

NEW PROGRAM PROPOSAL POLICY

This policy is the responsibility of the Academic Planning Committee and was approved by Faculty Senate on May 14, 2012.

POLICY OVERVIEW

This policy outlines the process for developing new programs at Briercrest College and Seminary.

PRINCIPLES

This policy is guided by the principles of integrity and transparency.

SCOPE

This policy applies to all new undergraduate and graduate programs.

POLICY STATEMENT

Briercrest College and Seminary (BCS) adheres to the procedure outlined below in developing new programs. This policy applies to all certificates, majors, and degrees offered by the College and/or Seminary.

1. In consultation with the Office of the Vice President Academic, the faculty member(s) will draft an initial proposal for a BCS certificate or degree that will consider the following:
 - a. *Mission*. The proposal must articulate how the program aligns with and contributes to the BCS mission;
 - b. *Curricular Issues*. The proposal will provide program specifics including (but not limited to) required courses, cognate and elective courses, internships, experiential learning, and other additional curricular requirements. Where applicable, there should be discussion of curricular expectations of similar programs at other institutions and/or the curricular requirements expected by external accrediting bodies. Program coordinator(s) and other support staff must be identified;
 - c. *Learning Outcomes and Measuring Learning Outcomes*. The proposal must identify program learning outcomes and the manner by which these outcomes will be measured;
 - d. *Resources*. The proposal must outline new resources needed, including new courses, new faculty, library needs, internship supervision, and/or any other financial or human resource;

- e. *Student Demand.* The proposal must provide an assessment of potential student demand for the program;
 - f. *External Appraisal.* The proposal must include review(s) from external disciplinary experts. Typically reviews will be written by individuals in academic positions, but may also include other professionals, para-professionals, or employers. The determination of external reviewers should be made in consultation with the Office of the Vice President Academic;
 - g. *Post-graduation Opportunities.* The proposal should provide an assessment of the vocational and/or graduate study opportunities;
 - h. *Other factors as necessary.*
2. The proposal is presented to Education Team for discussion. Typically the program coordinator(s) will present the proposal alongside the Dean of Research and Curriculum. At a minimum, the proposal will be presented twice to Education Team, once for discussion and a second time for approval, rejection, or revision and resubmission.
 3. Pending approval of Education Team, the proposal is presented to the Faculty Senate. There are three possible outcomes at this stage: acceptance, rejection, or revision and resubmission.
 4. The final internal stage requires Board approval.
 5. Some professional programs have external accrediting bodies. In these cases, the program is submitted to the appropriate accrediting body by the program coordinator(s) and the Office of the Vice President Academic. Baccalaureate degrees requiring provincial accreditation will be submitted to the SHEQAB by the program coordinator(s) and the Office of the Vice President Academic.

APPENDIX A

Related Forms/Policies	
Where is this policy published	
Contact Information	Academic Planning Committee

