

NEW PROGRAM DEVELOPMENT GUIDE

2020



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BACKGROUND

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 and transfer opportunities, community needs, and government initiatives, Selkirk College identifies and prioritizes new programs and ensures a timely and efficient decision-making and development process.

New program ideas come from many sources – faculty, staff, students, community members, labour market data and reports, government priorities, industry contacts, and many others. While there are no shortages of new ideas, the College will prioritize and move forward only those ideas that are most likely to be successful, align with the College's strategic directions and plans, and those the College is able to resource.

New Programming will fit within the goals of the Strategic Plan (2019-2024) and Education Plan (2020-2024) of Selkirk College. Other important plans include the Internationalization, Indigenization, Operational, and Strategic Enrolment Management.

New programming may mean educational programming with credit based credentials and continuing education and workforce training to meet emerging industry and community needs.

New program development will follow policy and procedures required by the College's Education Council and related policy, budgeting, strategic priorities, external requirements (e.g. accrediting, and professional), Ministry of Advanced Education, Skills and Training (AEST) requirements and other policy and school or department requirements.

HIGH PRIORITY IDEAS

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.

NEW PROGRAM IDEAS – INITIAL CONCEPT PAPER

Initial ideas for new programs can be submitted at any time and should be provided to a School Chair and/or CE Coordinator, and Dean. Anyone can submit an idea including community members and employees. A summary should be provided up to two or three pages that includes some key pieces of information. To be considered, program ideas must come with some evidence or information on the potential opportunity for students, the College, and the community. A two-page brief can be prepared with the following basic information:

1. Summary of the program idea – provide a brief summary of the program idea, and indicate whether it is a workforce training or educational idea or both. Also indicate why you think it is a good idea.
2. If the idea is a workforce training or continuing education initiative, then submit to a CE Coordinator. If you think the idea is an academic program idea for a certificate or diploma or other for credit credential submit to a School Chair or Dean. If you are not sure send to any of these contacts who will forward as needed.
3. Describe the alignment with the College – *Strategic Plan*, links with existing program areas, regional context, and why you think the idea is a good fit with Selkirk College.
4. Provide any information - data or background information, share weblinks to the information, and key contacts and your contact information so we can follow-up to better understand the idea.

INITIAL PROPOSAL DECISION KEY

Before being considered for a more detailed review, program ideas will have a preliminary assessment.

1. Preliminary idea shared and assessed by appropriate educational leader. Y/N
2. Preliminary Idea considered for further examination of the need and opportunity based on criteria and initial proposal. Y/N
3. Resource allocation considered for formal labour market analysis and further examination. Y/N
4. Other factors considered- collaboration, funding availability, lack of competition from other programs. Y/N

Stakeholders will receive communication on the preliminary assessment.

FORMAL PROPOSAL

With support at the initial stage the proponents should provide a more detailed program proposal. The formal proposal requirements are described in **Table 1**. The initial proposal can be edited and developed over time to eventually form the basis of an approval in principle document for Education Council and for planning and budgeting purposes. The formal proposal can be added to and should include in the ability to meet at required intervals – key timing, governance approval in principle, PSIPS

requirements, alignment with the strategic plan, high priority, and budgeting requirements. The formal assessment form (Appendix A) will support review of the formal proposal idea. EdCo Policy 8100 will provide overall governance guidance.

For Indigenous programming, proponents must engage with the Manager Indigenous Education and Engagement along with Nation partners. Proponents must also engage with Education Council Standing Committee on Indigenous.

TABLE 1. FORMAL PROPOSAL REQUIREMENTS

CATEGORY	PROCESS	GUIDELINES
Program name and purpose	<ul style="list-style-type: none"> Undertake research on program names and purpose. Draft program name and purpose – propose draft to Dean, VP Education and Education Division Leadership Committee. Finalized at approval in principle by EdCo ahead of marketing 	Clear and descriptive for students, employers, transfer, innovative, unique – name and purpose
Proposed school and rationale	<ul style="list-style-type: none"> Assess employment, transfer and program purpose, shared courses School Chair and Dean determine best fit and propose to Education Leadership Committee and VP Education. Propose school in approval in principle 	Consider appropriate school or CEWT with supported rationale
Credential and rationale	<ul style="list-style-type: none"> Assess credential for like programs and required workplace or transfer outcomes 	Instructional Program Policy - 8100
Expected start date	<ul style="list-style-type: none"> Use development checklist, approved by Dean and VP Education 	Consider with EDL member. Plan with EdCo and CEWT timeline requirements
Alignment to <i>Strategic</i> and other plans	<ul style="list-style-type: none"> Identify 	Review and identify specific alignment
Labour market demand	<ul style="list-style-type: none"> Undertake labour market analysis 	Provide some initial information
Target student and student demand	<ul style="list-style-type: none"> Define potential target group 	Provide information
Mode(s) of program delivery and access	<ul style="list-style-type: none"> Describe options (e.g. online, remote, in-person, hybrid) and proposed mode(s) of delivery and access potential (e.g. region wide, local, provincial/national, international) 	Provide options and rationale
External consultation – advisory, other	<ul style="list-style-type: none"> Indicate any initial conversation with any external people, potential employer groups to be considered 	Provide information
Post-secondary consultation and competition	<ul style="list-style-type: none"> Indicate any initial conversation, similar programs or potential partners 	Provide information, links

CATEGORY	PROCESS	GUIDELINES
Curriculum description, program outcomes	• Initial thoughts on curriculum and outcomes	Provide initial thoughts
Institutional resources required – operating capital, facility, IT, other	• Initial thoughts on resources that may be required	Provide initial thoughts
Program costing	• Initial thoughts on budget	Provide initial thoughts
Analysis of success – SWOT or other analysis	• Consideration of the idea – strengths, potential weaknesses, opportunity, and threats	Provide information
Transition plan	• If you are shifting from an existing program	Provide if necessary
Courses, credits	• Initial consideration of credits, courses and credential if for credit	Provide initial thoughts
Faculty expertise	• Initial thoughts on the faculty expertise	Provide initial thoughts

FORMAL PROGRAM DEVELOPMENT STEPS AND CHECKLIST

Program ideas that move through the preliminary assessment phase will continue to have a more formal review and consideration. The first steps will include the following process outlined in **Table 2**. A checklist template is included in Appendix B.

TABLE 2 – FORMAL PROPOSAL DEVELOPMENT STEPS AND CHECKLIST

STEP	ACTIVITY	DATA SOURCE	WHO	WHEN	KEY STEP	COMPLETED
Idea generated	Decide to move forward - Initial inquiry - internal and external conversations. Shared with faculty member or Chair or CE Coord and Dean	Advisory committee, journal, conversation, labour market data	Anyone	Anytime	Idea generated	
Determine who should review	EDL member and appropriate School Chair, CE Coord	Education or training	EDL	Regular meeting	Next step determined	
Idea shared with School Chair and Dean	Decide to move forward - Initial analysis of fit and alignment and opportunity (have a draft flow sheet for this)	Conversation, some high level data presented	Faculty – School Chair – Dean CE Coord - Dean	Anytime	Idea shared and fits or not	
Assess fit with Strategic Enrolment Management (SEM) and budget	Decide to move forward - Dean and School Chair assess fit with Ed Plan, SEM and Budget (estimate of development, delivery, operating, capital, location) – communicate. EDL completes checklist in Appendix B	SEM plan and estimate of budget needs	School Chair and Dean	Anytime	Fit with SEM/ Budget	

If the idea moves through EDL, resources will be provided to complete a labour market analysis and form an advisory committee for an initial consultation and development of learning outcomes.

STEP	ACTIVITY	DATA SOURCE	WHO	WHEN	KEY STEP	CHECKLIST
Determine to move to labour market analysis	Decide to move forward - Undertake labour market analysis (LBA) with Institutional Research and assess need for next steps – labour market, student demand, competition, future looking, etc.	Various information sources (refine/define process)	Institutional Research and School Chair/Faculty	0	LBA	
Undertake initial advisory	Decide to move forward - Form industry advisory to explore program idea – initial program outcomes, target students, level of need. Credential, delivery mode. Consider role of Teaching and Learning Institute support.	8-10 industry representatives to advise on need and develop program outcomes	School Chair/Faculty/T&L	0+3 mo	PAC	
Prepare EdCo New Program Proposal	Decide to move forward - Prepare and provide EdCo with New program proposal. Receive feedback and/or Approval in Principle. May consider some early marketing.	EdCo meeting with proposal and LBA	School Chair/Dean/Faculty	0+5 mo	Approval in principle, early marketing possibly	
Prepare Program Development Plan	Decide to move forward - prepare workplan to develop program – budget, team, timeframe, activities (develop template). Determine achievable start date. May need to hire faculty at some point.	Template, process defined. Supported by T&L	School Chair/Faculty/Team/T&L Chair.	0+6 mo	Workplan, start date, Faculty hire	

At this point the decision to move forward or not should be finalized with the VP Education or Dean of CEWT.

STEP	ACTIVITY	DATA SOURCE	WHO	WHEN	KEY STEP	CHECKLIST
Course outline development	Decide to move forward - Begin preparation on course outlines including learning outcomes, teaching and assessment strategies. May include Advisory meeting to support final drafts.	Refine program outcomes and prepare courses	School Chair/Faculty/Dean	0+12 mo	PAC Curriculum Program policy, course outlines	
Set Tuition	Working with Registrar - Develop policy on Tuition Setting.	Tuition and Fees	School/Dean/Registrar	0+12 mo	Budget, costing, marketing	
Prepare revised and detail budget and delivery plan	Decide to move forward - Prepare budget and delivery workplan and finalize actual start date. Pick-up marketing.	Delivery workplan and budget approved.	School Chair/Dean	0+14 mo	Budget, delivery workplan, revise start date	

STEP	ACTIVITY	DATA SOURCE	WHO	WHEN	KEY STEP	CHECKLIST
Prepare for Delivery	Decide to move forward - Curriculum worksheets, program costs, capital in place, admissions defined. Set tuition. Counsellors and others ready for the program	Pieces in place for student admissions	School Chair/Dean/ Admissions/ Registrar	0+16 mo	Admissions in place	
Start of classes	Decide to move forward - Assess minimum enrollments. Delivery, monitor, employment & student services	Deliver program, provide services	School Chair/ Faculty/Dean	0+20 mo	Faculty and students in place – excellent delivery, targets met, employment or transfer	
Assess on-going and at end	Decide to move forward - SES, Student evaluation of instruction (all), PAS		School Chair/ Faculty/Dean	0+28 mo	Successful Delivery of year 1 done	

Other



Appendix A: New Program Proposals

New Program Proposal Approval Assessment Form

Program Proposal Description:

Program Title (requires approval of the Registrar):

Replaces/Modifies Program:

Proposed School:

Expected Start Date:

Contact/Proponent(s):

ASSESSMENT INFORMATION

EDL – Initial: Assessment 1

Date:

Outcome:

EDL – Possible Second: Assessment 2

Date:

Outcome:

Education Council – Approval In Principle Assessment (If required)

Date:

Outcome:

EDL – Final Assessment

Date:

Outcome:

This form is based on the questions in *Program Proposals – Approval Assessment Questions*. This assessment and priority scheme applies to all new program proposals and to all proposals for major program revisions. Assessments are conducted by the Education Division Leadership Committee (EDL).

PART I - REQUIRED EDUCATIONAL CRITERIA

Criteria	YES	NO
1. Future Opportunities (Answer A, B or C)		
A. i) Employment demand		
A. ii) Preparation or further education		
B. i) Sufficient pathways		
B. ii) Employment demand		
C. i) Employment demand		
C. ii) Pathways and employment demand		
2. Learner Demand		
3. Improvements – Enrolment or Revenue Generation		
TOTAL “YES” RESPONSES:		

- If answering Part I produces four “Yes” responses continue to Part II.
- If there are less than four “Yes” responses, return the proposal to the proponents with an indication of which areas raised concerns. The proposal may be resubmitted if further development can address these concerns. If the proposal has already been resubmitted it should not be considered further at this time; status is **No Further Development (PNFD)**.

PART II - GENERAL CRITERIA

***NOTE: N = NOT SATISFACTORY, S = SATISFACTORY, E = EXCELLENT**

Criteria	Comments	N	S	E
LEARNER				
4. Learning Environments				
5. Learning Experience				
6. Excellence in Teaching				
COMMUNITY				
7. Community Innovation/Sustainability				
8. Community Engagement				
9. Community access				
COMMUNITY				
10. Builds on existing strengths				
11. Support service excellence				
NUMBER OF SATISFACTORY AND EXCELLENT RESPONSES				
NUMBER OF EXCELLENT RESPONSES				
PRIORITY LEVEL				

If the responses to questions 4 to 11 (inclusive) produces:

- All “S” and “E” responses with 4 or more “E” responses then this proposal is assigned **Priority A**.
- All “S” and “E” responses with 1, 2 or 3 “E” responses then it is assigned **Priority B**.
- All “S” responses with no “E” responses then it is assigned **Priority C**.

Otherwise (i.e. there was at least one “N” response), this proposal should be returned to the proponents with an indication of which areas raised concerns. The proposal may be resubmitted if further development can address these concerns.

If the proposal has already been resubmitted it should not be considered further at this time; the proposal assessment status is **No Further**

NEXT STEP IN DEVELOPMENT

***NOTE: N = NOT SATISFACTORY, S = SATISFACTORY, E = EXCELLENT**

Question	Comments	N	S	E
Strategic Initiatives				
12. Innovation in programs/services				
13. Indigenization				
14. Internationalization				
15. Healthy workplace				
NUMBER OF SATISFACTORY AND EXCELLENT RESPONSES				
NUMBER OF EXCELLENT RESPONSES				
PRIORITY LEVEL				

If the responses to questions 12 to 15 (inclusive) produces:

- At least 3 "E" responses then increase the priority level by one step (e.g. Priority C increased to Priority B).
- At least 1 "S" responses then the priority level is unchanged.

Otherwise (i.e. there were no "S" responses), this proposal should be returned to the proponents with an indication of which areas raised concerns. The proposal may be resubmitted if further development can address these concerns. If the proposal has already been resubmitted it should not be considered further at this time; status is **No Further Development (PNFD)**

PART III - REQUIRED FUNDING CRITERIA

Question	YES	NO
16. Program Sustainability (answer A or B)		
A. Short-term programs		
B. Ongoing programs		
TOTAL "YES" RESPONSES:		

If the proposal has been approved by the Education Council then, if the response to Question 16 is "Yes" assign this program proposal Priority A; otherwise, assign it Priority B.

Note - Relate this to funding, use of existing courses and cost-recovery options.

Appendix B: Formal Approval Proposal Checklist – Completed by EDL

STEP	ACTIVITY	DATA SOURCE	WHO	WHEN	COMMENT	COMPLETED
Idea generated	Decide to move forward - Initial inquiry - internal and external conversations. Shared with faculty member or Chair or CE Coord and Dean					
Determine who should review	Ed Div and appropriate School, CE Coord					
Idea shared with School Chair and Dean	Decide to move forward - Initial analysis of fit and alignment and opportunity (have a draft flow sheet for this)					
Assess fit with <i>Strategic Enrolment Management (SEM)</i> and budget	Decide to move forward - Dean and Chair assess fit with Ed Plan, SEM and Budget (estimate of development, delivery, operating, capital, location) – communicate.					
Determine to move to labour market analysis	Decide to move forward - Undertake labour market analysis (LBA) with Institutional Research and assess need for next steps – labour market, student demand, competition, future looking, etc.					
Undertake initial advisory	Decide to move forward - Form industry advisory to explore program idea – initial program outcomes, target students, level of need. Credential, delivery mode. Consider role of Teaching and Learning Institute support.					
Prepare EdCo New Program Proposal	Decide to move forward - Prepare and provide EdCo with New program proposal. Receive feedback and/or Approval in Principle. May consider some early marketing.					
Prepare Program development plan	Decide to move forward - Prepare workplan to develop program – budget, team, timeframe, activities (develop template). Determine achievable start date. May need to hire faculty at some point.					
Course outline development	Decide to move forward - Begin preparation on course outlines including learning outcomes, teaching and assessment strategies. May include Advisory meeting to support final drafts.					
Prepare revised and detail budget and delivery plan	Decide to move forward - Prepare budget and delivery workplan and finalize actual start date. Pick-up marketing.					
Prepare for Delivery	Decide to move forward - Curriculum worksheets, program costs, capital in place, admissions defined. Set tuition. Counsellors and others ready for the program.					
Start of classes	Decide to move forward - Assess minimum enrollments. Delivery, monitor, employment & student services					
Assess on-going and at end	Decide to move forward - SES, Student evaluation of instruction (all), PAS					
Other						

Appendix C: Formal Approval in Principle

EXAMPLE

This report provides an example of a complete New program application for approval in principle with Education Council. This report would be completed once the program has been approved for development. The headings provide a template for a comprehensive new program proposal to Education Council by the School Chair and Dean.

Pharmacy Technician Diploma

CREDENTIAL RATIONALE:

The existing Pharmacy Technician program is a demanding program and with 47 credits is a large certificate program. The existing certificate program has met approval of the accrediting and regulating body, Canadian Council for Accreditation of Pharmacy Programs (CCAPP) to June 30th, 2018. This includes meeting the competencies of the National Association of Pharmacy Regulator Authorities (NAPRA) and the Canadian Pharmacy Technician Educators Association (CPTEA) learning outcomes. A goal of the program is to remain competitive and a leading program in the education of Pharmacy Technicians not only in BC but across Canada. In reviewing some of the well-known Technician programs Selkirk College staff have noted several have or are shifting to diploma programs and the regulator is supporting of this movement. Foremost in the rationale to increase content in the program is the new and emerging competencies required of Pharmacy Technicians in the workplace and the ability of graduates to pass the Jurisprudence Exam (JE) and the Pharmacy Examining Board of Canada (PEBC) Regulatory Exam. Moving to a diploma will ensure our graduates continue to be successful at moving into the workplace as regulated Pharmacy Technicians. The change will also allow Selkirk College to continue to compete with other programs for admissions to our innovative blended delivery model. There are other benefits described in the headings below.

EXPECTED START DATE:

September, 2017 or 2018

PURPOSE:

The program purpose will be the same as the existing certificate program – to graduate students who may become licenced Pharmacy Technicians and who can find employment throughout Canada in the full range of community and hospital-based workplaces. This proposal maintains the features of the existing certificate program adding theory courses, adding hours to lab courses and making changes to some existing theory and lab courses.

TRANSFERABILITY:

This program is accredited with CCAPP. The program however does not have articulation agreements with other schools as Pharmacy Technician programs are outcomes based and thus deliver the program in unique ways. Selkirk College does assess transfer and PLAR on an applicant specific basis.

ALIGNMENT:

This proposal meets all the pillars of the college's strategic plan. This proposal will result in increased FTE delivery in year 2 and the potential for increasing enrollment over time. As the program theory is delivered online, the program will continue to compete with students from across BC and Canada. The program and program staff are highly innovative, with notable examples of the development and delivery of the Pharmacy Technician Bridging Program and the blended program delivery combining online theory, face to face lab and preceptor-based clinical placement. The proposal also expands our community development preparing technicians to work in communities small and large.

Appendix C: Formal Approval in Principle

EXAMPLE

LABOUR MARKET DEMAND AND CONSULTATION:

There are expanding opportunities for graduates of Pharmacy Technician programs across Canada. Some of research is included in the following links and organizations.

According to Fraser Health Authority, Interior Health Authority and postings from the Selkirk College Pharmacy Technician Alumni Facebook, several job openings for pharmacy assistants and technicians are available in hospital as well as community pharmacies.

The Government of Canada Explore Careers –Outlook Report. Occupation: Other assisting occupations in support of health services details the communities and areas for employment potential and trends. Pharmacy Technicians fall within this category. http://www.jobbank.gc.ca/LMI_report_bynoc.do?lang=eng&noc=3414&reportOption=outlook

NAPRA has compiled national statistics on the number of licensed pharmacy technicians broken down for each province/territory found here: http://napra.ca/pages/Practice_Resources/National_Statistics.aspx?id=3072

This site lists pay scale information for pharmacy technicians and assistants across Canada: http://www.payscale.com/research/CA/Job=Pharmacy_Technician/Hourly_Rate

TARGET STUDENT AND STUDENT DEMAND:

This program continues to be designed to meet the needs of students interested in health care and those currently working as Pharmacy Assistants. Applications have remained consistent over the last several years. This program change is expected to increase student interest as the program will be less demanding with lower course load during the theory semesters. Continued and renewed marketing will need to accompany the program changes.

PROGRAM DELIVERY AND ACCESS:

The diploma will follow the same program delivery and access model as the certificate: theory courses delivered online using the MOODLE learning platform; lab courses delivered after the theory content in a fulltime, condensed face to face delivery format on the Castlegar campus; and then a preceptor-based clinical placement preferably near or in the community where the student is from, where students must learn in both a community and hospital-based setting.

COLLABORATION:

The main collaboration includes the professional bodies we work with, our Program Advisory Committee (PAC) members and our clinical placement partners in hospital and community practice settings.

CURRICULUM:

The program is reviewing curriculum changes based on consultation with the PAC, CCAPP, internal PTEC Certificate staff, students and program graduates. The program will move from the current 47 credit program to a 60 credit diploma. This will mean a shift from 9 months to 16 months of theory offered over 4 semesters with the fall starting in September to December and the winter from January to April. Lab will continue to be offered on the Castlegar campus for 7 weeks but scheduling could be shifted to the winter semester with lab availability or scheduled to start in the third week of April to the first week of May as they currently do. Pharmacy placement will remain at 280 hours (140 in hospital pharmacy and 140 in community pharmacy).

Appendix C: Formal Approval in Principle

EXAMPLE

INSTITUTIONAL RESOURCES:

There will not be a need for any immediate additional institutional resources beyond the regular capital and non-staff operating supply needs of the existing program. The program lab facilities are currently being renovated. Potential increase in class numbers would require lab and capital resources – though any expansion is not anticipated until 2018-19 or 2019-2020.

POTENTIAL COSTS:

Costs will include course and program development and additional instructional workload. Course and program development is estimated to be \$25,000-\$30,000/year. Development will be occurring over the 2016-17 and 2017-18 cycles. The existing program has an operating budget of approximately \$130,000 with \$122,000 in wages and the remaining in operating supplies. Capital costs have averaged at around \$3000/year. A 60 credit program would cost an estimated \$185,000 with \$175,000 in wages and \$10000 in operating – a gross cost increase of \$45000/year.

COST/BENEFIT:

Currently the program creates an average (over the last 5 years) of 15 FTE's/year with a cost per FTE of $\$130000/15 = \$8777/\text{FTE}$. Moving to a diploma with the same headcount would generate 30 FTE's and an estimated cost per FTE of $\$185,000/30 = \$6166/\text{FTE}$.

It is expected that enrollment will increase with a diploma program and allow Selkirk College to continue to compete in BC and nationally taking advantage of the National exposure the program has received as the PTEC Bridging Program. The program would be less intense with less theory course work/semester increasing retention and completion.

ANALYSIS OF SUCCESS:

Analysis so far has been preliminary with more yet to do. The program has discussed the idea with the Program Advisory Committee and as a staff team. Program staff have also talked with CCAPP about the idea of shifting to a diploma and the accreditation process impacts to be considered. Program staff have also talked with other colleges across Canada who have shifted from certificate to diploma and some initial investigation of curriculum additions and changes have been explored.

TRANSITION PLAN:

Program change will be informed with on-going consideration by the PTEC team (instructional staff, Cahir and Dean), be informed by the advisory committee and CCAPP –a decision to formally move forward would be finalized by the Dean. Final decision will be informed by Deans and Directors around funding consideration and by Education Council for recommended program approval. With a decision to proceed the last certificate intake would likely be September, 2016 and to teach existing certificate students out with completion planned for December 31, 2018 or 2019. The first intake of the diploma would be September, 2017.

See example chart on next page.

Appendix C: Formal Approval in Principle

EXAMPLE

COURSE CODE	COURSE NAME	INSTRUCTOR HOURS	WEEKS OF DELIVERY	NEW COURSE DELIVERY	SELF-PACED DISTANCE LEARNING COURSE CREDITS	COMMENTS
FALL – YEAR 1						
PTEC 100	Pharmacy Seminar	60	18	14	2	
PTEC 109	Pharmacy Practice I	120	18	14	4	
PTEC NEW		90		14	3	
PTEC NEW		90		14	3	
					12	
WINTER – YEAR 1						
PTEC 104	Pharmacy Billing, Regulations & Protocols	90	18	14	3	
PTEC 107	Pharmacology I	120	18	14	4	
PTEC NEW		50		14	2	
PTEC NEW		50		14	2	
					14	
FALL – YEAR 2						
PTEC 105	Pharmacy Calculations	150	18	14	5	
PTEC 108	Pharmacology II	150	13	14	5	
PTEC 113	Introduction to Aseptic Technique	30	13	14	1	
PTEC NEW		50		14	2	
					13	
WINTER – YEAR 2 **						
PTEC 114	Sterile Products Lab	90	1.5	1.5	3	7.5 hour days @ 9 days
PTEC 115	Prescription Dispensing Lab	90	1.5	1.5	3	7.5 hour days @ 9 days

Note: * Credit hours will be reviewed and will meet the 60 credit requirement minimum for a diploma

** The Winter Semester – YR 2 could be offered twice each year with an expanded lab cohort

Appendix D: 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
- *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

- <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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