensure that new degree programs meet consistent and high-quality criteria. The quality assessment process is initiated with a 30-day public review of the full program proposal via the public Degree Granting Authorization web site. This enables the general public (including academic experts from inside and outside British Columbia) the opportunity to review the full program proposal and provide comments to the submitting institution and the board.

In conducting the quality assessment processes, the board may require institutions to undergo organization and/or program reviews to inform its assessment of an institution's degree program proposal. Although the quality assessment process may vary depending on the nature of a submission, the board is committed to a quality assessment process that is streamlined and efficient and works towards meeting an average approval timeframe of six months. Institutions are encouraged to submit proposals 12 – 18 months prior to the planned start-up date of the program to allow sufficient time to undergo the quality assessment process and allow sufficient time for the institution to market and recruit for the program once Minister's approval or consent is received.

Prior to or during the submission process, the Ministry of Advanced Education will consult with the Ministry of Health in regards to new degree programs in the health field. The provincial government is the key employer in the health field. As such, the Ministry of Advanced Education consults with the Ministry of Health to ensure the province's current and future health human resource needs are met.

For applications by private and out-of-province public post-secondary institutions, the board will determine whether an organization review should be required, and if so, whether any prior assessments can be recognized as satisfying all or part of British Columbia's organization review criteria. See Appendix 3 for the *Operational Guidelines for Recognizing Prior Assessment and Accreditations*. If an organization review is required, the board will select the review experts, and the institution submitting the proposal will pay any costs associated with the review.

British Columbia public post-secondary institutions will not be required to undergo an organization review.

For all degree proposals submitted by non-exempt institutions, the board will determine whether a desk audit¹ of program materials is adequate, or whether a site visit by external

¹ 1 A desk audit is a review of the submission materials by an external expert(s), but does not include a site visit to the institution.

experts will be required, depending on the level and quality of information available from the applicant.

Use of External Experts

If the board determines that a review by external experts is required, it is expected that external experts will have:

- an advanced academic credential related to the subject area under review (normally at the doctoral level in the discipline or terminal level if in a particular field);
- relevant academic experience in areas such as quality assessment (e.g., as appraisers for accrediting bodies or as reviewers of degree programs), curriculum design, teaching and learning, and administration;
- any required or desired professional credentials and/or related work experience.

Please refer to Appendix 4 for the complete policies on *Use of External Experts* and Appendix 5 for the *Conflict of Interest and Confidentiality Policy – Board Members and External Experts*.

Nomination of External Experts

The institution submitting the proposal may provide their nominations for external experts to the board by providing:

- Name and address of the suggested expert(s)
- Telephone number
- Fax number
- E-mail
- Academic credentials
- Professional designations
- Brief biographical paragraph on the suggested expert(s)

Institutions may provide up to five nominations. The board takes the institution's suggestions under consideration, but reserves the right to make the final determination and will select the experts. The institution submitting the proposal will pay any costs associated with the subject experts' review. The applicant will be consulted prior to the selection of any external experts to avoid any conflicts of interest. Any reports prepared by external experts will be made available to the submitting institution for response or comment.

The board reviews the degree proposal, public comments, the subject experts' reports and the submitting institution's response and make recommendations to the minister on whether the degree proposal should be approved, approved with conditions, or not approved.

Differences in Submission Components and Approval Process

While proposals from all institutions will be evaluated against the same set of standards, minor differences in the submission components and approval process may require some difference of focus in the drafting of proposals. Some examples of such differences are as follows:

- Private and out-of-province public institutions may be required to undergo an organization review as part of the degree program assessment. British Columbia public institutions are not required to undergo this process as a substantially similar review process took place as part of their initial establishment.
- The criteria and guidelines include requirements applicable to private and out-of-province public institutions on associate degrees and information on the scope and conditions of ministerial consent that are not part of the submission requirements for British Columbia public institutions. These are not part of the submission requirements for British Columbia public institutions as these issues are addressed through other statutes governing the operations of these institutions.

Public Posting

The outcomes of the quality assessment process will be posted on the Degree Granting Authorization web site. This will include the final program proposal (if changes were made), a summary outlining the board's recommendation and rationale for the recommendation and the minister's decisions (to grant or not grant approval or consent).

Reporting and Monitoring - Institutions with consent under the *Degree Authorization Act*

Institutions with consent under the *Degree Authorization Act* are required to submit to the Ministry an annual reporting template outlining the progress of the institution. The annual reporting template is a term and condition of consent that must be provided on an annual basis to ensure that institutions continue to meet the terms and conditions of consent.

The report includes information such as enrolments, faculty information and a program review summary. The report also requires information from the institution in relation to any special conditions required by the Minister.

Ministry staff will monitor the collection of the annual reporting template and will liaise with the institution should information need to be clarified. The Ministry will inform the Board as to the results of the report and if any issues were identified.

B. Quick Reference Flow Charts

Please refer to Appendix 6 for workflow diagrams for the degree approval process.

C. Definition of a New Degree Program

British Columbia public institutions will submit for review all new degree programs at the baccalaureate, master's, or doctoral level.

Private and out-of-province public institutions governed under the *Degree Authorization Act* will submit for review all new degree programs at the associate, baccalaureate, master's, or doctoral level. Private and out-of-province public institutions are encouraged to contact the British Columbia Council on Admissions and Transfer early in the stages of developing an associate degree regarding transfer credit requirements.

A new degree program is defined as:

- An associate degree granted or provided by a private or out-of-province public institution governed under the Degree Authorization Act,
- a baccalaureate, master's or doctoral degree that has not been previously granted or conferred by the post-secondary institution in British Columbia, or
- a baccalaureate, master's or doctoral degree granted or conferred by the post-secondary institution in British Columbia containing one or more of the following elements:
 - a new major or field of specialization (although a new honours program in a field in which a major is currently offered will not require review);
 - an existing interdisciplinary major for which the majority of the courses are new or are substantially altered to conform to the program's objectives;
 - a joint major if one or more of the fields in the joint major is not already represented by an approved major;
 - revision of a program's major objectives resulting in significant changes; and,
 - significant revision of a program that warrants credential renaming.

D. Determination of a New Degree Program

In some instances it may be difficult to determine whether a proposed change in program offerings is of sufficient magnitude to be classed as a new degree. If there is doubt, the institution should contact the Degree Quality Assessment Board secretariat.

Institutions that are proposing a new minor in a program area for which the institution does not already have approval to offer a major, or a new concentration must notify the secretariat of the content of the proposed new minor or concentration. Institutions should provide:

- evidence of the institution's internal approval for the new option;
- the program structure (e.g. number of credit hours);
- an outline of the curriculum (indicating which courses already exist at the institution and which courses will be new);
- the proposed calendar description of the courses; and
- how the courses and curriculum will be integrated to contribute to the intended goals of the program.

The board will, within 45 days, determine whether the change is of sufficient magnitude to be classed as a new degree. The change must not be implemented until the board has made this determination and, if deemed a new program, until the degree program review has been successfully completed and ministerial approval granted.

In all cases, the board reserves the right to determine whether a review is required.

Note: For private and out-of-province public institutions governed by the *Degree Authorization Act*, ministerial consent will be specific to the activity, program and site

described in application. The terms and conditions of consent will clearly identify the circumstances under which consent-holders will be required to notify the minister of a material change in circumstance (i.e., ownership change, location change, material change in learning outcomes).

E. How to submit a new degree proposal (Post Secondary Institution Proposal System)

The Post Secondary Institution Proposal System is a web-based application system for the submission and review of proposals. Applicants will submit application materials electronically. The Post Secondary Institution Proposal System is a password-protected database and has a closed user group.

Institutions seeking to submit an application through the Post Secondary Institution Proposal System must first obtain a User ID and password from the Degree Quality Assessment Board secretariat. Please refer to the web site for information on obtaining a User ID:

<http://www.aved.gov.bc.ca/degree-authorization>

The institution will be required to confirm its institutional information in prescribed data fields before submitting a Full Program Proposal in Adobe PDF format as an attachment. When creating Adobe PDF files, navigation tools such as “bookmarks” should be incorporated into the document(s) to allow the reader to navigate quickly to a particular page or section within the document. Information on navigation tools can be found in your Adobe Acrobat documentation.

Important: The Full Program Proposal will also be posted on the Degree Granting Authorization web site (via the Post Secondary Institution Proposal System) while the submission is under review. See “Applications under Review” at:

<http://www.aved.gov.bc.ca/degree-authorization/obtain-userid.htm>

(New Mandate Applied Degrees Ministry Review Template - See Appendix C, Page 31

This Template is to be submitted prior to or with the submission of the Full Program Proposal for any applied degree

The Degree Quality Assessment Board secretariat may be contacted directly at:
AVED.DQABsecretariat@gov.bc.ca

IV. NEW DEGREE PROGRAM REVIEW CRITERIA AND GUIDELINES

The new degree submissions criteria and guidelines apply to all institutions governed by the *University Act, Royal Roads University Act, Thompson Rivers University Act, College and Institute Act, and the Degree Authorization Act* that are seeking minister's approval or consent to offer, provide or grant degrees.

The proposal is not to be posted on the Post Secondary Institution Proposal System until the senior governance body (e.g. Board of Governors or equivalent) has approved the development of the new degree program as appropriate within the institution's plan and priorities.

A Full Program Proposal for submission on the Post Secondary Institution Proposal System must provide information and discussion in a format that adheres to the order and headings below. Degree programs will be assessed against the standards and criteria described in categories 2 – 10.

Institutions should provide the board with written permission to consult with any professional, accrediting or regulatory body named in the submitted documentation.

A. Submission Format – Full Program Proposal (approximately 5,000 words)

The length of the Full Program Proposal will vary considerably depending upon the nature of the degree program being proposed, but should be approximately 5,000 words (not including appendices).

Full Program Proposal

In conducting the degree program review, external experts and/or the board will be guided but not limited by the criteria outlined for each of the following standards.

1. Executive Summary
2. Degree Level Standard
3. Credential Recognition and Nomenclature
4. Curriculum/Program Content
5. Learning Methodologies/Program Delivery
6. Admission and Transfer/Residency
7. Faculty
8. Program Resources
9. Program Consultation
10. Program Review and Assessment

When the applicant is required to provide information on institutional policies, the submission should include only a summary of the policies. Full policies should be attached as appendices or provided directly to external experts if the board requires a review.

Information that the institution considers proprietary should be included in appendices to the full program proposal. Examples of proprietary information may

include referee letters, letters of support (which contain personal information such as names and addresses) and financial information.

Submission under the degree quality assessment process will be subject to the provisions of the *Freedom of Information and Protection of Privacy Act* (applicable to BC public institutions and the *Personal Information Protection Act* (applicable to private and out-of-province public institutions.)

Appendix(ices)

Appendix(ices) should be attached to the submission on the Post Secondary Institution Proposal System as separate documents.

Appendices will not be posted on the public web site.

Appendices should indicate an appendix name and number and also reference the applicable criterion/submission guideline.

**** NEW FOR 2006 ****

**THE FULL PROGRAM PROPOSAL WILL BE POSTED PUBLICLY ON THE
DEGREE GRANTING AUTHORIZATION WEB SITE**

via the Post Secondary Institution Proposal System while the submission is under review and will be open to public comment for 30 days from the date of posting.

<http://www.aved.gov.bc.ca/degree-authorization/>

This is intended to provide the public with an opportunity to comment on the application and to meet the board's commitment to an open and accountable process. The web site will indicate the closing date for public comment and will also indicate that comments from the public are to be directed to the submitting institution, and copied to the board secretariat.

IMPORTANT

Information that the submitting institution considers to be proprietary in nature must be submitted in separate documents in the form of appendices.

Appendices will not be posted on the public web site.

1. Executive Summary (*approximately 2 – 3 pages in length*)

The Executive Summary must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program and must include the following information:

- a) An overview of the organization's history, mission and academic goals
- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study
- c) Location
- d) Faculty(ies) or school(s) offering the proposed new degree program

- e) Anticipated program start date
- f) Anticipated completion time in years or semesters
- g) A summary of the proposed program, including:
 - Aims, goals and/or objectives of the proposed program;
 - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
 - Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program;
 - potential areas/sectors of employment for graduates and/or opportunities for further study;
 - Delivery methods;
 - Program strengths;
 - An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable, and plans for admissions and transfer within the British Columbia post-secondary education system;
 - Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.
- h) **Name, title, phone number and e-mail address** of the institutional contact person in case more information is required.

2. Degree Level Standard

Standard

The institution must demonstrate that the proposed program meets or exceeds the proposed degree level standard.

Associate Degrees – British Columbia Public Post-secondary Institutions

The British Columbia Council on Admissions and Transfer provides a definition of associate degrees on its website.

Associate degrees offered by British Columbia public post-secondary institutions do not require review of the board or approval of the minister.

Associate Degrees (Academic) under the Degree Authorization Act

The *Degree Authorization Act* provides a statutory means for private and out-of-province public post-secondary institutions to offer associate degrees. New associate degree programs to be offered by private and out-of-province public post-secondary institutions governed by the Act require ministerial consent.

Currently in British Columbia, an associate degree² comprises two years of university level study (60 credit hours) in a variety of academic areas and is granted transfer credit at the following British Columbia public universities: Simon Fraser University (SFU), or The University of British Columbia (UBC), or University of Northern British Columbia (UNBC), or University of Victoria (UVIC). Graduates of an associate degree will have completed a broad range of course offerings balanced with in-depth study in specific disciplines. The requirements of an associate degree are sufficiently flexible to prepare students for “work, citizenship and an enriched life as an educated person, and to lay a solid foundation for further study.”

The British Columbia Council on Admissions and Transfer provides a definition of and stipulates the requirements for associate degrees on its website.

Private and out-of-province public institutions are encouraged to contact the British Columbia Council on Admissions and Transfer early in the development of an associate degree regarding the articulation requirements.

<http://www.bccat.ca/pubs/assocawards06.pdf>

The duration of consent for an associate degree offered by an institution governed by the *Degree Authorization Act* will initially be for a period of three years. The board will review at least annually the progress of the institutions towards the goal of offering a minimum of 20 courses (all of which must fulfill requirements for the associate degrees) and each of which must be articulated with at least one of the four public research universities in British Columbia (SFU or UBC or UNBC or UVIC).

Degree Categories

The following descriptions of degree categories are intended to capture the most salient general aspects of the three principal degree levels offered in Canada. They apply to a broad spectrum of disciplines, program types, and program lengths.

Degree Level Standards

The focus of the degree level standards is on the expectations of graduates at each degree. The standards stipulate the demonstrable transferable learning skills and level of mastery of a body of specialized knowledge in six dimensions:

1. Depth and Breadth of Knowledge;
2. Knowledge of Methodologies;
3. Application of Knowledge;
4. Communication Skills;
5. Awareness of Limits of Knowledge;
6. Professional Capacity/Autonomy.

² British Columbia Council on Admissions and Transfer “Requirement for Associate of Arts Degree and Associate of Science Degrees”; <http://www.bccat.bc.ca/pubs/assoc05-00.htm>

The shades of distinction between degrees are determined by the capacity of the graduate at each level to act competently, creatively and independently, and by their proximity to the forefront of a discipline and/or profession. Among other things, the degree level standards are intended:

- (a) to facilitate the assessment of credentials for broad purposes of credit transfer and credential recognition,
- (b) to provide clear learning outcome standards to instructional and program designers,
- (c) as a broad framework for quality assurance purposes.

The standards are intended to be cumulative - each degree level presupposes the accomplishment of an earlier one.

BACHELOR'S DEGREE

Degree Category – Bachelor Degree

Program Design and Outcome Emphasis

The credential awarded for the bachelor degree is designed to acquaint the student with the basic conceptual approaches and methodologies of the principal discipline or disciplines that constitute the program of study, to provide some specialized knowledge, and to nurture the capacity for independent work in the discipline/disciplines and field of practice.

All bachelor programs are designed to provide graduates with knowledge and skills that enable them to develop the capacity for independent intellectual work. That capacity may be demonstrated by the preparation, under supervision, of one or more essays, a terminal research paper, thesis, project, exhibition, or other research-based or performance-based exercise that demonstrates methodological competence and capacity for independent and ethical intellectual/creative work and, where relevant, the exercise of professional responsibility in a field of practice.

Some bachelor degree programs are intended to provide a wide exposure to several disciplines, others to provide an in-depth education in one or more disciplines (often as preparation for graduate study), and still others to provide a blend of theory and practice that equips students for entry into an occupation or profession. Despite that diversity, each bachelor degree program must meet a substantial and common set of competency outcomes, as outlined below, to justify use of the bachelor degree label. The range of bachelor programs includes:

- *Programs designed to provide a broad education as an end in itself.* They may also prepare graduates for employment in a variety of fields and or for admission to second entry professional programs. Examples: B. Hum (Humanities); General B.A. and General B.Sc. degrees.
- *Programs designed to provide in-depth study in academic disciplines.* They normally prepare students for graduate study in the discipline(s) and for employment in a variety of fields.
- *Programs with an applied focus.* They blend theory and practice, with content selected to ensure mastery of the field of practice, and prepare students for employment and for advanced study in relevant graduate and professional programs.
- *Programs with a professional focus.* They are designed to prepare graduates to meet admission requirements and to be competent practitioners in the profession. Some of them are first entry programs, others are second entry programs (that is, they require some prior degree-level study or even a degree). They normally require periods of practical experience (apprenticeship, internship, articling, clinical, etc.). The capacity for independent professional work is demonstrated by academic and practical exercises, under supervision, followed by admission tests to the profession. Though considered to be bachelor programs in academic standing, some professional programs yield degrees with other nomenclature—e.g., D.D.S. (Dental Surgery); M.D. (Medicine); LL.B; or J.D. (Juris Doctor).

Preparation for Employment and Further Study

In addition to providing personal and intellectual growth, bachelor programs, in varying degrees, may prepare students for entry into graduate study in the field, second-entry professional degree programs, or employment in one or more fields.

Length of Program

Owing primarily to variations in pre-university studies among the provinces, classroom instruction is typically eight semesters or more in duration (normally 120 credits, or the equivalent) and may be supplemented by required professional experience (e.g., supervised practica, internships, and work terms).

Admission Requirements

Admission normally requires at a minimum a secondary school and/or university preparatory courses, a minimum grade-point average, and other program-specific requirements. Students lacking these credentials may be admitted on a part-time or probationary basis, with continuation subject to acceptable academic achievement. Second entry programs normally require at least two or three years of completed degree-level studies or in some cases the prior or concurrent completion of another undergraduate degree.

Degree Level Standard – Bachelor Degree

1. Depth and Breadth of Knowledge

- (a) Knowledge and critical understanding in a field of study that builds upon their secondary education and includes the key assumptions, methodologies and applications of the discipline and/or field of practice;
- (b) Basic understanding of the range of fields within the discipline/field of practice and of how the discipline may intersect with fields in related disciplines;
- (c) The ability to gather, review, evaluate and interpret information, including new information relevant to the discipline; and to compare the merits of alternate hypotheses or creative options relevant to one or more of the major fields in a discipline;
- (d) The capacity to engage in independent research or practice in a supervised context;
- (e) Critical thinking and analytical skills inside and outside the discipline;
- (f) The ability to apply learning from one or more areas outside the discipline.

2. Knowledge of Methodologies and Research

- (a) An understanding of methods of enquiry or creative activity, or both, in their primary area of study that enables the student to:
 - (i) evaluate the appropriateness of different approaches to solving problems using well established ideas and techniques;
 - (ii) devise and sustain arguments or solve problems using these methods; and

- (iii) describe and comment upon particular aspects of current research or equivalent advanced scholarship in the discipline and how these are relevant to the evolution of the discipline.

3. Application of Knowledge

- (a) The ability to review, present and critically evaluate qualitative and quantitative information to:
 - (i) develop lines of argument;
 - (ii) make sound judgments in accordance with the major theories, concepts and methods of the subject(s) of study;
 - (iii) apply underlying concepts, principles, and techniques of analysis, both within and outside the discipline; and,
 - (iv) where appropriate, use this knowledge in the creative process.
- (b) The ability to use a range of established techniques to:
 - (i) initiate and undertake critical evaluation of arguments, assumptions, abstract concepts and information;
 - (ii) propose solutions;
 - (iii) frame appropriate questions for the purpose of solving a problem; and
 - (iv) solve a problem or create a new work.
- (c) The ability to make critical use of scholarly reviews and primary sources.

4. Communication Skills

The ability to communicate information, arguments, and analyses accurately and reliably, orally and in writing, to a range of audiences, to specialist and non-specialist audiences, using structured and coherent arguments, and, where appropriate, informed by key concepts and techniques of the discipline.

5. Awareness of Limits of Knowledge

An understanding of the limits to their own knowledge and ability, and an appreciation of the uncertainty, ambiguity and limits to knowledge and how this might influence analyses and interpretations.

6. Professional Capacity/ Autonomy

Qualities and transferable skills necessary for further study, employment, community involvement and other activities requiring:

- (i) the exercise of initiative, personal responsibility and accountability in both personal and group contexts;
- (ii) working effectively with others; and
- (iii) behaviour consistent with academic integrity.

3. Credential Recognition and Nomenclature

Standard

The institution must demonstrate that the program's learning outcomes and standards are sufficiently clear and at a level that will facilitate recognition of the credential by other post-secondary institutions, professional and licensing bodies and employers. Where appropriate, the program, courses or curricular elements are designed to facilitate credential recognition by other post-secondary institutions and by employers, both within the province and other jurisdictions. The name of a degree should convey long-term meaning; the content of a degree program should be consistent with the name; and the reputation of the institution and of post-secondary education in British Columbia should be enhanced by the quality of the offering. Beyond that is the value to graduates of having a professional credential recognized by appropriate licensing and accrediting bodies as the basis for entry to practice.

Criteria that will be used in assessing credential recognition and nomenclature

- Evidence that the institution is making provisions for credential recognition and course transfer, and that the institution will advise students of any changes to credential recognition or course transfer in a timely manner.
- Evidence that employers, relevant occupational and professional groups, regulatory bodies and other post-secondary institutions will recognize the credential and their assessment of whether the credential will contribute to the professional advancement of the graduate.
- For programs leading to profession that are subject to government regulation, the learning outcomes and standards and other requirements for graduation take into account the requirements of the relevant regulatory or professional body.
- There is an appropriate fit between the nomenclature of the credential and the content of the degree.
- Degree name is consistent with the Degree Quality Assessment Board's *Guidelines on Naming of Degrees* (attached as Appendix 7).

Submission Guidelines

- a) Explain how the design of the program facilitates credential recognition by other post-secondary institutions. Include an analysis of any research undertaken to ensure credential recognition.
- b) Where applicable, describe the consultations undertaken to ensure the credential and learning outcomes will be recognized by and meet the standards of industry/employers and regulatory, licensing or credentialing bodies. In an appendix,

provide the regulatory, licensing or credentialing body's current requirements or standards and copies of letters from licensing or regulatory bodies indicating that the credential and learning outcomes will be recognized.

- c) In some instances regulatory, licensing or credentialing bodies do not recognize or accredit programs but require individuals to meet the certification requirements (e.g. certification exams.) If applicable, describe the role of the regulatory, licensing or credentialing body and the steps the applicant has taken to ensure individuals will be eligible to meet the requirements of the regulatory, licensing or credentialing body. In an appendix, provide evidence of the regulatory, licensing or credentialing body's current requirements or standards.
- d) In an appendix, provide a copy of the policies and procedures pertaining to notifying students of credential recognition and/or transfer.

4. Curriculum/Program Content

Standard

The management structures and methods of the program are well defined and permit delivery of the quality of education necessary for students to attain the learning outcomes. The institution must demonstrate that the program in both subject matter and learning outcome standards, offers an education of sufficient breadth and rigour to be comparable to similar programs at the proposed degree level offered by recognized provincial, national and international post-secondary institutions. The curriculum must be current and reflect the state of knowledge in the field, or fields in the case of interdisciplinary and multidisciplinary programs.

Criteria that will be used in assessing program content:

- Approval by the institution's senior academic governance body (i.e., Senate, Education Council, or equivalent), or an academic planning and priorities committee to which it has delegated authority and which has sufficient qualifications to ensure that the curriculum is current and reflects the state of knowledge in the field and the needs of the field in practice.

If an external review is undertaken before submission of the degree proposal, the external review committee's report is included in an appendix.

- Learning outcomes and standards for the program demonstrate how graduates will be prepared with a sound basis in theory, as well as the intellectual, communications and other skills necessary to be effective in the workplace upon graduation, and to remain current in their field.
- Courses provide exposure to increasingly complex theory, and in programs with an applied or professional focus, the application of that theory to practice in the field.

- The program has sufficient breadth (i.e. courses outside the professional or main field of studies, some of which are free electives) and/or an appropriate balance of professional and liberal studies.
- Time allotments assigned to the program as a whole, and to components in the program, are appropriate to the stated learning outcomes.
- The type and frequency of evaluations of student learning are commensurate with the stated learning outcomes and provide appropriate information to students about their achievement levels.
- Levels of student achievement for successful course completion and the graduation requirements for the proposed program are appropriate to the learning outcome goals and degree level standard and allow for confirmation that a student is progressing normally through the program.
- For degrees with in applied or professional focus – work experiences, field placements etc., have appropriate articulated learning outcome goals and a method for joint instructor and employer evaluation leading to the assignment of a grade.

Submission Guidelines

- a) Describe the program structure and the length of the program (number of credit hours) and proposed student evaluation.
- b) Identify the prescribed set of core and prerequisite courses. Course descriptions included in the full program proposal should be of the level of detail found in the academic calendar. Provide full course outlines in an appendix.
- c) Identify which courses already exist at the institution and which new courses will be implemented as a result of the program.
- d) Explain how the course and curriculum requirements will contribute to the intended goals of the program.
- e) If an external review of the proposed program is undertaken before submission of the degree proposal, in an appendix, please provide a copy of the external review committee's report.
- f) Where work experience or field placements are a component of the program, describe the institution's plans to develop placement opportunities for students and the level of support the institution will extend to students seeking placements.

- g) Where applicable, describe the anticipated outcomes of the work experience or field placement associated with the program, how the experience offered will provide the opportunity to put the stated learning outcomes into practice, and how the students will be evaluated during their placements.

5. Learning Methodologies/Program Delivery

Standard

Learning methodologies are the methods of delivery that will be used to achieve the desired learning outcomes at the degree level standard and at an acceptable level of quality. The institution must demonstrate that it has the expertise and resources to support the proposed method of delivery and ensure its effectiveness. In some cases, it may be more appropriate for the institution to demonstrate that it has a realistic plan to put the necessary expertise and resources in place.

Criteria that will be used in assessing learning methodologies/program delivery:

- The delivery method(s) and quality assurance policies are appropriate to course content, the students involved and the proposed learning outcomes.
- Evidence that the institution has the expertise and resources to support the proposed method of delivery (both human and material that support the program and its students and provides processes for students' feedback); and ensures its effectiveness or demonstrates a viable plan to put the necessary expertise and resources in place.
- Where applicable, policies pertaining to technology-based, computer-based and web-based learning and modes of delivery ensure:
 - student and faculty preparation and orientation;
 - reliable, and sufficient course management systems;
 - accessible technical assistance for students and faculty;
 - appropriate hardware, software and other technological resources and media; and,
 - well maintained and current technology and equipment.

Submission Guidelines

- a) Explain the learning methodology/methodologies to be used.

Indicate which of the following methodologies will be incorporated into the learning environment of the new degree program, and how they will be used:

- Experiential learning (e.g., co-operative education, clinical, work term or simulated work experience);
- Distance education;
- Independent study, computer assisted instruction, etc.;
- Lectures, labs, tutorials; and,
- Other.

- b) In an appendix, include any policies pertaining to technology-based, computer-based or web-based learning and modes of delivery.

6. Admission and Transfer/Residency

Standard

The institution should demonstrate that the program is designed to provide flexible admission and transfer arrangements. Where appropriate, the program, courses or curricular elements are designed to facilitate credit transfer by other post-secondary institutions both within the province and other jurisdictions.

Note: The British Columbia Council on Admissions and Transfer administers the *British Columbia Online Transfer Guide* that provides information on course or program articulation agreements between institutions.

Institutions are encouraged to contact the British Columbia Council on Admissions and Transfer early in the development of new degree program proposals for information on admissions and transfer in British Columbia.

<http://www.bccat.ca/pubs/assocawards06.pdf>

Criteria that will be used in assessing admission, transfer and residency:

- Evidence that the institution has clearly established policies and procedures on admissions consistent with the level of the degree program (including policies on direct entry and mature students) and will inform students of these provisions and any changes to these provisions.
- The institution has admission requirements for the proposed program that are consistent with the post-secondary character of degree-granting organizations and where appropriate ensure appropriate forms of assessment of prior learning for admission to programs.
- Evidence that the institution has clearly established policies and procedures on transfer consistent with the level of the degree program and will inform students of these provisions and any changes to these provisions.
- The institution's policy on admissions and transfer indicates a willingness to consider applicants applying to undergraduate, graduate and professional programs from any post-secondary institutions.
- Appropriate residency requirements.

Submission Guidelines

- a) Describe the admission requirements for this program. In an appendix, provide a copy of the policies and procedures on admissions.

- b) Describe the existing practice or proposed policy for the granting of transfer credit for equivalent courses and/or programs completed at other institutions that will satisfy the requirements for this program. Include a copy of the policy in an appendix.
- c) Institutions are encouraged to have in place a policy and process that provides students credit for previous post-secondary studies so that they are not required to repeat courses they have previously completed. If applicable, describe the policy and practice for granting credit toward meeting requirements for this program based on prior learning assessment. If applicable, include a copy of the policy in an appendix.
- d) Describe the residency requirements for this program. Specify the minimum number of credits that must be completed at the institution awarding the degree.
- e) Describe existing arrangements or plans for establishing articulation agreements so that transfer credit will be granted for courses completed in this program toward meeting requirements for credentials offered at other institutions.

Note: information on a provincial transfer-friendly course outline form for voluntary use by post-secondary institutions is available on the British Columbia Council on Admissions and Transfer web site: <http://www.bccat.bc.ca/outline/>

7. Faculty

Standard

The institution must demonstrate that it has the human resources necessary to develop and deliver a quality degree program. In some cases, it may not be feasible for an institution to hire faculty until it receives program approval. In these cases, the institution should provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the degree level being offered and program being proposed.

Criteria that will be used in assessing faculty qualifications:

- Faculty and instructors are in sufficient numbers, and with the appropriate credential to develop and deliver the degree level being offered and program being proposed. Staff resources must be sufficient to ensure the coverage required within the discipline for the proposed program.
- Evidence that the institution's policies and practices on the type of academic appointment of faculty (e.g. continuing/regular appointments) are appropriate to sustain the degree program.
- The institution has satisfactory policies pertaining to faculty that address issues such as the protection of academic freedom; academic/professional credentials; the regular

review of faculty performance; the means of ensuring that faculty knowledge of the field is current; teaching, supervision and student counseling loads; and professional development of faculty.

- Faculty have an appropriate level of scholarly output and/or research or creative activity for the baccalaureate or graduate program involved.
- For degrees with an applied or professional focus, faculty maintain continuing academic and professional competence and accreditation in their discipline or field appropriate to the specific degree program.
- Faculty teaching graduate courses will normally have the terminal academic degree credential in the field in which they are teaching.
- Faculty providing doctoral supervision are expected to have an active research program in their discipline or field of study.
- For any proposal involving human research, a statement that a Research Ethics Board is in place.
- For any proposal involving animal research, a statement that an Animal Care Committee is in place.

Submission Guidelines

- a) Please indicate the number of faculty and instructors (present and future) and other staff required to mount this program and the qualifications required.

Provide an enrolment plan for the length of the program (e.g. four-year projection of cumulative enrolment) that accounts for projected attrition and indicates the number of staff (faculty, technical, teaching assistants, etc.) assigned to the program.

Indicate if any of these positions will be new to the institution. In cases where new faculty will be hired, provide the specific faculty selection criteria that will be used to ensure new faculty hires have the necessary qualifications for the disciplinary and specialty areas and degree level being offered.

- b) Provide any policies pertaining to faculty and instructors specific to the program, including:
- policies that define the minimum academic/professional credentials required of faculty teaching all courses in the program, and where appropriate, serving as members of thesis or project examining committees;
 - protection of academic freedom;
 - review of faculty performance;

- teaching, supervision and student counseling loads; and
 - professional development of faculty.
- c) Provide the institution's policies and practices on the type of academic appointment of faculty specific to this program (e.g. continuing or regular appointments and temporary appointments).
- d) In an appendix, provide the curriculum vitae of faculty members and instructors, specific to the program that demonstrates that they possess an appropriate balance from amongst the following requirements:
- Academic credentials appropriate to the degree level being offered. Faculty teaching baccalaureate degrees with an applied or professional focus have an appropriate balance of professional qualifications, academic credentials and experience;
 - Any required academic and/or desired professional credentials;
 - A demonstration of current involvement in research and professional activity that represents an appropriate balance of research and intellectual leadership in the discipline and the field of specialization.

8. Program Resources

Standard

The institution must demonstrate that it has the physical, learning, and information resources (both start-up and development) needed to assure a program of acceptable quality. These include facilities, equipment, library resources, laboratories, computing facilities, shops, specialized equipment, etc., and cooperative work placements where this is a component of the program. In some cases, an institution may not be able to ensure resources are in place until after it receives program approval. In these cases, the institution may bring forward a proposal based on a realistic plan for putting the appropriate resources in place as an alternative to demonstrating that all resources are in place.

Criteria that will be used in assessing program resources:

- Evidence that the physical plant, equipment, technology, and support services adequately support the organization's educational and student activities.
- Evidence of reasonable student and faculty access to learning and information resources (such as library, databases, computing, classroom equipment and laboratory facilities) sufficient in scope, quality, currency and type to support students and faculty in the program.

- Evidence of commitment to provide and maintain necessary learning and other resources specific to the program and to supplement them as necessary to meet standards applicable to the field.
- Submission of any agreements with other institutions where resources and services are shared.

Submission Guidelines

- a) Describe the resources that will be required to mount this program including:
 - i) library resources (on-site library resources relevant to the degree program area for faculty and students and other library access such as web-based or inter-library arrangements.) Include the number of holdings (print) relevant to the field of study and number of holdings (electronic) (i.e. program-specific databases).
 - ii) computers and computer access.
 - iii) classrooms, laboratories and equipment.
 - iv) existing and shared resources at the institution or at other institutions that will be used to offer the program; and,
 - v) additional resources that will be required to offer this program.
- b) Provide the intended implementation schedule for the new program and evidence of the appropriateness of the schedule, given the timing of the proposal and readiness of the institution to offer the program.
- c) Institutions must demonstrate that they have the necessary resources to mount and sustain a quality program at the proposed degree level or a realistic plan for putting the appropriate resources in place subsequent to program approval. Describe the institution's plans for renewal and upgrading of learning and information resources.

9. Program Consultation

Standard

The institution must demonstrate that it has consulted appropriate individuals and organizations in the development of the program proposal.

Criteria that will be used in assessing program consultation:

- Evidence that the institution has done due diligence in consulting with employers, students, program advisory committees, other post-secondary institutions, and an external review by academics within British Columbia and other jurisdictions, etc.
- Evidence of support for the program and in cases where consultation feedback results in negative comments, a clear response addressing those comments.

Submission Guidelines

- a) Provide a list and brief explanation of the nature of the consultations that have occurred in the development of the degree program.
- b) Attach all written comments, both positive and negative, from:
 - relevant employers;
 - relevant professional associations;
 - program advisory committees;
 - other British Columbia institutions (this will include comments provided through the peer review process on the Post Secondary Institution Proposal System);
 - institutions outside British Columbia;
 - experts in the proposed field of study; and,
 - external academic consultants.
- c) If there are other individuals or groups that have been involved, describe their roles in the collection and evaluation of information leading to the development and submission of this proposal.
- d) Include a list of anticipated employment destinations for graduates of this program.

10. Program Review and Assessment

Standard

In order to ensure the ongoing currency of the program and the quality of its learning outcomes, the institution must show evidence that a program review and assessment procedure is in place.

Criteria that will be used in assessing program review and assessment:

- Evidence of a formal, institutionally approved policy and procedure for the periodic review of programs (i.e. formative and ongoing reviews and a summative review normally every five years) against published standards that includes the following characteristics:
 - A self-study undertaken by faculty members and administrators of the program based on evidence relating to program performance, including strengths and weaknesses, desired improvements, and future directions. For example, a self study takes into account:
 - the continuing appropriateness of the program's structure, admissions requirements, method of delivery and curriculum for the program's educational goals and standards;
 - the adequacy and effective use of resources (physical, technological, financial and human);
 - faculty performance including the quality of teaching and supervision and demonstrable currency in the field of specialization.

- that the learning outcomes achieved by students/graduates meet the program's stated goals, the degree level standard, and where appropriate, the standards of any related regulatory, accrediting or professional association;
 - the continuing adequacy of the methods used for evaluating student progress and achievement to ensure that the degree level standards have been achieved; and
 - where appropriate, the graduate employment rates, graduate satisfaction level, employer satisfaction level, advisory board satisfaction level, student satisfaction level, and graduate rate.
- An assessment conducted by a panel consisting of experts external to the institution that normally includes a site visit; a report of the expert panel assessing program quality and recommending any changes needed to strengthen that quality; and an institutional response to the recommendations in the report.
 - A summary of the conclusions of the evaluation made publicly available.
- The program review ensures that the program remains consistent with the organization's current mission, goals and long-range plan.

Submission Guidelines

a) Indicate the policies/procedures that are planned for ensuring adequate depth and breadth and frequency of ongoing review and assessment once the program has been implemented.

In an appendix, provide copies of the formal, approved policy and procedures for periodic review of programs that address the program review elements described in the criteria above.

B. Submission Format – Institutions with Exempt Status

An institution with exempt status has demonstrated that it has rigorous, ongoing program and institutional quality assessment processes, both internal and external. The Exempt Status Criteria and Guidelines provide that when an institution has been granted exempt status at a certain degree level, proposals submitted for new degree programs at that level are posted for public review and comment for 30 days. Following the 30-day review period, proposals proceed directly to the Minister for approval unless the Minister has concerns and refers it to the board.

Program Proposal

If the institution is approved by the Minister of Advanced Education for exempt status for the degree level proposed, the Program Proposal should consist of an executive summary and the documentation that the institution used in the internal program approval process.

Part 1 - Executive Summary (2 – 3 pages in length)

The executive summary must present, in a succinct manner, the purpose of the proposal and a summary of the key objectives and outcomes of the proposed degree program and must include the following information:

- a) An overview of the organization's history, mission and academic goals
- b) Proposed credential to be awarded, including the level and category of the degree and the specific discipline or field of study
- c) Location
- d) Faculty(ies) or school(s) offering the proposed new degree program
- e) Anticipated program start date
- f) Anticipated completion time in years or semesters
- g) A summary of the proposed program, including:
 - Aims, goals and/or objectives of the proposed program;
 - Anticipated contribution of the proposed program to the mandate and strategic plan of the institution;
 - Linkages between the learning outcomes and the curriculum design, an indication whether a work experience/work place term is required for degree completion, and if so a description of the purpose and role of the work experience within the program;
 - Potential areas/sectors of employment for graduates and /or opportunities for further study;
 - Delivery methods;
 - Program strengths;
 - An overview of the level of support and recognition from other post-secondary institutions, and relevant regulatory or professional bodies, where applicable and plans for admissions and transfer within the British Columbia post-secondary education system;
 - Related programs in the institution or other British Columbia post-secondary institutions. Indicate rationale for duplication, if any.
- h) Name, title, phone number and e-mail address of the institutional contact person in case more information is required.

Part 2 - Documentation used in the institution's internal program approval process.

Include the documentation that was submitted to the institution's internal governing body.

Appendice(s)

Appendice(s), if any, should be attached to the submission on the Post Secondary Institution Proposal System as separate documents. **Appendices will not be posted on the public web site.**

Information that the institution considers proprietary should be included in appendices to the program proposal. Examples of proprietary information may include referee letters, letters of support (which contain personal information such as names and addresses) and financial information.

Appendices should indicate the appendix number and appendix name.

APPENDICES

Degree Program Review Criteria and Guidelines

- Use of External Experts
- Workflow Diagrams - Degree Approval Process
- Degree Quality Assessment Board Guidelines on Naming of Degrees

USE OF EXTERNAL EXPERTS

When the Degree Quality Assessment Board (DQAB) receives an application, it will determine whether it is necessary to have it reviewed by a panel of external experts established to conduct a review based on published criteria:

1. Organization Review, focusing on the characteristics of the institution; and/or
2. Degree Program Review, focusing on the specifics of a proposal for a particular degree-level and discipline/area of study.

External experts appointed to either an organization or degree program review panel must possess the following characteristics:

- Be committed to the principles and practices of quality assurance in postsecondary education;
- Be recognized by their peers for having a broad outlook, open mind, and sound judgment;
- Provide full disclosure and be free of any actual or perceived conflict of interest regarding an applicant/institution, in accordance with the Board's policy; and,
- Have demonstrated oral and written communication skills, preferably including conducting reviews and writing formal reports to strict deadlines.

It is the Board's responsibility to appoint all external experts. An applicant/institution may suggest individuals who might make appropriate external experts based upon the established criteria for the Board's consideration.

Organization Review Experts

If necessary, the Board will establish an organization review panel of qualified external assessors (normally three) to review an applicant organization against the established criteria. Panel members may have expertise in one or more of the following areas:

- Senior management experience in a post-secondary institution;
- Accounting expertise and certification with experience in corporate financial management;
- Experience in the admissions and registrar functions at a post-secondary institution, including admissions policies and academic records management;
- Experience in managing learning resources and/or infrastructure; and,
- Private sector consultants specializing in organization design and behaviour, or assessment and evaluation.

Degree Program Review Experts

Where necessary and deemed appropriate, the Board will appoint one or more qualified external subject matter experts to review a degree program application against the

established criteria. Since the panel's main purpose is to conduct a quality assessment of a degree proposal, panels will normally possess the following specific criteria:

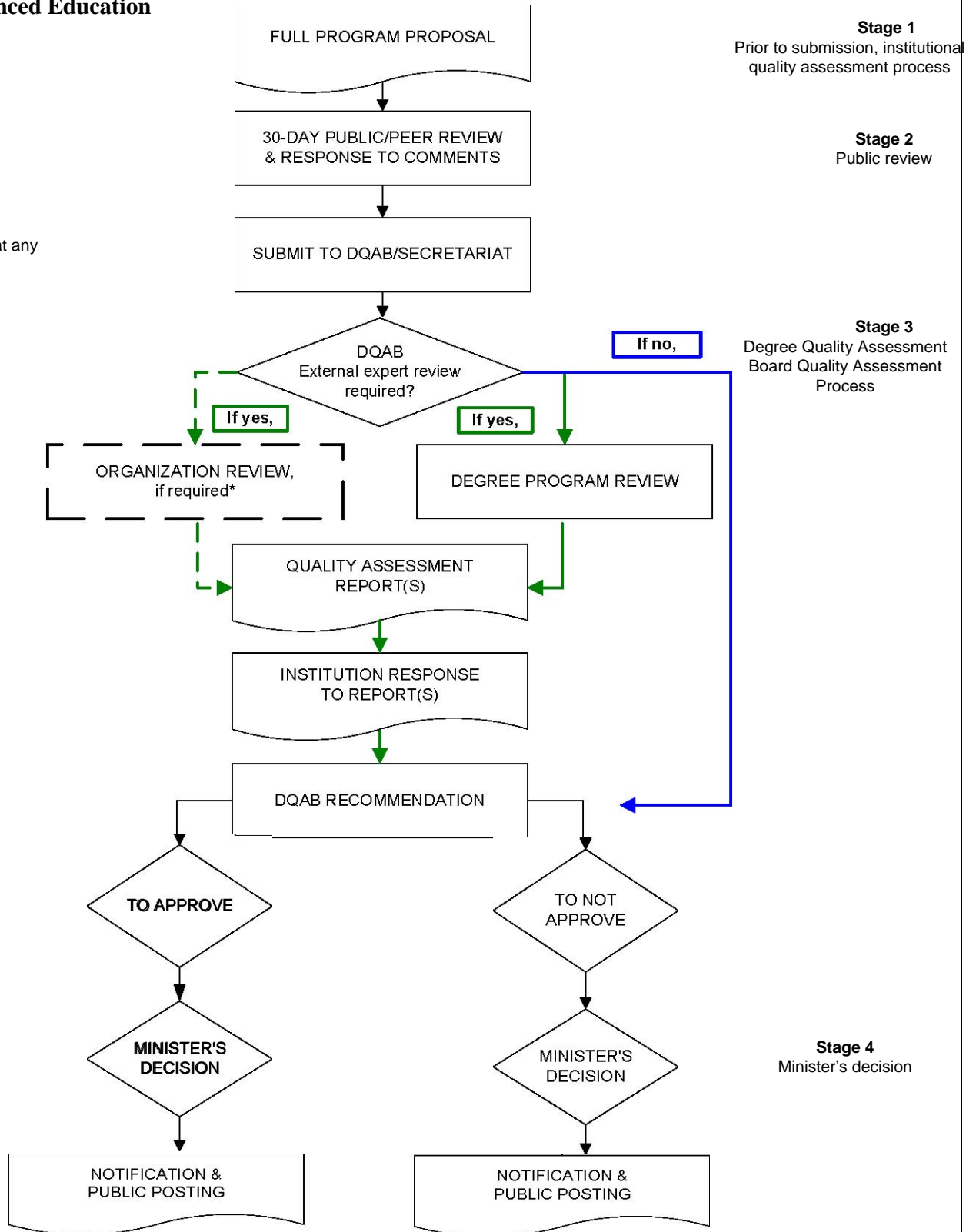
- An advanced academic credential related to the subject area under review (normally at the doctoral level in the discipline or terminal level if in a particular field);
- Relevant academic experience in areas such as quality assessment (e.g., as appraisers for accrediting bodies or as reviewers of degree programs), curriculum design, teaching and learning, and administration;
- Any required or desired professional credentials and/or related work experience.

Degree Program Approval Process Workflow for Non-exempt Institutions

**British Columbia
Advanced Education**

Ministry of

NOTE: Institutions may WITHDRAW a proposal at any time during the quality assessment process



*BC public institutions are not required to undergo organization review

Effective: November 2006

DEGREE QUALITY ASSESSMENT BOARD GUIDELINES ON NAMING OF DEGREES

April 2004

I. BACKGROUND AND RATIONALE

The following guidelines have been adopted by the Degree Quality Assessment Board (the “Board”) to assist institutions in determining the name of the credential they will offer when they are proposing new degree programs. Institutions proposing new degree names should provide an indication on what basis a degree name has been selected. This should be determined within the institution’s overall approach to degree nomenclature and reflect historical practice in British Columbia and, where necessary, within the broader Canadian and international context. It should be noted that the guidelines apply only to new degrees; existing degree names are not affected.

II. GENERAL GUIDELINES FOR THE NAMING OF DEGREES

- 1) Credentials for new academic programs should ordinarily be selected from degree names that are widely used and generally understood. The list of degrees currently offered by British Columbia post-secondary institutions is already very comprehensive and normally should be able to accommodate most proposals for new academic programs.
- 2) A generic degree name that already incorporates a broad range of academic disciplines or subject areas is preferable to a multitude of specific degree names. Obvious examples include the Bachelor of Arts at the undergraduate level and the Master of Science at the graduate level. In the case of some of the newer and more specialized institutions, such as the technical institutes, the standard credential awarded should be reflective of the overall mission of the institution (e.g., technology, thus leading to a Bachelor of Technology).
- 3) The name should be descriptive of the general area of study which usually corresponds to a particular faculty or school. While degrees are conferred by a particular post-secondary institution, the degree designation is normally identified with a particular academic unit, ordinarily a faculty or school. The emergence of interdisciplinary studies has led to a number of departures from this practice.
- 4) The name should be appropriate for adoption by other British Columbia post-secondary institutions that develop similar programs. Comparable, but not necessarily identical, programs should lead to equivalent credentials. To a certain extent the system has already demonstrated its flexibility. The two clearest examples are the degrees of Bachelor of Applied Science and the Bachelor of Engineering as engineering credentials and the Bachelor of Commerce and the Bachelor of Business Administration as business credentials. Occasionally different degree names are simply a reflection of an institutional

preference and do not represent a divergence of academic programs. While the degree designations differ, the credentials are seen to be equivalent.

5) In British Columbia, the use of associate degrees is restricted to the Associate of Arts and the Associate of Science degree. Institutions proposing to offer the associate degree must ensure that the degree is consistent with the British Columbia system-wide definition. (The British Columbia Council on Admissions and Transfer provides a definition of associate degree on its website:
<http://www.bccat.ca/pubs/assocawards06.pdf>

6) The above principles apply to both undergraduate and graduate programs.

III. HOW TO INDICATE SPECIALIZATION IN THE DEGREE NAME

The Board assumes that the principal reason for proposing a distinct degree is to indicate an academic area of specialization. The question then becomes how to achieve this objective, while adhering to the five general principles outlined above. Where appropriate the subject of specialization could be included as part of the degree name leading to a new genus of degrees. Institutions, as a matter of routine, already identify majors and areas of concentration on the transcript. In some instances, honours are shown as part of the degree. In addition, the subject area, or major, is sometimes shown on the parchment as a matter of institutional preference, but that does not mean that that information is incorporated into the name of the degree.

Increasing specialization is the main reason for the existing diversity and continuing expansion of degree names. While there does not appear to be any uniform practice, over time certain models have evolved. One is to include the specialization in the degree name itself (e.g., Bachelor of Science in Agriculture). Another is to indicate the specialization in parentheses after the degree name (e.g., Bachelor of Education (Elementary)). A third is the creation of new generic forms (e.g., Bachelor of Administrative Studies). New degrees, which identify an area of specialization, should fit into one of the following categories:

a) Bachelor of Science in _____. This has become a widely accepted method of indicating specialization. There is a clearly identified and specialized field of study which finds its roots in science, but which derives its distinctiveness from being located in a separate academic unit. Examples include: agriculture, dietetics, forestry, kinesiology, nursing and pharmacy. From the examples given, it is clear that there is a strong link to a particular profession. What should be noted is that, while the degree names follow a standard pattern, the degree initials do not. Examples are: B.Sc.(Agr.) and B.S.N. Either format is appropriate and does not appear to lead to confusion.

b) Bachelor of _____ Science. This approach is similar to the previous method for naming degrees with a significant scientific component. In this instance a descriptive adjective is used to distinguish the branch of science. Examples include:

Bachelor of Applied Science and Bachelor of Health Science. Again, recognized academic units offer the degree and there is a connection with a particular profession.

- c) Bachelor of Arts in _____. While not as common as the comparable degree in science, there are a few instances where this approach has been adopted, e.g. Bachelor of Arts in Child and Youth Care. To warrant a separate degree name, the number of courses required in the field of specialization should exceed that required for a major. There should also be some demonstrated link with a particular profession or occupation.
- d) Bachelor of Education (Elementary). This approach to indicating specialization is achieved by showing the specialty in parentheses after the generic degree. In British Columbia it has been used primarily to distinguish various kinds of education degrees. Unlike the previous examples, these degrees are offered by a single faculty. The Education degree is also a professional degree and the designated distinction has obvious implications for employment. Other faculties wishing to develop specialized professional programs should consider this option. An example is the Bachelor of Arts (Criminal Justice).
- e) Bachelor of _____ Studies. There are an increasing number of degrees with an interdisciplinary focus. As a result there is greater usage of degree names which incorporate the word "studies." This trend is found at both the graduate and undergraduate levels. The word "studies" appears to be used in instances where there is a well-defined academic program but where the course offerings are provided by a number of academic units, often including units from more than one faculty. There is often a tension between choosing a more generic degree (e.g., B.A. (Canadian Studies)) versus Bachelor of Canadian Studies (B.C.S.). The former is more widely recognized and is the recommended approach.
- f) Bachelor of Technology (_____). With the expansion of the post-secondary system to include a greater variety of academic institutions, generic degrees which reflect the academic orientation of these newer institutions are rapidly emerging. In the case of technological institutes, the academic programs are grounded in the study of the practical application of science in a variety of subject areas. It is recommended that Institutes of Technology adopt the generic form of degree, Bachelor of Technology. The field of specialization, if necessary, can be shown in parentheses following the general degree, similar to the practice in the field of education. Normally this degree designation will be confined to Institutes of Technology.
- g) Bachelor of Applied _____. Given that the province has encouraged the development of more applied degrees, there has been a gradual increase in requests to use the word "applied" in the title of the credential offered. The dictionary definition of applied is "used in actual practice or to work out practical problems."

With respect to new degree programs which are "applied" in nature, sponsoring institutions should give serious consideration to using a generic degree name such as Bachelor of Applied Arts (name of specialization) or Bachelor of Applied Design (name of specialization) (e.g., Bachelor of Applied Design (Interior Design)). Each designation is sufficiently broad to allow a number of specific programs under a single umbrella. Because the degree, Bachelor of Applied Science, is already identified with engineering, its use should be limited to such programs to avoid confusion. Since engineering programs are accredited by the profession, this additional requirement should be a condition of approval for degrees using the phrase Applied Science.