

## Program Idea Profile Summary

<b>Title of the Program:</b>	<b>Proposal Lead:</b>
<b>Type of Credential:</b>	<b>Number of Credit Hours:</b>
<b>Current Date:</b>	<b>Program Start Date:</b>
<b>Modality: (check all that apply)</b>  <div><div>On Campus</div><div>Online</div><div>Hybrid</div></div> <div><div>Cohort-Based</div><div>Rolling Admission</div><div>Other</div></div>	<b>Program Structure:</b>  <div>Credit hours:</div> <div>Semesters Offered:</div> <div>Anticipated Time to Degree:</div> <div>Other information:</div>
<b>External Accreditation Required?</b>	<b>Professional Certification Involved?</b>

## Executive Summary (1/2 Page):

Summarize the purpose of the program.

What are the key objectives and outcomes of the program?

## **Statement of Interest**

### **Purpose and Goals:**

Begin this section with a clear statement of the program's purpose. Include an explicit statement of how the new program meets students' educational goals and career objectives. Also describe national or local educational trends. If relevant, discuss current faculty's expertise and commitment.

Address the effect the establishment of the proposed program will have on the college; the relationship of the program to the mission of the college (specifically, the program's relationship to the college's priorities); and the extent to which the proposed program complements existing programs at the college. The potential quality of the proposed program in relation to comparable programs within and outside COTR should be discussed as well.

### **Need and Justification:**

Explain the rationale behind the program proposal. In the first part of this section, the proposal should consider the needs of the students, the college, and the community. Will the program, for example, contribute to specific East Kootenay and provincial needs? Please discuss employment opportunities and include specific job titles with salary ranges. Any relevant local demand for individuals possessing the knowledge, skills, and credentials conferred by the program may also be referenced. Inclusion of this information will be considered as strengthening the proposal.

Provide a description as to how the program idea is in alignment with the College's Strategic Enrollment Management plan.

### **Student Interest/Enrollment:**

What is the present and projected student demand? State the underlying assumptions about the target audience and sources of potential students that led to these projections. Indicate the anticipated rate of attrition and outline the underlying assumptions for this conclusion. Sources for projected student numbers should be described in specific terms. Point to potential programs COTR that might feed into this program. Consultations with current students, recent graduates, and parents/Sr. High School students will be helpful here. The International Office can be a good source here as well.

### **Credential and Employment Readiness:**

Explain and justify the proposed credential this program will fulfill. Describe the skills, knowledge, competencies, or other attributes students will develop over the course of this program. What will graduates be able to do? In your narrative here, provide a general overview of the curriculum.

## **Environmental Scan: Part 1**

### **Labour Market Analysis:**

Proposals for new academic, professional, or vocational programs should discuss employment trends, job opportunities must include robust labour market information and specific job titles with salary ranges, with data drawn from sources such as Lightcast (EMSI/Burning Glass), Stats Canada, BC Labour, or appropriate professional organizations. Inclusion of sample entry-level job postings should be listed in an appendix. The job postings must be directly relevant to the curriculum and should not require specific additional skills or expertise not developed by the proposed curriculum. Labour market analysis must highlight the level of credentials needed for employability.

### **Interest and support from Regional Employers**

Letters of support from prospective employers or experts may be included in **Appendix 2**. It is insufficient to simply establish the proposed curriculum as a legitimate field of academic inquiry.

### **Interest and Support from Indigenous Organizations**

Provide evidence of support from local and regional Indigenous governing bodies, councils, advocacy groups. Explain how the program can support reconciliation and/or advancement of Indigenous partners' communities.

## **Environmental Scan: Part 2**

### **Adjacent Institutional Offering Analysis:**

Outline what similar programs in British Columbia and Alberta offer. How will the proposed program distinguish itself as unique? How is this proposal an opportunity to draw students to COTR's Cranbrook and/or regional campuses? Address any possible overlap with programs currently existing at COTR.

Are there any relevant comparable programs nationally that need to be considered?

What are the tuition ranges of similar programs at other institutions?

### **AEST Consultations**

In the case of new Health-related programs, it is necessary to consult with Provincial Office of Advanced Education and Skills Training. Supporting information from Interior Health will also be important.

### **School District Capacity:**

In this section outline conversations with regional school districts and the pipeline they might provide into the program. Is there interest from a particular district? Is there any possibility for dual credit opportunities? How might prerequisites impact the stream of HS grads?

### **International Student Feasibility**

Will this program draw international students? Consulting with International Education will be necessary to complete this section successfully.

### **Adult Learners**

What is the relevant adult learning market and corresponding interest for entering and completing this program?

### **Financial Aid**

Does this program qualify students for financial aid?

### **Transfer Viability**

This section highlights how students can leverage the proposed program for laddering into further education such as a diploma, degree, or advanced degree. If applicable, outline how the programs elsewhere that would allow graduates to pursue and complete a 4-year degree. What consultations have occurred to indicate potential for transferability?

## **Environmental Scan: Part 3**

### **Institutional Capacity and Resources**

The proposal must demonstrate that we have the necessary resources and faculty expertise to maintain a new program and must substantiate reasonable grounds for expecting that the program will become viable within its first five years. A program's cost assessment should inform campus discussions from the start.

#### Faculty resources

Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualification of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate. The adequacy of the number of faculty should be paramount in the planning process as institutions build increasing numbers of interdisciplinary and cross-disciplinary academic programs. The student/faculty ratio for the proposed academic program should be included in the documentation.

1. **Current Faculty** – List and estimate of the level of involvement of all current faculty members who will participate in the proposed program. **See Table A** below.
2. **Anticipated Faculty** - Describe the additional faculty needed during the next five years for the initiation of the academic program and list the anticipated schedule for addition of these faculty members. **See Table A** below.

#### Information technology and Learning resources

Provide explanation that outlines the level of adequate library and information technology resources needed that would support a high-quality academic program.

##### **1. Information Technology and Academic Technology Capacity and Needs**

Describe any academic technology and digital support elements that are needed. Does the campus have existing and future needs for IT support? A consultation with the Director of IT will be necessary to accurately prepare this section.

##### **2. Learning Commons and Library**

Describe the library and study support resources available / needed to make this an academically viable program. Address any other instructional support costs (A/V materials, subscriptions, lab software).

#### Support resources

##### **1. Internal Support and Capacity**

Provide documentation to demonstrate adequate support resources including Deans, Department Heads, support staff, student advising resources, arrangement for clinical or other affiliations, and professional development for faculty necessary for a successful academic program.

In addition to the relevant Deans, Department Heads, Program Coordinators, Consultations with Student Services (Advising, Counselling, Accessibility, Enrolment Services, Financial Aid, International Office, and Indigenous Education) will be necessary to accurately prepare this section.

Has there been conversations with the Dean of Innovation, Teaching and Learning regarding the capacity of the Centre for Innovation in Teaching and Learning to assist with program development and faculty professional development?

Are College Policies and Procedures in alignment to support and ensure the quality and sustainability of the program?

## **2. External Support and Capacity**

Evidence of willingness to partner – Provide evidence of established partnerships with appropriate entities which can include business, government, education, and healthcare institutions. Provide information on preliminary consultations with relevant professional associations, city, district councils, Indigenous bodies, and trade associations.

## **3. Additional Supports Needed**

Explain the scope of any additional staff and assistance needed during the first three years. Avoid assuming that existing staffing bandwidth is feasible.

## Facilities and equipment

Provide documentation to demonstrate adequate existing and/or anticipated facilities and equipment for a viable program. New/or renovated facilities required to implement the academic program should be clearly outlined by amount and type of space, costs identified, and source of funds to cover costs.

### **1. Existing facilities and equipment**

Assess the adequacy of the existing physical facilities and equipment available for the proposed academic program. Include special classrooms, laboratories, physical equipment, computer facilities, etc. Consultations with the VPAAR, Directors of Facilities, IT, and VP Finance will be necessary for this section to be completed successfully.

### **2. Additional facilities and equipment required or anticipated**

Describe physical facilities and equipment that will be required/anticipated for a successful roll-out over three years. **See Table C.** Consultations with the VPAAR, Directors of Facilities, IT, and VP Finance will be necessary for this section to be completed successfully. Additional consultations on costing of newly required resources will be necessary.

## Marketing and Communication

Describe information derived from consultations from Marketing and Communication? What is the College capacity to raise awareness of the program and recruit domestically?

## Student Recruitment and Enrollment Services

What is the capacity of Enrollment Services and Advising for recruiting students? Are there strategies for recruiting multiple enrollments into the program?



## **Curriculum Validation: Part 1**

### **Program Description**

Articulate which courses are required; which concentrations, if any, are available; the type of electives; the number of credits for each course; the total number of credits in the program and any non-course requirements such as a thesis; comprehensive or language exam or clinical experience. Using **Table B**, provide a sample semester-by-semester sequence of a typical program. Complete course descriptions for all courses required in the major and complete course syllabi for all new courses must be included. It is anticipated that course descriptions will change as the program moves through development, but please provide subject matter expert driven information that best reflects the most up-to-date information. Highlight those SEMs consulted for the curriculum development in this section here.

The second part of this section must address any articulation needs of the proposed program (please consult guidelines on preparing COTR articulation agreements). Provide evidence supporting the likelihood for transfer, dual credit, and/or laddering opportunities. Describe these articulation agreements in this section.

### **Program Learning Outcomes**

Provide a list of the program learning outcomes. Learning outcomes need to be measurable, concrete, and industry/government informed. Consultation with the CITL staff is highly recommended.

### **Curriculum Map**

Outline a curriculum map here. The map must describe how learning outcomes are to be successfully measured. Consultation with CITL staff will be required for this section to be completed successfully.

### **Delivery Method(s):**

Provide an explanation for program delivery (e.g. In person, Online, Hybrid, Hyflex?).

### **Standards and Prerequisites:**

Standards and prerequisites required of students seeking admission to the program must be spelled out in detail. Also include: the selection process for admitting students; arrangements for advising and counseling students; and any special support services that will encourage timely completion of the program.

What options are available for graduated entry? (e.g. courses available until prerequisites are completed)

### **Opportunities for Certificates**

If there are opportunities for achieving professional certificates in the program, outline them here.

### **Experiential and Active Learning**

In what ways will this program be distinguished by experiential learning? What competencies will be developed?

### **Work Integrated Learning Opportunities:**

Outline how work-integrated learning or community-based learning will be incorporated as part of the curriculum.

### **Indigenization, Truth and Reconciliation:**

After consulting with Indigenous partners, Indigenous Education, and the CITL, explain how Indigenous ways of knowing, being, and doing has been considered. Explain how the curriculum can contribute to Truth and Reconciliation with Indigenous Peoples.



## **Curriculum Validation: Part 2**

### **Industry and/or Program Advisory Support of the Curriculum**

In this section, highlight the skills, competencies, and knowledge set that program graduates will have that were highlighted as needed by industry, government, Indigenous partners, and other employer stakeholders.

### Table A: Program Faculty Requirements

Current Faculty			
<i>Department Expectations: Identify the specific job title, courses to be taught, and qualifications for existing faculty contributing to the program. The job descriptions and minimum qualifications of faculty must meet minimum academic qualifications.</i>			
Position Title	Highest Earned Degree, Discipline, and additional qualifications	Courses to be taught	Date by which they will begin job duties

[illegible]

**Table B: Program Schedule**

- Indicate academic calendar type: ☐ Semester ☐ Cohort ☐ Rolling Admission ☐ Other (describe):
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- Use the table to show how a typical student may progress through the program; copy/expand the table as needed.

Term:		Credits per classification			
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)
Term credit total:					

Term:		Credits per classification			
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)
Term credit total:					

Term:		Credits per classification				Term:		Credits per classification				
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)	Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)	
Term credit total:							Term credit total:					
Term:		Credits per classification				Term:		Credits per classification				
Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)	Course Number & Title	Cr	Req	Elec	New	Prerequisite(s)	
Term credit total:							Term credit total:					
Program Totals:	Credits:					Major:		Elective & Other:				

Cr =Credits    Req = Required    Elec = Elective    New = New course

### Table C: Physical, Digital, and Equipment Needs

[illegible]

