

# QUALITY ASSURANCE FRAMEWORK

2021



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## BACKGROUND

*Selkirk College is committed to excellence in education and learner success through the delivery of high quality educational programs and quality assurance processes. The Quality Assurance Framework provides a structure for the ongoing development and maintenance of educational programs and services provided by the College.*

Aligning with the College's *Strategic Plan (2019-2024), Policy 8100: Instructional Programs*, other key policies, and the Ministry of Advanced Education, Skills and Training (AEST) Quality Assurance Process Audit (QAPA) requirements, the *Quality Assurance Framework* provides a mechanism to systemically review and assess college programs and services and ensure continuous improvement. The framework takes into account feedback from students, faculty, staff, employers and community, and incorporates improved data usage, clear processes and measurement tools.

The *Selkirk College Quality Assurance Framework (QAF)* provides a mechanism to assess the effectiveness of Selkirk College educational programs and services, as well as, their responsiveness to student, labour market, and community needs. In addition, the framework supports alignment and accountability for programs to meet the College's goals articulated in the *Strategic and Education plans*, as well as, other related plans such as *Internationalization, Indigenization, and Strategic Enrolment Plan (SEP)* (see Appendix A: Strategic Plans & Reports Connectivity Document).

Committing to continuous quality improvement, the College will ensure accountability and planning in response to student, graduate and stakeholder feedback. The annual *Student Engagement Survey (SES)*, the *Diploma, Associate Degree, and Certificate Student Outcomes Survey (DACSO)*, completed by program graduates), the *Baccalaureate Graduate Survey (BGC)*, the *BC Apprenticeship Survey*, the *BC Trades Foundation Survey*, and the results of the College's annual *Program Accountability and Sustainability Survey (PAS)* will contribute to ongoing program review and renewal. In addition, the quality assurance process invites recommendations and feedback from external experts, stakeholders and *Program Advisory Committees (PACs)*. The College's *Quality Assurance Framework* will lead to improved development of new programs, improved support to program renewal and review efforts, and improved outcomes for learners.

## ALIGNMENT TO SELKIRK COLLEGE MISSION, VISION & VALUES AND STRATEGIC FRAMEWORK

Our current mission, "Together we build remarkable futures" is a testament to the commitment that Selkirk College has to enhance the lives of both students and members of the community. The quality assurance process is central to our vision that "Selkirk College provides personal experiences that builds confident and imaginative learners ready to thrive in their community and in our dynamic world" and our values of community, access, respect and excellence. "Excellence at

Selkirk College means everyone strives for the highest level of quality, accountability and professionalism. Excellence includes aspiring to the highest quality of instruction, services and operations for students, our employees, and communities. Excellence promotes creative and growth mindsets and approaches to our work that inspires innovation".

The quality assurance process at Selkirk College supports the ongoing achievement of the Strategic Directions of the institution. To achieve our mission and vision and to live our values and commitments, Selkirk College will focus on five priority areas: Learner Success, Excellence in Education, Community Development, Healthy Workplace, and Modernization of Facilities, Technology and Operations. The annual renewal process (operational planning) will provide an ongoing mechanism for programs to reflect how they are contributing to the College's strategic directions.

## DETERMINANTS OF PROGRAM QUALITY

The *Program Quality Assurance Process* at Selkirk College takes into account a variety of internal and stakeholder feedback as a mechanism to assess quality. The following will inform operational planning, program review and renewal:

1. Selkirk College Strategic Plans and Reports – Strategic Plan, Education Plan, Internationalization, Indigenization, SEP, Operational Plans, and others. (Appendix A - Strategic Plans & Reports Connectivity Document)
2. Student Feedback – Including, but not limited to: informal class, program, school and general check-ins, student evaluation of instruction, SES data, student advisory groups, student membership on committees (College Board, Education Council, PACs, other), and student union
3. Graduate Engagement – DACSO, other
4. Employer and Community Engagement – PACs, other
5. Internal Processes and Documentation – engagement with College processes (e.g. AURORA, IT review), plans and reviews (e.g. Campus Master Plan)
6. Governance - Board of Governors, Education Council (EdCo)
7. Monitoring, Assessment, and Reporting
8. Parallel Processes - Accreditation, Post-secondary Institution Proposal System (PSIPS), other

9. Selkirk College Teaching & Learning Institute
10. Institutional Research
11. Selkirk College Program Learning Outcomes
12. Selkirk College Program Policies
13. External Agencies, Boards and Commissions
14. Transfer & Articulation - BC Council on Admissions and Transfer (BCCAT)

## ALIGNMENT TO MINISTRY OF ADVANCED EDUCATION, SKILLS, AND TRAINING GOALS AND LEGISLATION

The Selkirk College *Quality Assurance Framework* provides alignment with *British Columbia's College and Institutes Act* and ensures that the implementation and evaluation of programs and educational services remains in accordance with the *Act*. Additionally, the framework provides a mechanism to evaluate current and/or new programs against the *Ministry of Advanced Education, Skills and Training 2019/2020 – 2021/2022 Services Plan*. The *Services Plan* outlines how the Ministry of Advanced Education, Skills and Training will support the government's priorities as they change over time. Currently the service plan identifies three key goals:

### GOAL #1

Lasting reconciliation with Indigenous Peoples in British Columbia through post-secondary education, skills and training.

**Objective 1.1:** Implement the Truth and Reconciliation Commission's Call to action and the United Nations Declaration on the Rights of Indigenous Peoples in the post-secondary education and skills and trades training system.

### GOAL #2

British Columbians have increased access to post-secondary education and training across the province that helps them reach their full potential.

**Objective 2.1:** Ensure affordable and equitable access to quality post-secondary education and skills training.

**Objective 2.2:** Respond and adapt to the needs of under-represented and vulnerable populations to improve educational access and inclusivity in post-secondary education and training, and increase their participation in skilled workforce.

### GOAL #3

British Columbians are prepared for and connected to current emerging opportunities in BC's economy.

**Objective 3.1:** Post-secondary education, skills and trades training prepares British Columbians for current and emerging opportunities in the BC economy.

**Objective 3.2:** Labour market information connects British Columbians to current and emerging career opportunities.

## EDUCATION COUNCIL

Course and Program development are governed by the Colleges and Institute Act, and include roles for the College Board and the College's Education Council. Aspects of program quality assurance are defined with the College's Board Policies and Policy 8100, governance policy of Education Council. Processes defined in the Quality Assurance Framework, and further process documents will align with the Act and Policy.

## INDIGENOUS PERSPECTIVES AND CURRICULUM DEVELOPMENT

Indigenous course and program development will engage and consult with Indigenous Peoples. Stages include general inquiry with the Manager of Indigenous Education and Engagement to seek guidance and support on engaging with Indigenous perspectives and once materials and connections with First Nations Partners are incorporated, engage with the Education Council Sub-committee on Indigenization for feedback and advice on delivery. Faculty and staff are encouraged to review materials including the college's, *Journey Together: Life, Land, Learning – Indigenization Plan*, the BC Campus Professional Learning Series *Pulling Together* which includes a guide to curriculum development. Curriculum will also be guided by the Memoranda of Understanding between the college and First Nations partners.

As the college has a responsibility and purpose to work towards Reconciliation and Indigenization, this means examining what we teach and how we deliver programs. Indigenization and decolonization are processes one can go through to ensure Indigenous perspective, voice, and self-determination are reflected and incorporated into courses and programs delivered at the college. Inclusion helps create places for reconciliation as it creates and informed space for dialogue and truth telling for learning and unlearning.

The following terms guide Selkirk College's work for Indigenous education:

**Indigenization** helps us to remember and share the gifts, connections and teaching that the ancestors cherished for millennia on these lands we currently occupy. Indigenization is a relational and collaborative process that involves various levels of transformation, from inclusion and integration to inclusion of Indigenous perspectives and approaches in education.

**Decolonization** is a recognition of how dominance over creates disbalance and marginalization and is an ongoing theoretical and political process to context and reframe narratives about and of Indigenous community histories, truths, and the social, cultural, emotional, and physical effects of colonial expansion, genocide, and assimilation.

**Reconciliation** is an intentional process to create ethical and moral spaces by establishing and maintaining respectful and right relationships with Indigenous governments, organizations, families, and learners. This involves repairing damaged trust in education systems. Supporting First Nations, Inuit and Métis approaches to learning, resolving conflict, repairing harm, and restoring relationships inform the reconciliation process for governance, curriculum, human resources, service delivery and project development.

As you commence with a review, there are some key questions to consider in Indigenizing your program/course to deepen all students' learning experiences, such as:

- What do you have in your budget for protocol and resources to ensure Indigenous engagement? For instance, ability to bring in Elders and provide on the land learning.
- What is your relationship with the Nation partners (Sinixt, Syilx, Ktunaxa, Secwépemc, Métis)?
- If you don't have a relationship with the Nations what do you envision and how will you proceed? For instance, would you bring in Nation partner instructors, opt to deliver programs in community, create reserved seats for Indigenous students, seek practicum placements in Indigenous community, or build capstone community service projects?
- What and where does Indigenous content appear in your course and/or program? Is it an experiential on the land component, inclusion of Indigenous scholars in readings, or providing holistic assessments?
- How does your efforts align with the goals of *Journey Together: Land, Life, Learning – Indigenization Plan*?

## NEW PROGRAM DEVELOPMENT

Selkirk College's mandate is to provide programming that meets the emerging needs of students and the communities we serve. To respond effectively to new and expanding work force needs, collaborative opportunities and government initiatives, Selkirk College identifies and prioritizes new programs and ensures a timely and efficient development process.

Highest priority for new program ideas will include ideas that meet all or most of the criteria below:

1. Strong alignment with the College's *Strategic, Education, Indigenization, Internationalization, Strategic Enrolment* plans, program operational plans, College priorities, and government or partner priorities, and community needs.
2. Indication of high student demand and significant labour market need to support a program over a period of time to ensure enrolment and student success.

3. Market opportunity: low competition, workforce demand, partnership opportunities, student pathways and transfer and funding available or cost recovery potential.
4. Industry or community needs for training where revenue generation potential exists.

The *New Program Development Guide* outlines the process for the development of a formal program proposal including; initial concept paper, formal proposal, decision making keys, and submission to EdCo.

## PROGRAM RENEWAL AND REVIEW

Program renewal and review are the ongoing efforts that programs and services undertake to ensure they are engaged in continuous quality improvement and meeting the on-going needs of students, graduates, the labour market, and transfer partnership. This process also serves to meet the requirements of the *College and Institutes Act*, QAPA, BCCAT, and external regulatory and accreditation bodies.

Program renewal is a continuous process that programs and services engage with on an annual basis. The renewal process identifies priorities, outcomes, and deliverables and assesses them against key performance measures. Program renewal is categorized as "Level 1: Operational Planning" or "Level 2: Program Renewal", while program review is categorized as "Level 3: Program Review". Level 1 is an annual plan completed by all schools or programs (to be determined by Dean or other Educational leader). Level 2 is an in-depth look at one or more variables that over an extended period of time (one to three years) are not meeting the required criteria set by the College or other requirements.

Program review is an in depth assessment that either occurs every five years or as needed to ensure a program is sustainably meeting long-term needs of the strategic directions of the institution. The Level 3: Program Review includes an internal self-study, as well as engagement with the PACs and an external panel review of the program/service.

Program review and renewal are unique to individual program and service areas.

## ROLE OF TEACHING AND LEARNING INSTITUTE AND PROFESSIONAL DEVELOPMENT

The Teaching and Learning Institute (TLI) will contribute to the QAF by providing support at all three levels. This support will include training, faculty support, and specific support to the development of Level 2 and 3 reports and actions.

Professional development opportunities will enhance the support to faculty and staff identified during the renewal and review processes.

## LEVEL 1 RENEWAL: OPERATIONAL PLANNING

All programs and related service departments will develop an *Operational Plan* (see Appendix B - Operational Planning Document). This plan identifies priorities, outcomes and deliverables over a two-year period, and is updated annually. The plan addresses key needs, challenges and opportunities for the program or service. Development of the *Operational Plan* will consider important information from the SES and DACSO, employer and PAC feedback, and align with key institutional plans (e.g. *Strategic, Education, Indigenization, Internationalization, Strategic Enrolment Management*).

Operational planning is aligned with goal setting in the *Institutional Accountability Plan and Report* (IAPR) requested annually by AEST and annual achievement towards meeting the College's overall plans. The planning process and development of priorities, outcomes and deliverables will be conducted by program and service faculty, staff and their direct supervisors (e.g. School Chairs, Department Heads, and Managers). Operational plans are provided to Deans, Directors and the Vice President Education for review to add to IAPR goals and to identify institutional standards not meeting Ministry targets and/or the need for Level 2 Renewal.

**TABLE 1. LEVEL 1 CHECKLIST**

ACCOUNTABILITY MEASURE	DATA SOURCE	REQUIREMENTS	BENCHMARK	RESULTS	ACTION
<b>Application Rate</b>	PAS	Program Specific	85%		
<b>Enrolment Rate</b>	PAS	>90%	90%		
<b>Retention Rate</b>	PAS	>90%	85%		
<b>Student Engagement Survey Results</b>	SES	<ul style="list-style-type: none"> <li>• Quality of instruction</li> <li>• Amount of knowledge gained</li> <li>• Course content</li> <li>• Collaborative Learning</li> </ul>	One item below 70% and/or 3+ below 90%		
<b>Graduate Data</b>	DACSO	<ul style="list-style-type: none"> <li>• Meet standards: Employment rate</li> <li>• Satisfaction with Education (quality, practical experience)</li> <li>• Skill Development</li> </ul>	One item below 70% and/or less than 5 above 85%		
<b>Accreditation / Professional Bodies Feedback</b>	External partners	<ul style="list-style-type: none"> <li>• Meet accred / prof body standards</li> </ul>	Accred report met. Meeting report comments		
<b>Articulation Agreements</b>	Currency	<ul style="list-style-type: none"> <li>• In place</li> </ul>	Filed with ROs office		
<b>Resource Allocation Usage</b>	Budget, Operating capital, Program Initiative Fund, facility	<ul style="list-style-type: none"> <li>• Plans in place</li> </ul>	Updated annually, initiatives completed		
<b>Program and Course Outcomes</b>	Program policy, course outline	<ul style="list-style-type: none"> <li>• Progress targets and completed</li> </ul>	Completed		
<b>EdCo</b>	Course outlines, process	<ul style="list-style-type: none"> <li>• Following process</li> </ul>	Process followed		
<b>Operational Targets Achievements</b>	Past and current plans	<ul style="list-style-type: none"> <li>• Undertaking planning and initiatives</li> </ul>	Completing initiatives		

The annual Level 1 renewal process includes completion of a number of key activities. The annual process includes development of an *Operational Plan*, meeting with a Program Advisory Committee, student participation in the *Student Engagement Survey*, review of DACSO information, review of QAPA reporting, instructional planning and review of enrolment, and other related activities.

**TABLE 2. LEVEL 1 RENEWAL PLANNING PROCESS**

ACTIVITIES	DATA	TIMING	TARGETS	OUTCOMES	RESPONSIBILITY
<b>Operational Plan</b>	Past plans and Level 1 Review	Planning Week May-June; due June 30	Accred report met. Meeting report comments	Quality, strategic alignment	Chair/Dean/Director/Faculty
<b>PAC</b>	Past minutes	Determined by program/school	One meeting	Employer satisfaction, currency, relevancy	Chair/Faculty
<b>SES</b>	Student feedback	March	>70 % participation	Information for Review	Chair/Institutional Research/Faculty
<b>QAPA Report</b>	Summary of SES, DACSO, enrolment	May-June – for Planning	See level 1 benchmarks	Supports Ops Planning – key actions	Chair/Dean/Faculty
<b>Annual Enrolment Plan</b>	Enrolment Data, Strategic Enrolment Plan	Nov – Five-year plan, annual update	Incremental targets	Supports institutional targets, resourcing, budgets	Chair/Dean/VP Ed
<b>Budgeting</b>	Operating and capital planning	Oct – Dec annually	Balanced	Meets short and med term	Chair/Dean/VP Ed
<b>APR</b>	Annual Reporting to AEST	May-June annually	Aligns with Selkirk plans	Completed	Leadership team/VP Ed/others

## LEVEL 2: RENEWAL

The Level 2 renewal process is a more focused analysis and action(s) of the operational priorities and performance measures that are falling below the benchmarks identified during the Level 1 renewal. Level 2 renewal is initiated with involvement of the School Chair or Department Head with their staff and faculty and direct supervisor. Faculty and staff will work with their direct supervisor and engage with their Dean, Director, Manager to identify focus areas and actions and resources required. Input from relevant stakeholder groups would typically be involved in analysis and solution development (see Appendix C: Level 2 Renewal Template).

Level 2 renewal may be triggered when a program falls below the benchmark in one of the following performance measures:

- a. Application Rate
- b. Enrolment Rate
- c. Retention Rate
- d. Student Engagement Results
- e. Graduate Data
- f. PAS Report
- g. Employer & PAC Feedback
- h. Accreditation
- i. Articulation
- j. Resource Challenges

The Level 2 renewal report and action plan is a deeper and more comprehensive analysis of the operational priorities and performance measures falling below the benchmarks that were identified during the Level 1 renewal. The Level 2 report should include:

- Program Name
- Program Operational Plan
- Program Learning Outcomes
- Identification of performance measures falling below the benchmarks
- Analysis of results
- Recommendations & considerations
- Action plan (may include recommendation for Level 3 review).

If the issues identified can be resolved in a timely manner with the resources available, the Level 2 renewal will be sufficient. If the issues identified cannot be resolved or require significant resources, a Level 3 review may be recommended.

### LEVEL 3: PROGRAM REVIEW

Program review is a comprehensive review of the program. Program teams will undertake a program review process every five years or as requested by the program's Dean following identification during a Level 2 renewal. The Level 3 review process will include the data gathered during the Level 1 or 2 renewal process, and an external review committee.

The Level 3 program review process should include:

#### - AN EXECUTIVE SUMMARY

Provide a brief (400 – 500 word) summary of the program review report, rationale and key outcomes. Include a brief history of the program and program outcomes and program description. Also, include a summary of the program's strengths and challenges, desired improvements, and future directions.

#### - A SELF STUDY REPORT

Following the self-study template, the report should include admission requirements, program delivery, curriculum requirements, adequacy and effective use of resources, faculty performance measures, program learning outcomes, regulatory standards/accreditation requirements, student evaluation & progression, student and graduate feedback, and employer and PAC satisfaction levels.

#### - AN EXTERNAL REVIEW REPORT

An assessment conducted by a panel of experts external to the organization. This will often include a site-visit, report and response by the institution. Programs will be responsible to determine the members of the external review committee and the method for review (on-site, virtual, etc).

#### - A SUMMARY & ACTION PLAN

A brief summary of the findings, specific recommendations, proposed timelines, required resources & budget implications, and a plan for ongoing evaluation. Information on Level Program Review can be found in the Level 3: Program Review Self-Study Guide & Template document.

The program review process will be supported by the Teaching and Learning Institute and in most instances be led by the School Chair and supported and approved by a member of the Education Division Leadership Committee (EDL - Dean, Director, Manager). The process and a completed comprehensive review report will be published internally at <https://my.selkirk.ca>.

Level 3 program review requests will be presented to the Education Division Leadership Committee on an annual basis. EDL will review the requests and recommend Level 3 reviews based on available funds and resources. In some cases, Level 3 program reviews may be deferred to the next year.



## Appendix A: Links to Plans

1. *Strategic Plan* and other planning resources: <http://selkirk.ca/strategic-plan>

- Education Plan
- Indigenization Plan
- Internationalization Plan
- Student Services Plan

2. *Institutional Accountability Plan & Report*: <https://selkirk.ca/about-us/leadership/presidents-office/reports>

3. Institutional Research data (internal): <https://my.selkirk.ca/staff/dept/ir/>

- FTE, Headcount, Application Data
- Student Engagement Survey (SES)
- Useful IR links and other reporting

4. Student & Enrolment Services information (internal): <https://my.selkirk.ca/staff/dept/studentenrolmentservices/>

- Student Services Plan
- SEM Plan
- Retention Plan
- Student Financial Aid Plan
- Marketing Plan

## Appendix B. Operational Planning Documents

1. Deans and Chairs Committee Moodle Site (internal): <https://committee.selkirk.ca/course/view.php?id=34id> Plan

## Appendix C: Level 2 – Program Renewal Template

Level 2 - Program Renewal  
Report & Action Plan

As required by the Program Dean, the Level 2 self-study report and action plan is a deeper and more comprehensive analysis of the operational priorities and performance measures falling below the benchmarks that were identified during the Level 1 renewal. The Level 2 report will be part of the Operational Plan and should include:

1. Program Name
2. Program Operational Plan - Year
3. Program Learning Outcomes – if changing
4. Identification of performance measures falling below the benchmarks
5. Analysis of results
6. Recommendations & considerations
7. Action plan (may include recommendation for level 3 review).

Sample Action Plan:

OPERATIONAL PRIORITY/ ACCOUNTABILITY MEASURE	UNSATISFACTORY DELIVERABLE/BENCHMARK	RECOMMENDATIONS/ REQUIRED RESOURCES	ACTION	MONITORING & EVALUATION

## Appendix D: Other Resources

1. Deans and Chairs Committee Moodle page (internal): <https://committee.selkirk.ca/course/view.php?id=34>

- *Student Engagement Survey (SES)* – completed by students in each program each year. Survey supported by IR and School. Data used to determine Level 2 and 3.
- *Diploma, Associate Degree, Certificate Student Outcomes Survey (DACSO)* and Other Surveys – graduate survey completed by Ministry of Advanced Education and Skills Training (AEST). Data used to support Levels 2 and 3. [http://outcomes.bcstats.gov.bc.ca/Annual\\_Surveys.aspx](http://outcomes.bcstats.gov.bc.ca/Annual_Surveys.aspx)
- *Program Accountability and Sustainability (PAS) Report* – completed by IR summarizing key quality criteria from SES and DACSO results.
- Program renewal and review resources and processes.
- Operational planning template and past operational plans

2. Labour Market Information

- Institutional Research (IR) will support labour market research where able. Others may also take on this work.
- Government of BC Jobs: <https://www.workbc.ca/>
- Other research

3. QAPA Handbook

- <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/degree-quality-assessment-board/quality-assurance-process-audit>

4. Policy

- Policy 8100: <https://policies.selkirk.ca/policy/8100/>
- Program policies: <https://policies.selkirk.ca/program>
- Program Advisory Committee Policy 8110: <https://policies.selkirk.ca/policy/8110/>

5. Teaching & Learning Institute

- <https://my.selkirk.ca/staff/dept/teachinglearninginstitute/>

6. Program Online Application (PSIPS)

- <https://www2.gov.bc.ca/gov/content/education-training/post-secondary-education/institution-resources-administration/degree-authorization/online-application-system>

## 7. Indigenization and Reconciliation Resources, Reports and Plans

### REPORTS

- *Truth and Reconciliation Commission of Canada. Calls to Action, 2015.* [https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls\\_to\\_action\\_english2.pdf](https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/indigenous-people/aboriginal-peoples-documents/calls_to_action_english2.pdf)
- *Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019.* <https://www.mmiwg-ffada.ca/final-report/>
- *In Plain Sight. Addressing Indigenous-specific Racism and Discrimination in B.C. Health Care, 2020.* In plain sight. <https://engage.gov.bc.ca/app/uploads/sites/613/2020/11/In-Plain-Sight-Full-Report.pdf>
- *“Viewpoints” on Reconciliation: Indigenous Perspectives for Post-Secondary Education in the Southern Interior of BC, 2020.*

### LEGISLATION, PROTOCOLS

- Bill 41-2019. Declaration on the Rights of Indigenous Peoples Provincial Act. Bill 41. <https://www.leg.bc.ca/parliamentary-business/legislation-debates-proceedings/41st-parliament/4th-session/bills/first-reading/gov41-1>
- Indigenous Education Protocol for Colleges and Institutes. <https://www.collegesinstitutes.ca/policyfocus/indigenous-learners/protocol/>

### ONLINE RESOURCES

- [firstvoices.com](http://firstvoices.com)
- [native-land.ca](http://native-land.ca)
- Guide to Acknowledging First Peoples & Traditional Territory [caut.ca/content/guide-acknowledging-first-peoples-traditional-territory](http://caut.ca/content/guide-acknowledging-first-peoples-traditional-territory)
- Whose Land is it Anyways: Manual for Decolonization [fpse.ca/sites/default/files/news\\_files/Decolonization%20Handbook.pdf](http://fpse.ca/sites/default/files/news_files/Decolonization%20Handbook.pdf)
- <https://selkirk.ca/sites/default/files/Indigenous%20Services/SC-Indigenization-StratPlan-Brochure-Spreads-compressed.pdf>
- <https://bccampus.ca/projects/indigenization/indigenization-guides/>

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