# POLICY 8100

# INSTRUCTIONAL PROGRAMS

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# GLOSSARY

| Term | Definition |
| --- | --- |
| Admissions and Standards Committee (A&S) | The Admissions and Standards Committee is a standing committee of the Education Council and its purpose is to provide advice to the Education Council on matters related to Selkirk College Admissions and Standards.  Admissions and Standards Policies approved by the Education Council will be distributed to the college community through the President's Office. |
| Apprenticeship | Training which combines paid work-based learning with post-secondary education, applicable to particular trades and industry occupations. |
| Approval In Principle | A process by which Education Council approves that the course or program can begin to be developed and marketed. |
| CE Unit | A numerical value assigned to a non-credit course or event offered through the Community, Corporate and International Division (CCID), usually based on the amount of time required to complete the activity.  Normally one CE unit is equal to 12 hours of structured evaluated learning. |
| Co-op Education | A paid workplace-based mode of learning, where student supervision occurs through occasional phone or in-person contact from an instructor. |
| Course Outline | A formal document, that describes a course, its learning objectives, its evaluation procedures and other relevant course policies. |
| Credential | A generic term that refers to the various program designations (e.g. "certificate", "degree", "advanced diploma") in use in educational institutions. |
| Credit | A numerical value assigned to a learning activity for which the student is evaluated; the value is based on the type of activity as well as the amount of time required to complete it. |
| Credit Course | A course for which a grade is assigned and a pre-determined number of credits is granted towards a Selkirk College credential. |
| Curriculum | The objectives and  intended learning outcomes of programs/courses offered by Selkirk College. |
| Curriculum Committee (CC) | The Curriculum Committee is a standing committee of the Education Council and its purpose is to advise and make recommendations to the Education Council regarding college curriculum. |
| Deletion | The deletion of a course or program from the college calendar and curriculum. |
| DQAB | Degree Quality Assessment Board http://www.aved.gov.bc.ca/degree-authorization/board/welcome.html |
| Education Council (EdCo) | Under the College and Institute Act, the Education Council serves as an advisory to the Board of Governors for matters relating to educational policy. |
| Employability skills | Generic skills that maximize the employability of graduates. See the Conference Board of Canada's "Employability Skills 2000+" list.http://www.conferenceboard.ca/Libraries/EDUC_PUBLIC/esp2000.sflb |
| EQA | Education Quality Assurance http://www.aved.gov.bc.ca/education_quality_assurance/welcome.html |
| FTE | An acronym for "full-time equivalency"; it refers to the number of instructional hours and other learning activities that a student must take in order to meet the program completion requirements as defined in the calendar. |
| New Program | A program that has not been previously offered by the college. |
| Non-credit course | A course for which no letter or numerical grade is assigned; non-credit courses may be stand-alone, or may be part of a Citation credential. |
| Practicum | A workplace-based mode of learning, usually unpaid, where faculty are directly supervising the students. |
| Preceptorship | A workplace-based mode of learning, usually unpaid, where student supervision occurs through occasional phone or in-person contact from an instructor. |

| Term | Definition |
|---|---|
| Program | A set group of courses and other learning experiences, where each contributes to the overall achievement of stated learning outcomes. |
| Program Efficiency | A program is considered to be efficient when the program's intended quality outcomes (such as meaningful employment and/or accreditation with appropriate bodies and/or successful transfer) are achieved in the least amount of time and expense to the student and in the most cost-effective manner. |
| Program Sustainability | The capacity of a program to remain successful over time, attracting a sufficient number of students to meet efficiency criteria. |
| Program Viability | The capacity of a program to be successful, using a reasonable amount of resources. |
| PSIPS | Post-Secondary Institution Proposal System https://www.aved.gov.bc.ca/psips/public/faq.faces |
| Significantly Altered Program | A program or course is considered to be significantly altered when its length has been adjusted by more than 30%, or 30% or more of the content has been changed. |
| School | An administrative unit within Selkirk College, headed by a School Chair. |
| Student Evaluation | A process by which a student demonstrates his/her mastery of a subject, to a standard defined by the learning outcomes stated on the course outline. |
| Suspension | The suspension of a program or course sections from the scheduled offerings in a particular year. |
| University Transfer (UT) | A university-level course which has been articulated with at least one BC University, and is listed with the BC Council on Admissions and Transfers (http://www.bccat.bc.ca/). |
| VP ASD | Vice President, Academic and Student Development. |
| Workplace-Based Education | A mode of learning which formally integrates academic learning with career-related work experiences beyond the classroom environment. |

# 1. PURPOSE

This policy explains and governs how programs and courses are created, managed, changed, reviewed, suspended or cancelled at Selkirk College:

(1)     in accordance with the College and Institute Act;

(2)     in support of Selkirk College's strategic directions, enabling Selkirk College to achieve its goals and objectives, for the benefit of its students in support of their ultimate success and its communities;

(3)     in consideration  to access, and local relevance with input from employers, community and other stakeholders;

(4)     in compliance with governing, accrediting and licensing bodies;

(5)     yielding high-quality student outcomes and maximizing future laddering and transfer opportunities;

(6)     in response to budget development directives;

The purpose of this document is to help faculty and administration develop new programming and to clarify and simplify College procedures.

## 2. CREATING NEW PROGRAMS

### 2.1 Policy

A proposed new credit program must have approval in principle from Education Council before:

(1)     it can be included in the College's instructional plan;

(2)     funding is allocated to its implementation;

(3)     external agreements can be finalized regarding the program;

(4)     advertising beyond an initial call for interest can be made about the program.

New programs will have final approval from the Board or its delegates before it can be implemented.  It is the responsibility of the School Chair or faculty delegate to ensure that the process happens in a timely manner and all approvals are completed in time for the scheduled intake of students.

Degree programs also require prior approval by the Ministry of Advanced Education. (See Glossary under DQAB). To create a degree program, there are additional requirements imposed by the Ministry of Advanced Education's Degree Quality Assessment Board.

A non-credit program, or citation, requires approval from Curriculum Committee only.

Cost recovery programs and/or courses are also subject to the requirements of this policy.

### 2.2 Procedure

The following procedure is required for the approval of all new credit programs. Please see Appendix B1: New Program Development Flowchart for a visual representation of the procedure. It should be noted that this process leads to the approval of a program from an educational perspective. The development and delivery of any new program also requires approval through the budget development process.

| RESPONSIBILITY | ACTION | |
|---|---|---|
| School Chair and Dean | 1. | Complete **form A1 – New Program Proposal (Part One):** *Application for Approval in Principle* with the appropriate Dean and Registrar. ***(See Appendix A)*** |
| Dean | 2. | External Consultation: Ministry of Advanced Education for Health-related, Industrial Training Authority for Trades and/or partners, if appropriate. |
| Dean | 3. | Internal Consultation: Provide proposal to Deans and Chairs committee for information and feedback. |
| VP ASD | 4. | Determine whether to approve the application and recommend that the Dean forward it to Education Council (EdCo). |
| Dean | 5. | Begin external approval PSIPS site: https://www.aved.gov.bc.ca/psips/public/faq.faces and bring proposal to EdCo for approval in principle. |
| Education Council | 6. | Review proposal form and determine whether to grant approval in principle. Forward copies of documents to Curriculum Committee (CC) and Admissions and Standards Committee (A&S) for information only. If approval is not granted reasons for decision-making and/or suggestions for a revised application will be provided. |
| School Chair and Dean | 7. | Develop proposal for internal review including:  ***(Appendix A)*** <br> a.     Develop courses in consultation with CC; |

| RESPONSIBILITY | ACTION |
|---|---|
| | b. Develop program policies in consultation with A&S;<br>c. Confirm credential type and program code in consultation with Registrar (see section 3);<br>d. Complete form A1 – New Program Proposal (Part Two): Application for Final Approval); and<br>e. Initiate preliminary program marketing. |
| CC | 8. Determine whether to recommend approval of courses and forward recommendations to EdCo. |
| A&S | 9. Determine whether to recommend approval of policies and credential and forward recommendations to EdCo. |
| EdCo | 10. Review proposal, recommendation of CC, A&S, and external review and determine whether to approve program curriculum and policies. |
| Education Council Chair | 11. Bring final recommendation to Board. |
| Dean | 12. Make recommendation on inclusion in instructional plan. |
| VP ASD | 13. Develop instructional plan. Determine when to include new program. |
| Dean with School Chair | 14. Begin implementation of new program, including rationalization through the budget development process. |

## CITATION PROGRAMS

Creating a non-credit citation program requires the submission of form **A9 – CCID Proposal for a New Citation** to the Chair of the Curriculum Committee only. Once the citation is approved, it must be forwarded to Education Council for information and may be published in the Community Education calendar.

In order to give appropriate recognition to CCID students for their achievement, and in order to maximize the College's ability to count its non-credit activities towards meeting its FTE target, certain courses may be grouped into programs for which a "Citation" will be awarded.

A Citation program will consist of a minimum of 100 hours of evaluated learning, comprised of 70-80% technical skills and 20-30% employability skills.

## CE UNITS

A "CE unit" consists of 12 hours of structured, evaluated learning, which can be delivered in a variety of formal (e.g. a CE course) and informal (e.g. a seminar or conference) ways. Evaluation methods vary and result in a "satisfactory" or "unsatisfactory" rating. No grades are awarded and no transcripts are issued, but a certificate of completion", which clearly states the number of instructional hours, may be given for individual courses. Selkirk College awards CE units for the following type of non-credit activities:

- Job readiness courses
- Professional development courses and events
- Short courses for skills upgrading
- Any course that is part of a Citation program (see next section)

## 3. CREDENTIALING OF PROGRAMS

### 3.1 Policy

All programs at the College recognize student achievement by awarding a formal credential. The College currently awards Certificates of Completion, Associate Certificates, Citations, Certificates, Certificates of Trades Training, Advanced Certificates, International Certificates, International Diplomas, Diplomas, Advanced Diplomas, Associate Degrees, and Applied Degrees.

In order to qualify for a credential, a program must be approved by the College through the prescribed approval process. The credential awarded is determined by the level, length, breadth and scope of skills and knowledge that a student is intended to achieve upon satisfactory completion of the program, as well as the number of credits earned.

The final authority for assigning credits and determining the appropriate credential will rest with EdCo on the advice of the Registrar.  Normally, credentials will be assigned according to a standard table of credits (see **Appendix C1 –** Credentials Granted by Selkirk College  Exceptions may be made where the requirements of external accrediting bodies impose requirements on the program which conflict with these College guidelines.  Approval for any such exceptions must be granted to the program in writing by the Registrar.

### 3.2 Procedure

For the most part, the credentialing of a program will be established during the process of creating a new program.  In this case, the procedure in section 2.2 will be followed.

If, on the other hand, it is proposed that an existing program offer a modified or new credential, a determination of whether the change constitutes a creation of a new program must be made.  In most cases, the decision to change the credential for an existing program will require one to follow the new programs procedure. If the change is a small enough one, however, for example the addition of a new specialty to an existing program, an exception may be made on the written recommendation of the Registrar and Education Council.  Note that in the case of degrees and applied degrees, such determination must be reviewed by the Degree Quality Assessment Board as well.

| RESPONSIBILITY | ACTION |
|---|---|
| School Chair | 1.  Provide a complete list of courses and credits. |
| School Chair in Consultation with A&S | 2.  Use **Appendix C1** to determine appropriate credential. |
| Registrar | 3.  Approve Credential.<br>4.  Approval of any variance to standard accreditation should be indicated in the appropriate form. |

## 4. CHANGES TO EXISTING PROGRAMS

### 4.1 Policy

There is a difference between major and minor changes in programs.  While both require approval and documentation, minor changes to programs require only the approval of the Dean of Instruction for the school.  Major changes require Education Council approval as well as the Dean's.  As in the case of a new program, a proposed major change to an existing program must have approval in principle from Education Council before:

(1)  College resources may be allocated to its development and delivery;

(2)  External agreements can be made regarding the changed program;

(3)  Changes to the program can be publicized.

### 4.2 Procedure

The first step in making a change is therefore determining whether the change is minor or major. Some of these changes may involve changes to courses as well as programs. The appropriate course change procedures must be followed. The following examples may help in this determination.

**4.2.1** Examples of **MINOR changes** to a program:

(1)     Changes to the order of delivery of existing courses;

(2)     Changes in the grouping of learning outcomes into existing courses;

(3)     Minor changes to the program's learning outcomes;

(4)     Changes to the name or numbers of existing courses (new course numbers are issued/approved by the Registrar's office).

In the case of a **MINOR** change to a program, the only approval needed is that of the appropriate Dean of Instruction. There is, however, a requirement to document the change and inform the College community of the change by completing form **A2 – Program Change: Minor Changes** and submitting it to the EdCo assistant.

**4.2.2** Examples of **MAJOR changes** to a program:

(1)     Significant changes to length or number of credits of a program;

(2)     Changes to the name of a program;

(3)     Adding or deleting a course from the requirements of a program;

(4)     Changes which will impact other programs or the support systems (library, computer, student support) and resources required to deliver this program;

(5)     Changes which will impact transferability or laddering;

(6)     Changes which will impact availability of student loans;

(7)     Changes to the length of a program or time of intake;

(8)     Changes which impact accessibility to students (e.g. pre-requisites);

(9)     Changes which significantly increase the cost of a program;

(10)   The addition or deletion of a specialization.

In the case of a **MAJOR** change to a program the following procedure must be followed:
See Appendix B2: Program Major Change Flowchart for a visual representation of the procedure.

| RESPONSIBILITY | ACTION |
|---|---|
| School Chair | 1.     Consult with Program Advisory Committee and any external articulation or governing bodies.<br>2.     Complete form **A3 – Program Change: Major Changes** and any needed course-creation/change/deletion forms. *(See Appendix A)* |
| Dean | 3.     Approve or disapprove the program change request in consultation with VP ASD.<br>4.     If VP ASD determines that the proposal has significant cost impacts, consult Management Committee.<br>5.     If not approved:  indicate "not approved" on the request form with reasons and return to School Chair.<br>6.     If approved:  sign and submit all paperwork to EdCo for approval in principle. |

| RESPONSIBILITY | ACTION |
|---|---|
| EdCo | 7. Refer to CC and A&S as required. Determine whether to grant approval in principle. |
| Chair and Faculty | 8. Update curriculum/courses in consultation with CC. |
| School Chair | 9. Update program policies in consultation with A&S. |
| CC | 10. Determine whether to recommend approval of curriculum/course changes and forward recommendations to EdCo. |
| A&S | 11. Determine whether to recommend approval of policies and forward recommendations to EdCo. |
| EdCo | 12. Determine whether to approve program changes. |
| EdCo Chair | 13. Report program changes to Board of Governors and the College community. |

Once approval in principle is granted, advertisement and recruitment for the modified program may proceed while the courses and policies are being developed.  It is expected that all development be finished in a timely manner so that full approval may be granted before the initial intake into the modified program.


5.   REVIEW AND RENEWAL OF EXISTING PROGRAMS

   **5.1   Policy**

   To maintain currency, relevance and efficiency as well as to help the College establish priorities among programs and accomplish its strategic goals, each program will undergo a regular review process.


   **5.2   Procedure**

   School Chairs will collect data for program evaluation on an ongoing basis.  This may include such items as:

   (1)   The annual Program Accountability and Sustainability (PAS) report (provided by Institutional Research);

   (2)   Other sector-related research as requested from  Institutional Research;

   (3)   EdCo course and program change records;

   (4)   Minutes of meetings with Articulation or Advisory Committees;

   (5)   Student feedback;

   (6)   Anecdotal information from graduates;

   (7)   Information from complementary or competitive programs;

   (8)   Information from accrediting bodies, agreements with other agencies, institutions;

   (9)   Notes from departmental meetings;

   (10)   School/Departmental Operational Plan template (see Appendix D).

   Annually, the Dean and the School Chair will meet with the program faculty to review the information that has been collected during the year; to address issues like currency, enrollment, transfer, and completion rates; and to discuss what changes, if any, should be made to improve the program. If

changes are deemed to be desirable or necessary the annual Operational Plan will identify strategies to address these areas and will include resource implications.

Periodically, and at least every five years, each program will review its policies and curriculum and submit these for approval to the Admissions and Standards Committee and Curriculum Committee. This report will be part of the program's comprehensive review and will lead to the development of a long-term strategic plan for the program.

## ANNUAL REVIEW OF PROGRAMS

| RESPONSIBILITY | ACTION |
|---|---|
| School Chair | 1. Gather data annually. |
| Institutional Research | 2. Create annual PAS report for program and other sector information as requested. |
| Dean, School Chair and Faculty | 3. Hold annual planning meetings. |
| School Chair (or Designate) | 4. Prepare annual report on planning meetings. Prepare annual Operational Plan. |
| Dean | 5. Review and archive operational plan, submit to VPASD. |

## PERIODIC REVIEW OF PROGRAMS

| RESPONSIBILITY | ACTION |
|---|---|
| Dean | 1. Initiate periodic review with EdCo. |
| EdCo | 2. Referral to CC and A&S. |
| School Chair in consultation with A&S | 3. Review program and policies; report to EdCo. |
| School Chair in consultation with CC | 4. Review curriculum; report to EdCo. |
| School Chair | 5. Prepare periodic review report of program. (Note: The periodic review process is under development). |
| Dean/VP ASD/EdCo | 6. Review, approve and archive periodic review report. |

## 6. PROGRAM SUSPENSION OR DELETION

### 6.1 Policy

The College receives the majority of its operating funding from government grant and program tuition, and so is subject to the fiscal policies and post secondary program priorities of government. The College reserves the right to determine educational priorities and cancel, delete, or change its programming as it deems necessary, and will make every effort to give students and others affected by program suspension or deletion decisions as much notice as possible to minimize the impact of program suspension or deletion.

Whenever possible, and appropriate, the College will provide the opportunity for schools to review and renew programs to mitigate risks to continued delivery. Programs will be first identified as at-risk, based on a variety of factors; for example the PAS report, changing government priorities, and results of periodic reviews described above. Programs may then be given an opportunity to identify, develop, and possibly implement solutions. The final decision for a program deletion rests with the Board.

### 6.2 Procedure

| RESPONSIBILITY | ACTION | SUGGESTED DATES |
|---|---|---|

| RESPONSIBILITY | ACTION | SUGGESTED DATES |
|---|---|---|
| VP ASD | 1. In consultation with Deans and Chairs, identify at-risk programs – inform Deans. | May – August |
| Dean | 2. Meet with School Chair, Faculty, Program Advisory Committee, Communications and Development division; propose solutions to VPASD. (Strategies included in Operational Plans). | August – October |
| School Chair | 3. Develop and implement remedies and strategies. | September – March |
| VP ASD | 4. Determine in consultations with Management Committee and EdCo whether to recommend cancellation to the Board.<br>If deletion is recommended then<br>5. **Complete form A4 – Program Suspension/Deletion.** *(Appendix A)* | March |
| Management Committee | 6. Draft College budget using recommendation above. | February – March |
| Board | 7. Approve budget including any cancellations. | March |

## 7. MANAGEMENT OF COURSES

Generally, programs are broken into smaller units such as courses, labs, preceptorships, practicums and other such delivery units (for definitions of these, refer to Glossary). The following set of policies governs the creation, documentation, change, review and suspension or deletion of courses and other such learning activities.

### 7.1 New Course Development

### 7.1.1 Policy

A proposed new credit course must be approved by the relevant Dean and by Education Council before it is entered into the calendar or enrollment system. Normally, courses approved by Education Council after calendar production will be deferred from implementation until the subsequent year. Courses developed for implementation after calendar production and requiring delivery within the year will need approval by EdCo.

### 7.1.2 Procedure

Some new courses are individual in nature and some will be part of a major program revision or of the development of a new program. Regardless of the context, each credit course must go through the following process: See Appendix B3: New Course Development Flowchart for a visual representation of the procedure.

| Responsibility | Action |
|---|---|
| Course Proponent (Instructor) | 1. Obtain approval from School Chair.  Determine whether the new course is part of a program change and initiate that procedure as well. |
| School Chair or Designate | 2. Obtain course number from Registrar's office. |
| School Chair or Designate | 3. **Complete form A5 – New Course  (See Appendix A)** |
| Dean of Instruction or VP ASD | 4. Approve form **A5** – New Course.  Return to School Chair or designate. |
| School Chair or Designate | 5. Forward approved form A5 to CC.<br>6. Review approved form in consultation with CC.<br>7. Forward form A5 with any revisions to Word Processing. |
| Proponent (Instructor) with WPC | 8. Creates and edits course outline; proponent forwards to CC.  **\*A copy of the course outline with all components listed in 7.3.1 must be archived with the Registrar.  This archive is maintained in WPC** |
| CC Chair | 9. Sign course approval form.  Bring recommendation for course approval to EdCo. |
| EdCo Chair | 10. Sign course approval form. Give completed form to EdCo Assistant. |
| EdCo Assistant | 11. File signed course approval form, send copies to :<br>• School Chair<br>• Dean<br>• CC Chair<br>• A&S Chair<br>• Registrar<br>• Counseling<br>• Library |
| BCCAT Institutional Contact Person | 12. Begin articulation process if appropriate. |
| EdCo Chair | 13. Report to the Board of Governors on new courses approved. |

### 7.2    Accreditation of Courses and Other Learning Activities

### 7.2.1 Policy

The College grants credit for a learning activity depending on the level and type of learning, the class time spent by the student and on industry standards.  As a guideline, credit is intended to be awarded at the rate of one credit per full-time week of student work (including out-of-class work).  Credits awarded are independent of funding source.

### 7.2.2 Procedure

If a learning activity is of an established type, credit will normally be granted according to College guidelines found in Appendix C.  Credit for learning activities which are not one of these established types will be determined by the Registrar in consultation with Education Council on a case-by-case basis, but as a general principle, for supervised learning activities one credit is generally defined as one full-time week of student work (including out-of-class work).  Credit is not normally granted for learning assistance or student support activities (E.g. tutoring).  For programs using a province-wide articulated curriculum (e.g. trades, nursing), the number of credits granted by other institutions may be taken into account when determining the credit value of College offerings.

Course credit is established or changed as part of the new course creation or course change processes.

| RESPONSIBILITY | ACTION |
|---|---|
| School Chair | Provide breakdown of learning types and hours. |
| School Chair (may consult with Curriculum Committee) | Use **Appendix C2 – Guidelines for Assigning Credits** to determine credits.  Round to the nearest ½ credit.  *(See Appendix C)* |

This is only the process for **determining** course credit.  All changes to course credit or setting of credit for a new course must go through the normal approval procedures given in sections 7.1.2 and 7.4.2.

### 7.3    Course Outlines

### 7.3.1 Policy

Every credit course offered by the College must have an official course outline specifying:

(1)    The course name, hours, and credits;

(2)    The course number provided by the Registrar;

(3)    The course's calendar description;

(4)    Content and learning outcomes for each major component of the course;

(5)    Course pre- and co-requisites if any;

(6)    Existing or prospective transfer agreements;

(7)    Any proposed textbooks or resources required;

(8)    Policies on evaluation and grading;

(9)    Any other relevant course or program policies;

(10)   An outline of major sections, assignments and evaluative events;

(11)   The most recent EdCo approval date.

Official course outlines are approved by EdCo on the advice of CC when the course is created and modified through the approval of the Course Change **Form A7 – Major Course Change: Curricular**.

A course outline should be made available to students on the first day of scheduled class or as soon as possible thereafter. Instructors are advised to review the outline with students at that time to ensure that expectations and course policies are fully understood.  The instructor may, with the approval of the School Chair, make small revisions to the course outline before distributing it to the students, but if the revised version differs significantly from the EdCo approved official course outline, the changes will require approval as outlined in section 7.4.

The College requires that each School Chair provide the Registrar or their designate with the version of the course outline which was distributed to the students for each section of the course offered by the school. For service courses, both the School Chair for the course and the School Chair for which the service course is part of the program should receive current copies.

### 7.3.2 Procedure

Instructors must familiarize themselves with the official course outline and either use it, making appropriate updates, or develop their own version which is not substantially different in terms of learning outcomes, topics, and delivery methodology from the approved version (see section 7.4).

The School Chair must collect and approve the course outlines and forward a copy to the Registrar.

The Registrar must archive the course outlines.

| RESPONSIBILITY | ACTION | |
|---|---|---|
| Instructor | 1. | Keep outline current, accurate and in substantial agreement with official course outline as approved by EdCo. |
| Instructor | 2. | Alert School Chair to any significant changes to course outline. |
| School Chair | 3. | Collect and file course outlines. |
| | 4. | In consultation with instructor, determine whether "major changes" have been made to the course and take appropriate action (see section 7.4). |
| | 5. | Forward a copy of course outline to the Registrar's office. |
| Registrar | 6. | Archive all course outlines. |

### 7.4   Changes to Existing Courses

### 7.4.1 Policy

Courses are continuously reviewed and updated. Minor changes can be made at any time at the discretion of the instructor with the approval of the School Chair; major changes must be submitted to the Education Council for review before they are implemented. All changes must be documented appropriately so that College records such as the calendar, the Student Record System, articulation agreements and course outlines are always up to date.

### 7.4.2 Procedure

**Minor changes** to existing courses include changes such as:

(1)   change of text book or reading materials;

(2)   changes in assignments;

(3)   changes where fewer than 20% (1 in 5) of learning outcomes have been changed from the official course outline; (normally, courses will undergo a CC review no less frequent by than every five years, see 7.5.2)

(4)   changes to the schedule.

Such changes require no special form or application as long as all changes are reflected in the course outline which is approved by the School Chair before it is distributed to students and submitted to the Registrar for archiving. (See section7.3.2).

**Major changes:** There are two types of **major** changes to existing courses: non-curricular only and curricular.

Non-curricular changes include changes such as:

(1)    course code;

(2)    course number;

(3)    course name; and

(4)    re-writes of the calendar description which do not impact content.

**Non-curricular changes** do not need to be reviewed by Education Council (although EdCo must be notified): however, they may be part of program changes that must be approved by EdCo.  The approval procedure for a non-curricular change is as follows: (See Appendix B4: Course Major Change Flowchart for a visual representation of the procedure).

| RESPONSIBILITY | | ACTION |
|---|---|---|
| School Chair or Designate | 1. | Obtain new course number from Registrar's office if needed. |
| | 2. | **Complete form A6 – Major Course Change: Non-Curricular.  *(See Appendix A)*** |
| | 3. | **Determine whether the course is a requirement for any program; if so, initiate program change procedure. (See Section 4)** |
| Dean of Instruction for School | 4. | Approve form **A6**. Forward to Registrar's Office. |
| Registrar's Office | 5. | Return approved form to School Chair. |
| School Chair | 6. | Carry out all notifications indicated on the form and update calendar, and request  re-articulation if required. |

The second type of major change is a **curricular change**.  This includes any changes to:

(1)     a significant part of content or learning outcomes greater than 20%;

(2)     number of credits awarded;

(3)     mode of instructional delivery (e.g. from lecture to lab);

(4)     pre- or co- requisites;

(5)    transfer or laddering to other courses or programs;

(6)    hours of instruction.

Curricular changes must be reviewed by Education Council.  The approval procedure for curricular changes is as follows:  (See Appendix B4: Course Major Change Flowchart for a visual representation of the procedure).

| RESPONSIBILITY | | ACTION |
|---|---|---|
| School Chair or  Designate | 1. | Obtain new course number from Registrar's office if needed. |
| | 2. | **Complete form A7 – Major Course Change: Curricular. *(See Appendix A)*** |
| Dean of Instruction for School | 3. | Approve form **A7 –** Major Course Change: Curricular. Return approved document to School Chair or Designate. |

| Responsibility | | Action |
|---|---|---|
| School Chair or Designate | 4. | Forward approved Major Course Change – Form **A7** along with most recent official course outline and a modified course outline (if available) to CC Chair. Request that the change be put on CC agenda. |
| CC Chair | 5. | Schedule course change on CC agenda. |
| CC | 6. | Review course change. Determine whether to recommend that EdCo approve with revisions, approve with no revisions or fail to approve. |
| School Chair or Designate | 7. | Make any requested revisions, submit to CC chair. |
| CC Chair | 8. | Sign form **A7** and forward it along with CC recommendation to EdCo. |
| EdCo | 9. | Approve/fail to approve. |
| EdCo Chair | 10. | Sign form **A7** and return approved form to School Chair or designate. Send copies to Registrar and CC Chair. *(See Appendix A)* |
| School Chair | 11. | Carry out all notifications indicated on the form and update calendar. |

### 7.5 Review of Existing Courses

#### 7.5.1 Policy

Selkirk College courses should be reviewed annually so that they are kept up to date with current and viable transfer agreements and accreditation.

#### 7.5.2 Procedure

Each Selkirk College credit course offering must be reviewed each year it is offered to make sure of the currency of its content and transfer agreements (if it has any). This is a joint responsibility of the instructor assigned the workload for the course, the BCCAT Institutional Contact person and the School Chair responsible.

Courses will also undergo a Curriculum Committee review no less frequently than every five years as a part of their discipline or program review. *(See also Section 7.4.2)*

| Responsibility | | Action |
|---|---|---|
| Instructor | 1. | Annually review currency of course and its transfer/laddering arrangements. |
| BCCAT Institutional Contact person | 2. | Forward any transfer information received from BCCAT to instructor and School Chair. |
| Faculty Delegate | 3. | Attend any articulation meetings and advise of changes to transfer and articulation. |
| School Chair | 4. | Review currency/transfer/laddering with faculty at annual planning meetings. |
| Dean in consultation with School Chair and EdCo | 5. | Initiate program-level review of courses and curriculum not less than every 5 years (See also section 5.2). |

### 7.6 Suspension or Deletion of Courses

### 7.6.1 Policy

Selkirk College recognizes the importance of continuity of programming.   There will be times, however, when courses must be deleted or suspended for budgetary reasons, because of changing government imperatives, changes in student demand or other reasons.   The College is committed to consulting Education Council and other stakeholders in a timely manner.

### 7.6.2 Procedure

The procedure to be followed depends on the type of change being carried out.  There are **four** types:

(1)  Course removal: The removal of a course from a program's requirements;

(2)  Course section suspension: The suspension of a course section from the scheduled offerings in a particular year (temporarily);

(3)  Course suspension: The suspension of all course sections from the scheduled offerings in a particular year;

(4)  Course deletion: The deletion of a course from the college calendar and curriculum.

**To remove a course from a program's requirements, follow the Major Change to Program procedure.  (See Section 4.2.2)**

To suspend a course section or to suspend all sections of a course temporarily (for a given delivery year) the Dean for the program that delivers the course or, alternatively the VP ASD or President, notifies the School Chair and the Registrar's office.  To delete the course permanently, the Dean for the program that delivers the course or alternatively, the VP ASD or President, must fill out and approve form **A8: Course Suspension/Deletion** and indicate that the course is being deleted.  If the course is being deleted from the curriculum and calendar, the form should be forwarded to Education Council for advice and then sent to the Registrar's office.

| RESPONSIBILITY | ACTION |
|---|---|
| Dean (or VP ASD) | 1.  Determine that a course should be suspended or deleted.  Complete form **A8** - Course Suspension/Deletion.<br><br>**If Suspended:**<br>2.  Forward form **A8** to EdCo and Registrar's office and make all other indicated notifications.<br><br>**If Deleted:**<br>3.  Forward form **A8** to EdCo for discussion. |
| VP ASD | Determine in consultations with Deans and Chairs, Management Committee and EdCo whether to recommend cancellation to the Board.<br>4.  Communicate final decision of the Board. |

# POLICY 8100
# INSTRUCTIONAL PROGRAMS


# APPENDIX A

# FORMS

| Program Name: | |
|---|---|
| **Implementation Semester:  Fall ☐  Winter ☐  Spring ☐** | **Type of Credential to be Awarded:** |
| **School:** | **Contact Person:** |
| **School Chair:** | **Date:** |

## RATIONALE FOR PROPOSAL:

How does this proposal fit with the College Strategic Plan?

Describe in a short and succinct paragraph the overall purpose of this program.

Target Student Population - What kind of students are most likely to be attracted to this program?

Labour Market information – What makes you believe there is demand for this program?

**Transition Plan** *(complete **only if** the proposed program is replacing a current program being discontinued):*

Which program is the proposed program replacing?

Do you want students currently in the discontinued program to be able to graduate from the proposed program providing they have met all of the new program requirements?     Yes ☐          No ☐

If **yes**, are course substitutions and exemptions allowed?          Yes ☐          No ☐

If **yes**, specify which ones:

## FINANCIAL REQUIREMENTS:

What resources will be needed to develop and implement this program?

## APPROVAL IN PRINCIPLE:

| | |
|---|---|
| *School Chair* | *Date* |
| *Dean of Instruction* | *Date* |
| *VP ASD* | *Date* |
| *EdCo Chair* | *Date* |

## APPROVAL  IN PRINCIPLE COPIED AND FORWARDED TO:

## PROGRAM DETAILS (USE CALENDAR AS TEMPLATE):

| | |
|---|---|
| General Information/ Introduction | |
| Admission Requirements | |
| Total Program Credits | |
| Curriculum | |
| Additional Requirements or Restrictions | |
| Notes | |
| Type of Credential to be Awarded | |

**Implementation Information:**

Intake Semester(s):  Fall ☐  Winter ☐  Spring ☐

**Space Requirements:**

Utilizes existing course?          Yes ☐   No ☐

New course development required?  Yes ☐          No ☐

## APPROVALS

_____          _____
*School Chair*                                                    *Date*


_____          _____
*Dean of Instruction*                                              *Date*


_____          _____
*VP ASD*                                                            *Date*


_____          _____
*EdCo Chair*                                                        *Date*

## APPROVAL COPIED AND FORWARDED TO:

Counselling Department ☐          VP ASD ☐          Registrar's Office ☐          Library ☐

| | |
|---|---|
| **Program Name:** | |

| | |
|---|---|
| **School:** | **Effective Semester:  Fall** ☐ **Winter** ☐ **Spring** ☐ |
| **School Chair:** | **Contact Person:** |

## RATIONALE FOR PROPOSED CHANGES:

**Transition Plan:**

Specify how students who have applied or who are currently enrolled in or waitlisted for the program will be affected by the proposed change(s) and how they will be notified of the change(s) and other programs impacted:

| | **Current Program Details:** *(only enter details that will be changed)* | **Proposed Program Details:** *(only enter details that will be changed)* |
|---|---|---|
| Program Name | | |
| General Information | | |
| Admission Requirements* | | |
| Total Program Credits | | |
| Curriculum (Changes to course name or number requires Registrar's approval)* | | |
| Requirements / Restrictions | | |
| Name of Credential to be Awarded | | |
| Other | | |

## APPROVALS:

_____
*School Chair*

_____
*Date*

_____
*Registrar (if applicable)*

_____
*Date*

_____
*Dean of Instruction*

_____
*Date*

## APPROVAL COPIED AND FORWARDED TO:

Chair of Education Council ☐          Counselling Department ☐          Registrar's Office ☐

*For Admissions and Standards Committee (A&S) ensure that program policies are updated to reflect changes and submitted to A&S.

## Selkirk College

| | |
|---|---|
| **Program Name:** | |

| | |
|---|---|
| **School:** | **Effective Semester:  Fall** ☐ **Winter** ☐ **Spring** ☐ |

| | |
|---|---|
| **School Chair:** | **Date:** |

**RATIONALE FOR PROPOSED CHANGES:**

**TRANSITION PLAN:**

Specify how students who have applied or who are currently enrolled in or waitlisted for the program will be affected by the proposed change(s) and how they will be notified of the change(s):

| | **Current Program Details:** *(only enter details that will be changed)* | **Proposed Program Details:** *(only enter details that will be changed)* |
|---|---|---|
| Program Name | | |
| General Information | | |
| Admission Requirements | | |
| Total Program Credits | | |
| Curriculum / Courses | | |
| Requirements / Restrictions | | |
| Name of Credential to be Awarded | | |
| Other | | |

**APPROVALS:**

| | |
|---|---|
| *School Chair* | *Date* |
| *Dean of Instruction* | *Date* |
| *Registrar* | *Date* |
| *EdCo Chair* | *Date* |

**APPROVAL COPIED AND FORWARDED TO:**

Counselling Department ☐          Registrar's Office ☐          VP ASD ☐

Curriculum Committee ☐          Admissions and Standards Committee ☐

# Selkirk College

| School: | Contact Person: |
|---|---|
| **School Chair:** | **Date:** |
|  |  |

## PROGRAM SUSPENSION:

| **Program Name:** | |
|---|---|
| **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ | **Final Instructional Semester:** Fall ☐ Winter ☐ Spring ☐ |
| Reason for *cancellation* of program: | |
| **Transition Plan for Current Students:** | |

## PROGRAM DELETION:

| **Program Name:** | |
|---|---|
| **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ | **Final Instructional Semester:** Fall ☐ Winter ☐ Spring ☐ |
| Reason for *deletion* of program: | |
| **Transition Plan for Current Students:** | |

## APPROVALS:

| | |
|---|---|
| *School Chair* | *Date* |
| *Dean of Instruction* | *Date* |
| *Registrar* | *Date* |
| *EdCo Chair* | *Date* |
| *VP ASD* | *Date* |

## APPROVAL COPIED AND FORWARDED TO:

Counselling Department    ☐            Registrar's
Office ☐      Library ☐

IT Department       ☐      Communications & Development ☐

# Selkirk College

| Course Code: | Course Number: | Number of Credits: |
|---|---|---|
| *(Requires Registrar's Approval)* | *(Requires Registrar's Approval)* | *(Requires Registrar's Approval)* |

| Course Title: |
|---|

**Implementation Semester: Fall ☐ Winter ☐ Spring ☐**

| School: | Contact Person: |
|---|---|
| School Chair: | Date: |

## RATIONALE FOR PROPOSAL:

**Calendar Description** *(Note: this will appear in print and on the web):*

**Detailed Course Content, Topics and Sequence Covered:**

**Learning Outcomes:** At the completion of this course students will be able to:

## REGISTRATION RESTRICTIONS:

Pre-requisites *(please list)*:

Co-requisites *(please list)*:

Is registration in this course restricted to students in a career program? Yes ☐          No ☐

If restricted, please indicate the programs that will be permitted to register in this course:
**Program(s)**

## COURSE EQUIVALENCY:

Is this course replacing a current course?:    Yes ☐      No ☐

If yes, can students get credit for both the proposed course and the replaced course          Yes ☐          No ☐

If yes, what other courses or programs will be impacted by this change?

**Is this course being submitted for articulation with BC Transfer Guide:**          Yes ☐          No ☐

To facilitate the articulation of this course to other BC Institutions, it is imperative that departments review the course offerings of **SFU**, **UVic**, **UBC**, and **UNBC** to determine if there are courses at these institutions that might seem to be equivalent. Course descriptions are available on the institutions' websites.

**Suggest Course / Institution Equivalency:**

| **SFU Course:** | **UBC Course:** | **UNBC Course:** |
|---|---|---|
| **UVic Course:** | **UBCO Course:** | **Other** *(specify)*: |
| **TRU Course:** | | |

**Other pertinent information relevant to transfer:**

## COURSE STRUCTURE:

This course is offered *only* online    Yes ☐    No ☐    | If yes, indicate online or tutor interaction hours:

Breakdown of **weekly** contact / instruction hours:

| Breakdown | Duration |
|---|---|
| Lecture, face-to-face, instructor-led courses (e.g. readings, assignments, evaluation activities) | |
| Lab, lab-based hours (e.g. UT science, forestry field labs) | |
| Independent workplace-based learning (e.g. co-op, preceptorship) | |
| Supervised workplace-based learning (e.g. clinical, practicum, preceptorship, co-op) | |
| Learning in shop or studio environment (e.g. trades programs, studio arts) | |
| Learning enrichment activities (e.g. writing centre, learning assistance) | |
| Other Contact Hours  *Specify:* | |
| Seminar | |
| Online / Distance | |
| Total hours **per week** | |
| Total hours **per semester** | |
| | |

## TEXTS AND RESOURCE MATERIALS:

| Required | Author Surname, Initials | Title | Current Edition | Place of Publication | Published | Chapter(s) Covered |
|---|---|---|---|---|---|---|
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |
| Yes ☐ No ☐ | | | Yes ☐ No ☐ | | | |

Are there any other technology requirements?  If yes, please indicate

## EVALUATION METHODS:

UA & S Course:  Yes ☐  No ☐    |    Specify Passing Grade:

**Typical Activities and Weighting (in %)**

| ☐ Final Exam | % | Assignments | % | Portfolio | % | Practicum | % |
|---|---|---|---|---|---|---|---|
| ☐ Midterm Exam | % | Lab Work | % | Project | % | Other | % |
| ☐ Quizzes/Tests | % | Field Experience | % | Participation | % | **Total must equal 100%** | |

| Specify # of Assignments (*if applicable*): | |
|---|---|
| Specify Nature of Participation (*if applicable*): | |
| Number of and the Variety and Nature of Writing Assignments: | |
| Typical Proportion of individual Work and Group Work: | |

| | | | |
|---|---|---|---|
| *Individual Work:* | % | *Group Work:* | % |

## SPACE REQUIREMENTS:

Will this course result in increased demand by the department for classroom space during primetime hours (0800-1600) hours:

Yes ☐     No ☐

Is dedicated classroom space required?

Yes ☐     No ☐                                        If other, specify:

**Consultations:** *Other Departments affected by this proposal: Have they been consulted?* Yes ☐          No ☐

School Chair: _____     Date: _____

School Chair: _____     Date: _____

School Chair: _____     Date: _____

## APPROVALS

_____          _____
*School Chair*                                          *Date*

_____          _____
*Dean of Instruction*                                      *Date*

_____          _____
*Registrar*                                             *Date*

_____          _____
*EdCo Chair*                                            *Date*

## APPROVAL COPIED AND FORWARDED TO:

Counselling Department ☐      Curriculum Committee ☐      Registrar's Office ☐      Admissions and Standards Committee ☐

Selkirk College

| **Course Code:** | **Course Number:** | **Number of Credits:** |
|---|---|---|

| **Course Title:** | **Effective Semester:  Fall** ☐ **Winter** ☐ **Spring** ☐ |
|---|---|

| **School:** | **Contact Person:** |
|---|---|

| **School Chair:** | **Date:** |
|---|---|

## NOTES:

*Use Form A7 "CURRICULAR" if any changes to:*

1. A significant part of content or learning outcomes greater than 20%;
2. Number of credits awarded;
3. Mode of instructional delivery (e.g. from lecture to lab);
4. Pre or co-requisites;
5. Transfer or laddering to other courses or programs; and
6. Hours of instruction

## NATURE OF COURSE CHANGE:

☐ Number change and/or Course Code change

☐ Name Change

☐ Non-curricular change to calendar description

☐ Other (Specify):

## RATIONALE FOR PROPOSAL:

| | **Current Course Details:** *(only enter details that will be changed)* | **Proposed Course Details:** *(only enter details that will be changed)* |
|---|---|---|
| **Course Code** | | |
| **Course Number** | | |
| **Course Title** | | |
| **Calendar Description** | | |
| **List any other courses or programs that will be impacted by this change** | | |

## APPROVALS

| _____ | _____ |
|---|---|
| *School Chair* | *Date* |
| _____ | _____ |
| *Dean of Instruction* | *Date* |
| _____ | _____ |
| *Registrar* | *Date* |
| _____ | _____ |
| *EdCo Chair* | *Date* |

## APPROVAL COPIED AND FORWARDED TO:

Counselling Department ☐          Registrar's Office ☐          Admissions and Standards Committee ☐

| School: | | Course Number: | Number of Credits: |
|---|---|---|---|
| **Course Code:** | | **Effective Semester:  Fall** ☐ **Winter** ☐ **Spring** ☐ | |
| **Course Title:** | | | |
| **School Chair:** | **Local:** | **Date:** | |

**NOTES:**

*Use form A6 "NON-CURRICULAR" if changes include:*

1.  Course code;
2.  Course number;
3.  Course name; or
4.  Re-writes of the calendar description which do no impact content.

**NATURE OF COURSE CHANGE:**

☐ Significant part of content or learning outcomes > 20%      ☐ Other (Specify):
☐ Number of credits awarded
☐ Mode of instructional delivery
☐ Pre- or co-requisites
☐ Hours of Instruction, practicum, etc.

**RATIONALE FOR PROPOSAL:**

| | **Current Course Details:** *(only enter details that will be changed)* | **Proposed Course Details:** *(only enter details that will be changed)* |
|---|---|---|
| **Content or Learning Outcomes > 20%** | | |
| **Number of Credits** | | |
| **Mode of Instructional delivery** | | |
| **Pre-requisites** | | |
| **Co-requisites** | | |
| **Hours of Instruction** | | |
| **List any other courses or programs that will be impacted by this change** | | |

**APPROVALS**

| | |
|---|---|
| *School Chair* | *Date* |
| *Dean of Instruction* | *Date* |
| *Curriculum Committee Chair* | *Date* |
| *EdCo Chair* | *Date* |
| *Registrar* | *Date* |

**APPROVAL COPIED AND FORWARDED TO:**

Counselling Department ☐          Curriculum Committee ☐          Registrar's Office ☐

# Form A8
# Course Suspension / Deletion

| | |
|---|---|
| **School:** | **Contact Person:** |
| **School Chair:** | **Date:** |

## COURSE SUSPENSION

| | |
|---|---|
| **Course Code:** | **Course Number:** |
| **Course Title:** | **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ |

*Reason for cancellation of course:*

| | |
|---|---|
| **Course Code:** | **Course Number:** |
| **Course Title:** | **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ |

*Reason for cancellation of course:*

## COURSE DELETION

| | |
|---|---|
| **Course Code:** | **Course Number:** |
| **Course Title:** | **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ |

*Reason for deletion of course:*

| | |
|---|---|
| **Course Code:** | **Course Number:** |
| **Course Title:** | **Effective Semester:** Fall ☐ Winter ☐ Spring ☐ |

*Reason for deletion of course*:

## APPROVALS

_____      _____
*School Chair*                                                    *Date*

_____      _____
*Dean of Instruction*                                             *Date*

_____      _____
*Registrar*                                                        *Date*

_____      _____
*EdCo Chair*                                                       *Date*

_____      _____
*VP ASD*                                                           *Date*

## APPROVAL COPIED AND FORWARDED TO:

Counselling Department ☐          Registrar's Office ☐

# Selkirk College

| | |
|---|---|
| **Title:** | |

| | |
|---|---|
| **Implementation Semester:** | **Type of Credential to be Awarded:** |
| **CE Units:** | **Contact Person:** |
| **Department Chair**: | **Date:** |

| |
|---|
| **Program Objectives:** *List 3-4 major objectives of this program.* |
| **Target Audience:** *(describe the primary target audience):* |

## LIST OF COURSES AND OTHER INSTRUCTIONAL ACTIVITIES:

| | |
|---|---|
| **Specific Technical Skills** | List the courses, seminars, conference, etc. that will be part of this program. |

and / or

| **Employability Skills** | List the courses and seminars available through CCID that fall within the following categories: |
|---|---|
| Communicate, Manage information. | |
| Use numbers, think and solve problems. | |
| Demonstrate positive attitude/behaviours. | |
| Be responsible/adaptable | |
| Work safely and with others | |
| Participate in projects and task | |

## IMPLEMENTATION INFORMATION

| |
|---|
| **Intake Semester(s):** Fall ☐ Winter ☐ Spring ☐ |

| | |
|---|---|
| **Space Requirements:** | Is Dedicated Classroom Space Required? Yes ☐ No ☐ <br> *If **yes**, specify*: |

## APPROVALS

| | |
|---|---|
| _____ <br> ***Dean, CCID*** | _____ <br> ***Date*** |
| _____ <br> ***Registrar*** | _____ <br> ***Date*** |
| _____ <br> ***Curriculum Committee Chair*** | _____ <br> ***Date*** |

## APPROVAL COPIED AND FORWARDED TO:

Chair of Education Council ☐          Counselling Department ☐

# POLICY 8100

# INSTRUCTIONAL PROGRAMS

# APPENDIX B

# FLOW CHARTS

# POLICY 8100

# INSTRUCTIONAL PROGRAMS

# APPENDIX C

# GUIDELINES FOR ASSIGING CREDIENTIALS

# APPENDIX C1: CREDENTIALS GRANTED BY SELKIRK COLLEGE

Selkirk College offers the following credentials:

| Credential | Description | Credits |
|---|---|---|
| Certificate of Completion | Series of related short courses, or single course, with or without credit; laddering through Prior Learning Assessment (PLA) process. | Up to 9 |
| Associate Certificate | Selected components of an existing certificate program, customized to meet the needs of a specific learner group (e.g. an abridged version of program designed as a bridging program for learners with prior field experience). | Up to 21 |
| Citation | Series of related, vocational and skill-based specialized non-credit courses. | Up to 15 CE Units and at least 100 hours of structural evaluated learning |
| Certificate | Series of related credit courses that form an approved program; normally entry-level content, which may ladder or transfer to other credentials. | 18 to 42 |
| Certificate of Trades Training | Series of related credit courses that form an approved program in a provincially recognized trade. | Up to 42 |
| Advanced Certificate | Specialty option, which builds on a College certificate or equivalent job-related skills. | 9 - 18 |
| International Certificate International Diploma | Specialty program, tailored to international organizations or businesses, which does not normally ladder/transfer. | Up to 42 |
| Diploma | Series of related credit courses that form an approved program; normally requires Grade 12 as a pre-requisite; designed for specific occupation; may ladder or transfer to other credentials. | 60 - 72 |
| Advanced Diploma | Series of related credit courses that form an approved program; advanced, specialized training; may be self-standing or may ladder into degree; usually has diploma or equivalent training and experience as a pre-requisite. | 18 to 42 |
| Associate Degrees | A UT program, which fits within the framework prescribed by the BC Council on Admissions and Transfers for Associate Degrees (see www.bccat.bc.ca for details). | 60 - 72 |
| Applied Degree | A four-year program, either self-standing or building on existing credentials (e.g. certificate, diploma, advanced diploma); offers advanced studies with a depth and breadth of theory and practice beyond the two year diploma or associate degree level in career, technical, or professional fields; provides multiple entry and exit options for learners; may include a work experience (i.e., a cooperative education experience, practicum, preceptorship, etc.); prepares the graduate for employment (preparation for graduate studies is not an essential feature of applied degrees). [1] | 120 - 132 |
| Post Baccalaureate Certificate | Highly specialized; normally requires baccalaureate level pre-requisite (or equivalent training and experience). | 12 - 42 |

---

[1] This is the definition used by the Ministry of Advanced Education.

# APPENDIX C2: GUIDELINES FOR ASSIGNING CREDENTIALS

**8.**     Overview and General Principles

Selkirk College recognizes student achievement by awarding a formal credential. In order to qualify for a credential, a program must be approved by the College, through a prescribed approval process (see sections 2, 3 and 4). The credential awarded is independent from the program funding source. Rather, it will be commensurate with the level, length, breadth and scope of skills and knowledge that a student is intended to achieve upon satisfactory completion of the program, as well as the number of credits earned (see Appendix C1). The final authority for assigning credits and determining the appropriate credential will rest with the College Registrar, on the advice of the Curriculum Committee and Education Council.

**9.**     Guidelines for Assigning Credit Value to Learning Activities

The following guidelines will be used to determine the number of credits to be assigned to courses and other learning experiences.

**9.1**     Face-to-face, Instructor-led Courses

Where the course is primarily instructor-led, (e.g. face-to-face lecture-based courses), and normally carries a requirement for after-class additional work (such as readings, assignments, etc.) a course will be assigned one credit for each 15-16 hours of instruction (includes evaluation activities). Most University Transfer courses will fall in this category. Note: a seminar or seminar-like activity (e.g. math lab) that is part of a course does not count as additional hours for the purpose of calculating credits.

**9.2**     Lab-based Courses

Where courses include a formal lab component (e.g. UT science courses, forestry field labs), the lab will be assigned one credit for each 45-48 hours of scheduled lab time.

**9.3**     Distance Learning (DL) Courses

(1)     DL Courses that are also Offered Face-to-face

Where a course is available both face-to-face and through a distributed learning method (e.g. online or print-based distance), the credit value of the DL course will be the same as the credit value of the face-to-face one.

(2)     Instructor-led DL Courses

Credit value will be determined using a best judgment method, where the instructor will assess the amount of face-to-face instruction (excluding normal expectations for homework assignments) that would likely be required if the course were offered in that mode.

(3)     Self-paced DL Courses

Credit value may also be determined using the instructor's best judgment method or, where the data is available, using the amount of time an average student needs to complete the material on his or her own. As a general guideline, 2-3 hours of self-paced learning should be considered equivalent to one hour of classroom instruction, the difference being in the readings and assignments that a student would need to do to supplement the classroom instruction. Thus, if students report spending an average of 30-45 hours to complete the course, the course would be considered equivalent to 15 hours of face-to-face instruction and would rate 1 credit.

**9.4     Independent Workplace-based Learning**

Where learning is primarily work place-based (e.g. co-op, preceptorship), and where student supervision occurs through occasional phone or in-person contact from an instructor, and providing that a learning plan is in place for the student, credit will be granted on the basis of one-half-credit per full-time week (normally 35-40 hours).

**9.5     Supervised Workplace-based Learning**

Where learning is primarily work place-based, and where faculty are directly supervising the student (e.g. clinical, practicum), and providing that a learning plan is in place for the student, credit will be granted on the basis of one credit per full-time week.

**9.6     Learning in Shop or Studio Environments**

Where the majority of instruction in a course or program occurs in a simulated environment such as a shop or a studio, under the supervision of an instructor (e.g. trades program, studio arts), credit will be granted on the basis of one credit per full-time week.

**9.7**     Learning Enrichment Activities

No credit will normally be granted for learning activities primarily designed for enrichment or student development (e.g. writing centre, learning assistance).

**9.8**     Other

Activities that do not fit within any of the above definitions and for which the awarding of credits appear to be warranted will be submitted to the Curriculum Committee for evaluation and advice and to the Registrar for a decision.

# POLICY 8100

# INSTRUCTIONAL PROGRAMS

# APPENDIX D

# OPERATIONAL PLAN TEMPLATE

**Selkirk College**

**Departmental/School Operational Plan**
**1 and 2-3 Years**

2010 - 2013
School/Department of:

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### 1.  Teaching and Learning:  Our Fundamental Activity

Exemplary teaching and outstanding learning experiences are and will continue to be the fundamental activities of Selkirk College.  Our learning opportunities will be responsive to diverse needs.  Applied research and innovative programming will enhance learning opportunities for students.

**Strategic Direction:**    Selkirk College will build on its strong foundation of teaching excellence

and outstanding learning experiences.

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### (1-year) School/Department Strategic Priorities for the 2010/11 year:

❖

### (2-3 year) School/Department Strategic Priorities for the 2011-2013 years:

❖

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**(1-year) 2010/11 Intended Outcome:**

At the end of 2011 we will have completed:

❖

**We will know that we have achieved the outcomes for 2010/11 when:**

❖

**(2-3 year) 2011-2013 Intended Outcome:**

At the end of 2013 we will have completed:

❖

**We will know that we have achieved the outcomes for 2011-2013 when:**

❖

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**Communications Strategies:**

❖

**Other Key People:**

❖

**Reflections on 2009/10 Operational Plan and Outcomes:**

❖

**Additional Notes:**

❖