Effective: 2024/08/01

Next Assessed: 2029/08/01

Policy 8101: Academic Programs

A. PURPOSE

This policy:

1. articulates the principles for developing, reviewing, implementing and maintaining Selkirk College (hereafter referred to as "College") programs and courses

2. articulates the aspirations of the institution to align program and course development with its mandate, strategic plans and direction

3. serves as a foundation and support for all members of the College community to:

    a. do their work in accordance with the requirements of the College and Institute Act, of British Columbia (hereafter referred to as "the Act")

    b. effectively use the College's governance policy definitions

    c. support the development of high-quality programming

    d. participate in the commitment to decolonization and reconciliation

    e. align and engage with the appropriate College approval bodies and the requirements of external bodies

B. SCOPE/LIMITS

Selkirk College programs and courses must be recommended and approved in compliance with all applicable legislation and specifically the Act. Policy 8101 provides the guidance for such compliance for all academic programs and courses offered at the College.

The policy applies specifically to academic programming and courses (defined herein).

C. PRINCIPLES

A set of principles guides the development of college programs and courses. Program and course development is:

1. **Values-based:** Values statements and commitments in the Strategic Plan provide important context and guidance for the development of programs and courses.

2. **Consistent with legislation:** Policies align with the Act and any related federal or provincial legislation, and the College will assign an appropriate scope of responsibility to statutory decision-makers identified in the Act.

3. **Inclusive, participatory and consultative:** Employees and those affected by this policy, including students, will have an opportunity to give input and feedback. This policy incorporates principles of equity, diversity, inclusion, non-bias, and the right of appeal. Programming will include engagement with employers, accrediting and transfer partners, community, and others as required.

4. **Committed to decolonization and reconciliation:** Programming and curriculum supports the goals of the College's Indigenization Plan.

5. **Formative:** Supports the development and implementation of a policy to ensure all College policies embed best practices of Indigeneity and inclusivity regarding traditional protocols and ways of being**.**

6. **Research-based:** Curriculum reflects research, review and best practice.

7. **Aligned with Education Quality Framework:** Programming development will adhere to quality assurance guidance for the College.

D.   APPROVAL AUTHORITY

There are two main approval bodies for academic programming once a program or course is approved and submitted to Education Council.

Board	The responsibilities of the Selkirk College Board of Governors are outlined in Part 4 of the Act. Delegations are recorded by the College Board in a tool of their choice (e.g., the Act's Interpretation Tool developed by Selkirk College's Education Council).
Education Council	The responsibilities of Education Council are outlined in Part 4 of the Act. Delegations (including specific subcommittee roles) are recorded in the terms of reference or minutes of the Education Council.

E.   DEFINITIONS

Academic	Programming where learning at Selkirk College is subject to relevant tuition legislation. Academic programming is typically for credit and includes developmental programming, which does not have credits. Academic programming does not include programming associated with Community Education & Workplace Training.
Academic Calendar	The historical records of programs and courses at Selkirk College. It is required to be kept in perpetuity.
Program Quality (PQC) Committee	The Program Quality Committee is a standing committee of the Education Council with the purpose of providing advice to the Education Council on matters related to Selkirk College admissions and standards.
Apprenticeship	Training that combines paid work-based learning with post-secondary education, applicable to trades and industry occupations.

Approval in principle	A process by which the Education Council approves in principle so that a course or program can begin to be developed and marketed. Approval is principle is not full approval.
Articulation	Development of transfer and program collaboration between post-secondary institutions, with formal articulation committees supported by the BC Council on Admissions and Transfer (BCCAT).
Block Transfer	Course and program equivalencies that have been articulated in a specific grouping that may be transferred only if the entire grouping of courses is completed.
Board	The Board of Governors of Selkirk College as defined by the Act and College Policy.
Cancellation	A cancelled program or course is one that can no longer be scheduled, admitted to or graduated from.
Circle for Inclusive Indigenous Education	The Circle for Inclusive Indigenous Education (CIIE) is a standing advisory committee of the Education Council advising Selkirk College's governance process on topics of Indigenization, decolonization and reconciliation.
Course	A learning experience with a series of learning activities that have been designed for a registered group of students, with defined learning outcomes, active learning, and assessment and grading of learning that is clearly aligned with learning outcomes. A course can be stand alone or part of a program.
Course outline	A formal document, as determined by Education Council and the College, that describes a course, its learning outcomes, assessment procedures, other relevant course outline requirements and policies.
Course syllabus	A supplementary document to the formal course outline that provides specifics to learners on their course, course expectations or instructor-controlled curriculum delivery.
Credential	A generic term that refers to the various program designations (e.g., "certificate," "degree," "advanced diploma") in use in educational institutions.
Credit	The value assigned to a course or other form of learning that counts towards program or credential completion for academic programs.
Credit course	A course for which a grade is assigned, and a pre-determined number of credits is granted toward a Selkirk College credential. Credits are assigned to courses in academic programs.

Curriculum	The elements and structure of a course or program of study inclusive of outcomes, syllabus, activities, dialogue and assessment of student work offered by Selkirk College.
Curriculum change	A change that will impact the program goals and integration of course learning outcomes. Curriculum changes require approval by the Education Council under College direction.
Curriculum Committee	The Curriculum Committee is a standing committee of the Education Council with the purpose of providing advice and recommendations to the Education Council regarding college curriculum.
Deletion	The deletion of a course or program from the college calendar and curriculum. Course or program cancellation is analogous to deletion.
Developmental education	Academic programs comprised of non-credit Adult Basic Education, Adult Special Education, or English as an Additional Language courses that are recorded on the official transcript of Selkirk College. Developmental programming is primarily in the School of Academic Upgrading & Development (AUD).
Edit	A non-governance, non-curricular change that does not impact the objectives or structure of curriculum (e.g., teh to the).
Education Council (EdCo)	Under the Act, the Education Council serves as an advisory to the Board of Governors for matters and has powers relating to defined educational policy.
Education development	An inclusive and integrated activity to develop a learning activity, a course, a program or other processes that lead to learning.
Full-time equivalency (FTE)	The annual number of instructional hours and other learning activities that a student must take to meet the program completion requirements as defined in the academic calendar.
Governance change	A change required to be submitted to Education Council by the Act or College policy following appropriate workflows.
New course	A course that has not been previously offered by the College. An existing course may be considered new if substantial changes have been made.
New program	A program that has not been previously offered by the College. An existing program may be considered new if the credential offered is changed and significant changes to courses and program outcomes are also being considered.

Non-credit	Learning that does not have a formal learning unit.
Non-governance change	A change that does not need to be submitted through the governance process but requires approval from the school chair and dean (via the course outline/syllabus).
Official transcript	The official transcript is a formal record of credit and non-credit courses completed by students in academic programs at Selkirk College.
Parchment	A physical/electronic representation of a credential.
Policy changes	A change that will impact tuition reporting, calendar publication, college records or college policy (e.g., course name, number, general description, credits, hours, admission requirements, promotion requirements, or graduation requirements). Under the Act, policy changes require approval by the Education Council.
Program	A pre-determined group of courses and other learning experiences, where each contributes to the overall achievement of stated program requirements, including program learning outcomes and credits.
Program Advisory Committee	As defined by policy 8110.
Program renewal	Annual operational planning (Level 1) and more in-depth considerations (Level 2) that consider program quality and renewal.
Program review	A formal process that is defined as a Level 3 program review in the Education Program Quality Assurance Framework. A program review allows for the assessment, reflection and data review of Selkirk College programs. Program review is planned on a seven-year cycle or as needed, as determined by the dean, external professional body and/or accreditation requirements.
Quality Assurance	A framework for program renewal and review at the College.
Quality Assurance Process Audit (QAPA)	An external review process in the Province of British Columbia that ensures public post-secondary institutions periodically conduct rigorous, ongoing program and institutional quality assessment.
Recognition	A process of acknowledgement for informal learning or milestones.
School	An administrative unit within Selkirk College, headed by a dean and school chair and composed of specific programs.

Suspension   Suspension halts instruction and admission in a particular program for a designated amount of time pending program renewal or cancellation. Students can graduate from suspended programs (see cancellation).

Transfer   A learning pathway for students either entering Selkirk College (receiving) or leaving Selkirk College (sending). A transfer is articulated at both the program and/or course level.

F. COURSE OUTLINES

Academic courses are required to have a course outline for every course and a course syllabus for every section (with few exceptions as approved by the Vice President, Education & Students). Course outlines contain the information approved through the policy workflows. Including:

- Course name
- Course number
- Course hours
- Course credits
- A three to five sentence academic calendar description
- Learning outcomes for each major component of the course
- Course prerequisites, corequisites and anti-requisites (if any)
- Transparent policies on evaluation and grading

Any additional items that are important to the program, as specified by the dean as Outlines are required to be available to students and the Registrar's Office at a date set by the College that is not to fall after the first day of class. Course outlines will be entered into the College's approved systems (e.g., Curriculum Strategy).

G. NEW PROGRAM DEVELOPMENT

1. Summary

New programs are approved by the College Board or its delegates before being implemented, as per the Act. The College Board may delegate new program approval to the president or Education Council.

The Education Council uses Approval in Principle (AiP) to start the process of new program development. The school chair submits a proposed new program into relevant workflows after following the pre-submission guidelines. Then, AiP is approved by the relevant program dean and Vice President, Education & Students prior to submission to Education Council. Full program development work can only occur after AiP by the Education Council, as this stage ensures that the program idea meets the strategic goals and prioritized efforts of the province and the College.

After AiP, programs will continue to follow pre-submission guidelines, with a full submission package submitted via the school chair for approval by the Education Council. The new program is then recommended for approval through the appropriate workflow (Appendix A) and receives

final approval from the Education Council. In cases where an expedited development process is required (e.g., funding availability for a provincially mandated initiative with a time-sensitive start date), the proponent may request a process that moves directly to program approval and renewed timelines as justified by the program dean and Vice President, Education & Students.

2. **Principles of New Program Development**
   a. Selkirk College maintains a New Program Development guidance document with pre-submission guidelines and templates in an accessible format to help proponents in adhering to this policy. Under the authority of the Vice President, Education & Students, these documents are reviewed and updated regularly.
   b. All new credit or developmental programs must receive AiP from the Education Council prior to any in-depth development.
   c. The development of new programs follows prescribed timeframes to support the effective functioning of various interested parties (e.g., Education Council, Registrar's Office) and any external body's requirements. These timeframes are available for program developers within the new program development guidebook.
   d. The development of new programs includes engagement with an advisory committee and/or articulation committee and, where relevant, with external accrediting and professional bodies and Indigenous communities and partners.
   e. Developers are required to complete the Ministry of Advanced Education and Skills Training Degree Quality Assessment requirements and, when relevant, complete an application for the Post-Secondary Institution Proposal System (PSIPS), which is reviewed and submitted by the Vice President, Education & Students.
   f. The operational tracking of policy workflows and any associated workflow software selected for tracking approved workflows is selected and maintained by the Registrar's Office in collaboration with the Vice President, Education & Students.

3. **Roles and Responsibilities**

ROLE	RESPONSIBILITY
Proponent	• Generate an idea. • Bring the idea to the school chair or dean. • A Teaching & Learning Centre education developer can support the proponent. • Seek advice on decolonization.
School chair	• Champion new program ideas and support proponents through the processes outlined in the guidebook. • Serve as the first point of contact for official submission to the approval workflows.
Dean	• Engage Education Division leadership in new program idea discussions. • Support and guide the development of the new program idea. • Seek external engagement as appropriate (e.g., labour market and student demand). • Seek advice on decolonization. • Review structure with Registrar's Office.

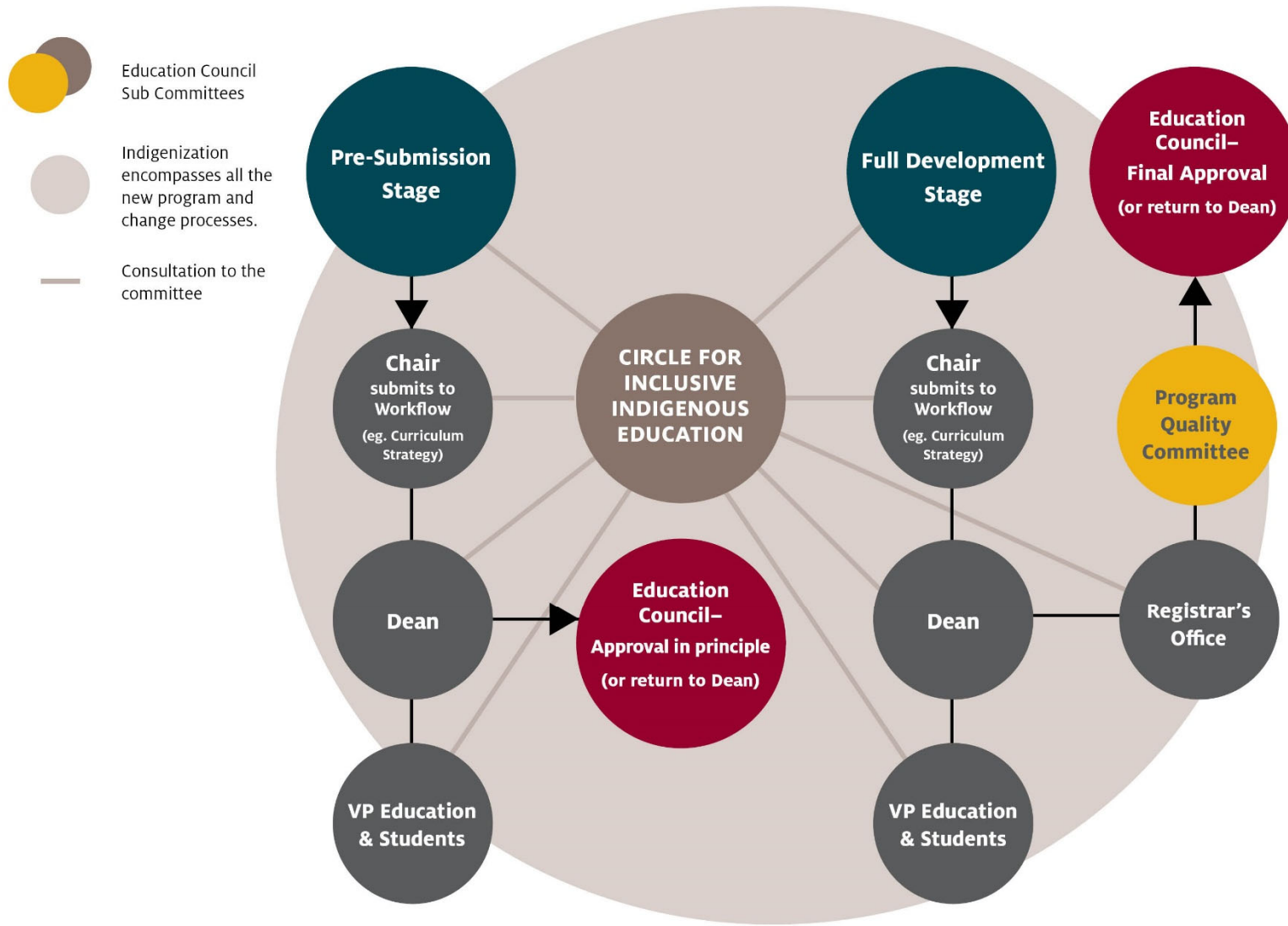|	
	• Approve the program and share with Vice President, Education & Students and Education Council.
Vice President, Education & Students	• Collaborate on applications. • Ensure due diligence. • Advocate for programs that meet strategic directions. • Approve program submission to Education Council. • Creation or delegation of the creation of the pre-submission handbook
Registrar	• Act as a resource on the workflow and approval processes. • Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the College and Education Council. • Advise and support compliance with the Act.
Circle for Inclusive Indigenous Education	• Support developers in seeking advice and guidance on Indigenization principles and incorporate Indigenous student supports during full development stage. Once approved, program lead can continue engagement with Indigenous Services to refine program delivery.
Education Council subcommittees (e.g., Program Quality, Curriculum Committee)	• Review and make recommendation to Education Council on new program submissions and associated courses to ensure completeness, adherence with college policies and alignment with best practice prior to review at Education Council. • Additional details of the work of the Education Council recommendation subcommittees are outlined in the terms of reference.
Education Council	• Provide formal approval prior to operationalizing proposals in alignment with the College and Institute Act (CIA).

4. **Credentialing of Programs**
    All academic programs at the College recognize student achievement by awarding a formal credential with limited exception as approved by the governing body under the recommendation of the Vice President, Education & Students (e.g., Open Studies). Policy 8102 guides credentialing and credit assignment at the college.

5. **Approval Workflows**
    Approval workflows guide the new program approval process after the completion of pre-submission and development work. It is expected that new program proposals be submitted to all approval workflows in a state that meets the completion standards set by the pre-submission guidebook and any subcommittee submission checklists.

NEW PROGRAM DEVELOPMENT APPROVAL WORKFLOW

Legend:
- Education Council Sub Committees
- Indigenization encompasses all the new program and change processes.
- Consultation to the committee

Pre-Submission Stage

Full Development Stage

Education Council– Final Approval (or return to Dean)

Chair submits to Workflow (eg. Curriculum Strategy)

CIRCLE FOR INCLUSIVE INDIGENOUS EDUCATION

Chair submits to Workflow (eg. Curriculum Strategy)

Program Quality Committee

Dean

Education Council– Approval in principle (or return to Dean)

Dean

Registrar's Office

VP Education & Students

VP Education & Students

H. PROGRAM CHANGES

1. Summary

Program changes (as part of the review and renewal process) are approved by the College Board or its delegates before being implemented, as per the Act. The College Board may delegate approval of program changes to the president or Education Council.

To submit program changes to the Education Council, the school chair submits the program changes into relevant workflows after following the pre-submission guidelines and upon approval by the relevant program dean and Vice President, Education & Students. The changed program is then recommended for approval through the appropriate workflow (Appendix B) and receives final approval from the Education Council. Program changes are always considered policy changes.

The College maintains a regular review process for all academic programs with level one, level two and level three reviews as defined by the Vice President, Education & Students. The review cycle and process are subject to the Quality Assurance Process Audit (QAPA) in the Province of British Columbia and are subject to change on the QAPA committee's advice, recommendation or direction.

2. Principles of Program Changes

a. The College maintains pre-submission guidelines in an accessible format to help proponents in adhering to this policy. Under the authority of the Vice President, Education & Students, these guidelines are reviewed and updated regularly.

b. Programs are reviewed on a seven-year rotation in line with recommendations for updates considered at the school level (in line with Quality Assurance Frameworks and Program Review Policies and Practice).

c. Changes to course delivery order, insubstantial changes to program outcomes and program outcome grouping within courses are approved by the school chair in consultation with the dean.

d. Changes to program length, credits, program or course name, prerequisites, substantial changes to program outcomes, cost, specialization and intake time, as well as changes that may impact other programs or support systems, transfer or laddering, availability of student loans, all require Education Council approval.

e. Program changes follow prescribed timeframes to support the effective functioning of various interested parties (Education Council, Registrar's Office) and any external body's requirements. These timeframes are available for program developers within the guidebook.

f. Program changes include engagement with an advisory and/or articulation committee, and where relevant, with external accrediting and professional bodies, Indigenous communities, and partners.

g. The operational tracking of policy workflows and any associated workflow software selected for tracking approved workflows is selected and maintained by the Registrar's Office in collaboration with the Vice President, Education & Students.

3. Roles and Responsibilities

ROLE	RESPONSIBILITY
Proponent	• Generate an idea. • Seek advice decolonization. • Bring the idea to the school chair or dean.
School chair	• Determine whether proposed change requires approval from the Education Council. • Champion innovative program changes and alignment with best practices. • Support proponents through the processes outlined in this policy. • Serve as the first point of contact for official submission to the approval workflows.
Dean	• Engage Education Division leadership in program change discussions as needed. • Support and guide the development of program changes. • Seek external engagement as appropriate (e.g., labour market and student demand). • Seek advice on decolonization. • Review structure with the Registrar's Office.
Vice President, Education & Students	• Collaborate on applications. • Ensure due diligence. • Advocate for program changes that meet strategic directions.
Registrar	• Act as a resource on the workflow and approval processes. • Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the College and Education Council. • Advise and support compliance with the Act.
Circle for Inclusive Indigenous Education	• Support developers in seeking advice and guidance on Indigenization principles and incorporate Indigenous student supports during the full development stage. Once approved, program lead can continue engagement with Indigenous Services to refine program delivery
Education Council subcommittees (e.g., Program Quality, Curriculum Committee)	• Review and recommend program change submissions and associated courses to ensure completeness, adherence with college policies and alignment with best practice prior to review at Education Council. • Additional details of the work of the Education Council recommendation subcommittees are outlined in the terms of reference.
Education Council	• Provide formal approval prior to operationalizing proposals.

I. PROGRAM REVIEW AND RENEWAL

1. Summary

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, as determined by the Vice President, Education & Students, compliant with any government directives (e.g., QAPA), College Board or president directives, and in consultation with Education Council.

The College has developed a program quality assurance framework that identifies three levels of program renewal and review. The renewal and review processes are outlined in guidebooks and have templates to support those involved in program renewal and review.

Level 1 Program Renewal: The development of an annual program operational plan.

Level 2 Program Renewal: A focus on one or more program attributes identified in the Student Engagement Survey, BC Outcomes data, instructional input or information from external sources (e.g., program advisory committee, accreditation feedback, articulation committee).

Level 3 Program Review: A regular full review of a program that will be completed every seven years or as required.

2. **Principles of Program Renewal and Review**
   a. The College maintains guidance documents and templates to support Level 1 Program Renewal, Level 2 Program Renewal and Level 3 Program Review, which are to be consulted and used by proponents.
   b. Student and graduate data are provided and used to support program renewal and review. Data sources include the Student Engagement Survey, Program Accountability and Sustainability Report, BC Outcomes graduate data, transfer data, anecdotal data and other sources where applicable.
   c. Employer and/or articulation and professional and accrediting data is used to support program renewal and review where applicable.
   d. Instructors, program administration and others participate in program renewal and review.
   e. There are specific roles and principles applying to each level of program renewal and review.
   f. The Education Council are informed about quality assurance processes and participate where motions are required.

3. **Roles and Responsibilities**

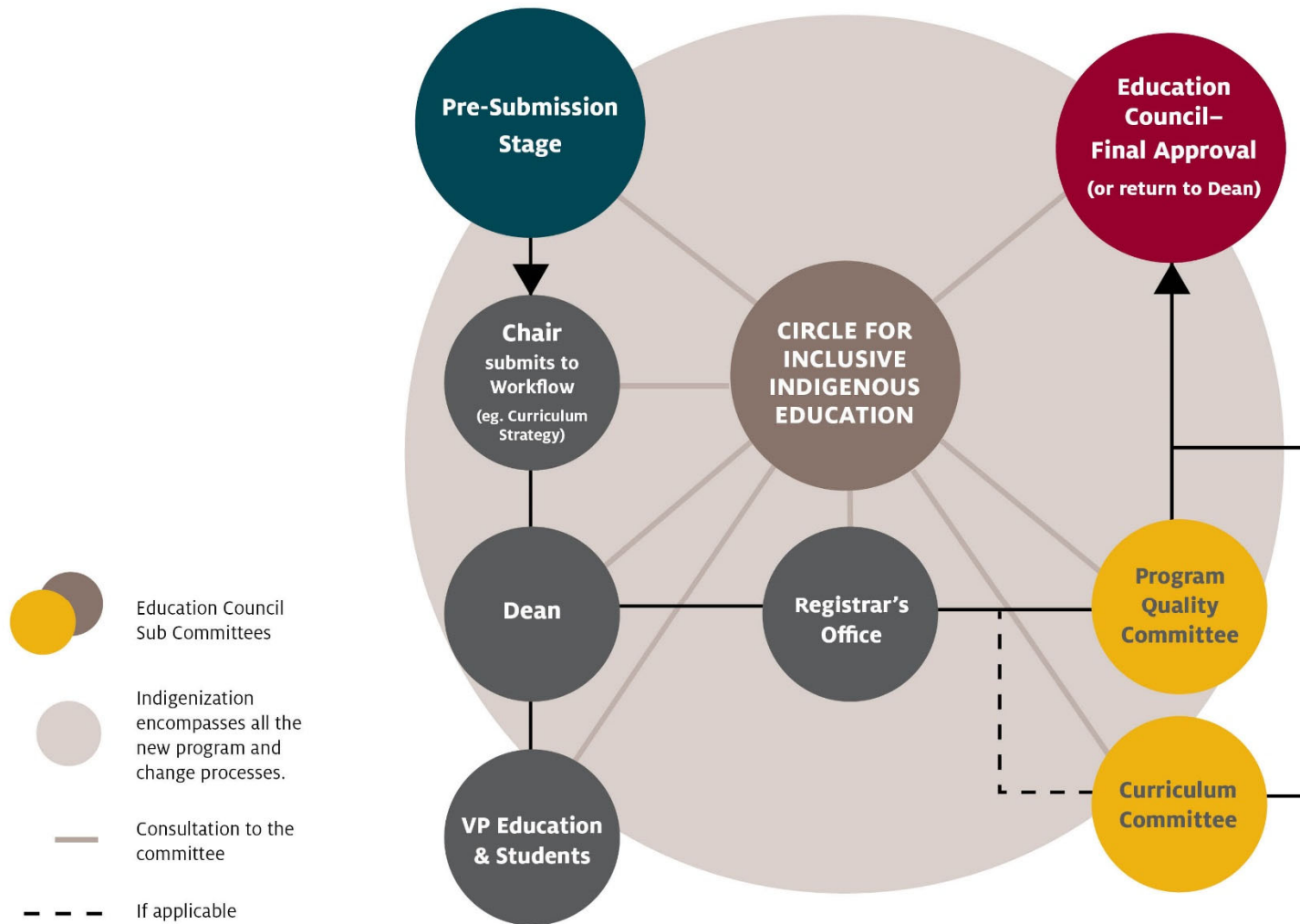| Role	Responsibility
School chair	• Level 1 and 2: Lead development of operational and focused renewal plans with program instructors and staff. Propose program or course changes, as necessary. • Level 3: Work closely with program dean, lead program instructors and staff in completion of draft program review report. Organize external review. Propose course and program changes, as necessary.
Dean	• Level 1 and 2: Propose edits, approval of program renewal plans and support resource allocation. Approve course/program changes and submit to Education Council. • Level 3: Propose edits, approval of program renewal plans and support resource allocation. Support and participate in external review process. Ensure appropriate engagement with instructors, staff, students and external bodies in the review processes. Approve course and program changes and submit to Education Council for approval and engage College Board where necessary.

Vice President, Education & Students	• Level 1 and 2: Receive and review all renewal plans. File plans on Deans and Chairs Moodle. Support dean in resource allocation. • Level 3: Review and give final approval of program review reports. Approve annual program review schedule. Ensure program review process is supportive and effective. Responsible for quality assurance framework and reporting to Advanced Education Skills and Training Quality Assurance Framework. Lead College Board engagement on program review outcomes.
Registrar	• Act as a resource on the workflow and approval processes. • Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the College and Education Council. • Advise and support compliance with the Act.
Circle for Inclusive Indigenous Education	• Support developers in seeking advice and guidance on Indigenization principles and incorporate Indigenous student supports during full development stage. Once approved, program lead can continue engagement with Indigenous Services to refine program delivery.
Education Council subcommittees (e.g., Program Quality, Curriculum Committee)	• Review and make recommendations on program change submissions and associated courses to ensure completeness, adherence with college policies and alignment with best practice prior to review at Education Council. • Additional details of the work of the Education Council recommendation subcommittees are outlined in the terms of reference.
Education Council	• Provide formal approval prior to operationalizing proposals.

4. **Approval Workflows**
   Approval workflows guide the program change approval process after the completion of pre-submission and development work. It is expected that program change proposals be submitted to all approval workflows in a state that meets the completion standards set by the pre-submission guidebook, including any subcommittee submission checklists.

PROGRAM CHANGES WORKFLOW

Legend:
- Education Council Sub Committees
- Indigenization encompasses all the new program and change processes.
- Consultation to the committee
- If applicable

Pre-Submission Stage

Chair submits to Workflow (eg. Curriculum Strategy)

CIRCLE FOR INCLUSIVE INDIGENOUS EDUCATION

Education Council– Final Approval (or return to Dean)

Dean

Registrar's Office

Program Quality Committee

VP Education & Students

Curriculum Committee

J. NEW COURSE DEVELOPMENT

1. Summary

New courses are developed through the pre-submission process as stand-alone (e.g., transfer or community for-credit offerings), part of a new program development (see New Program Development, Section G), or as part of a program change (see Program Changes, Section H).

Once the pre-submission stage is complete and the course is in its final form, the school chair is responsible for submitting the course to the College workflow (e.g., Curriculum Strategy) to have the course reviewed by the Curriculum Committee. The Curriculum Committee will review based on the terms of reference and make a recommendation to the Education Council.

If the course is part of a larger program change, the course may not be brought forward to the Education Council until program considerations have received the recommendation from the Program Quality Committee. New course development is always considered a program policy change.

2. Principles of New Course Development

a. The College maintains pre-submission guidelines for new course development in an accessible format to help proponents in adhering to this policy, under the authority of the Vice President, Education & Students.

b. The development of new courses follows prescribed timeframes to support the effective functioning of various interested parties (Education Council, Registrar's Office) and any external body's requirements (e.g., for transfer credit). These timeframes are available for program developers within the guidebook.

c. The development of new courses includes engagement with subject matter experts and/or articulation committees and, where relevant, with external accrediting and professional bodies, Indigenous communities and partners.

d. The operational tracking of policy workflows and any associated workflow software selected for tracking approved workflows is selected and maintained by the Registrar's Office in collaboration with the Vice President, Education & Students.

3. Roles and Responsibilities

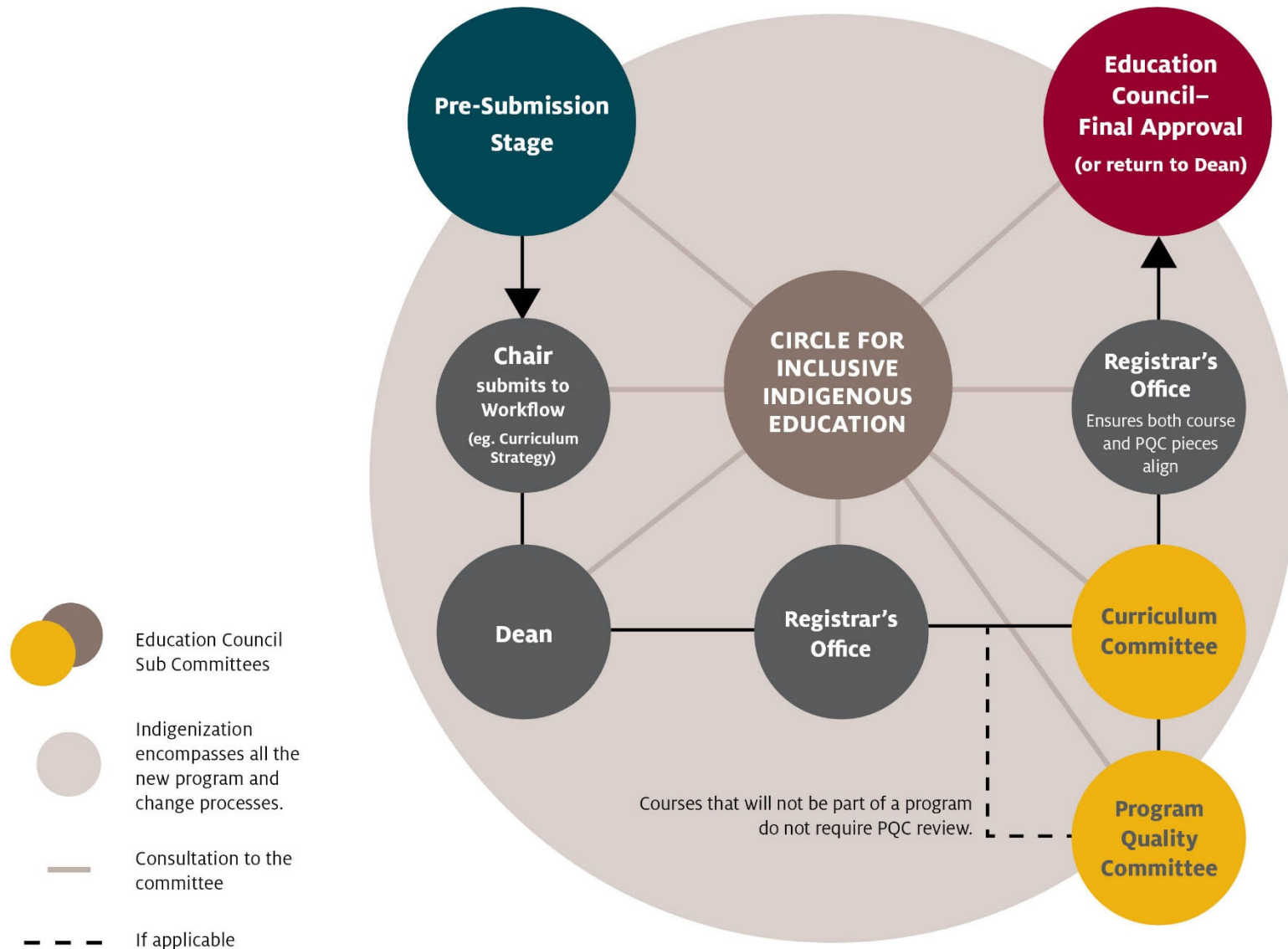| ROLE	RESPONSIBILITY
Developer	• The individual requesting or being assigned to develop the new course. • Seek advice decolonization.
School chair	• Ensure appropriate communication with the dean, Registrar's Office and other interested parties to ensure appropriate timelines prior to implementation. • Evaluate the course to ensure it meets the needs of the overall program and fits within program learning objectives. • Guide and advise the developer to ensure that pre-submission guidelines are met. • After consultation with dean, submit new courses to the Selkirk College New Course Submission workflow.

	• Consider the need for support by an education developer, particularly for a new course required by external accreditation or provincial accreditation.
Dean	• Coordinate new course submissions with any program changes or new program submissions. • Ensure that submissions meet the quality standard of the College and the Province of British Columbia. • Approve new course ahead of submission to Education Council. • Speak to new courses at Education Council (if requested) to support submissions. • Seek advice decolonization.
Registrar	• Act as a resource on the workflow and approval processes. • Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the College and Education Council. • Advise and support compliance with the Act.
Circle for Inclusive Indigenous Education	• Support developers in seeking advice and guidance on Indigenization principles and incorporate Indigenous student supports during full development stage.
Education Council subcommittees (e.g., Program Quality, Curriculum Committee)	• Review and recommend to Education Council new course submissions and associated courses to ensure completeness, adherence with college policies and alignment with best practice prior to review at Education Council. • Additional details of the work of the Education Council recommendation subcommittees are outlined in the terms of reference.
Education Council	• Provide formal approval prior to operationalizing proposals in alignment with the College and Institute Act (CIA).

4. **Approval Workflows**
    Approval workflows guide the new course approval process after the completion of pre-submission and development work. It is expected that new course submissions are received by all approval workflows in a state that meets the completion/quality standards set by the pre-submission guidebook, the College and any subcommittee submission checklists.

Selkirk College

Policies and Procedures

NEW COURSE DEVELOPMENT WORKFLOW

Pre-Submission Stage

Education Council– Final Approval (or return to Dean)

Chair submits to Workflow (eg. Curriculum Strategy)

CIRCLE FOR INCLUSIVE INDIGENOUS EDUCATION

Registrar's Office Ensures both course and PQC pieces align

Dean

Registrar's Office

Curriculum Committee

Program Quality Committee

Courses that will not be part of a program do not require PQC review.

Education Council Sub Committees

Indigenization encompasses all the new program and change processes.

Consultation to the committee

- - - - If applicable

K. COURSE CHANGES

1. Summary

Course changes that are defined as governance changes are approved by Education Council, before being implemented, as per the Act. The proposed course changes are then recommended for approval through the appropriate workflow (Appendix D) and receive final approval from Education Council.

Proponents will follow pre-submission guidelines and present a full submission package to the school chair. During the pre-submission preparation, the school chair and proponents may consult advisory committees for guidance and support. The school chair will review submission packages with the dean. The dean continues the submission review process by engaging the Registrar's Office and the school chair until they are satisfied with the proposal. With the dean's approval, the Registrar's Office accepts and guides the submission through the governance process. Course changes are presented to the Curriculum Committee for consultation. At this point, further consultation with the advisory committees may be required. When the Curriculum Committee approves of changes, a recommendation will be made to Education Council for final approval.

Change and submission types will typically fall into the following categories:

Change type	Curricular change examples	Non-curricular change examples
Governance changes *A change required to be submitted to Education Council by the Act or College policy following appropriate workflows.*	• Learning outcomes • Credits • Prerequisites/corequisites • Transferring/laddering • Course or program hours • Mode of instruction (e.g., online, in-person, hybrid) • Instructional component (e.g., lecture, lab, practicum, etc.) • Program admission requirements	• Course code • Course name • Course number • Credits • Course description
Non-governance changes *A change that does not need to be submitted through the governance process but requires approval from the school chair and dean (via the course outline/syllabus).* *Non-curricular changes may be agreed on by the school chair and the registrar (I.e., an edit).*	• Course textbooks • Schedule for activities in a course • Course assessments • Learning strategies	• teh to "the" • Capitalization errors • Alignment with College style guides • Organizational name changes (e.g., Weavers of West Kootenays to Fabric Arts of the Kootenays)

Examples of common changes and their type are maintained by the Registrar's Office and provided to deans and chairs annually.

2. **Principles of the Course Change Submission Process**
   a. The College maintains pre-submission guidelines in an accessible format to help proponents in adhering to this policy. Under the authority of the Vice President, Education & Students, these guidelines will be reviewed and updated regularly.
   b. Courses are continuously reviewed and updated.
   c. Changes to learning outcomes, resources and assessments should be reviewed by the school chair and submitted to the dean for agreement prior to submission to the approval workflow.
   d. Changes to course titles, codes, descriptions, learning outcomes, prerequisites/corequisites, cross listing and number of hours, credits and weeks all require Education Council approval.
   e. Proponents are required to follow and complete pre-submission guidelines relevant to Education Council advisory and recommendation subcommittees.
   f. Course change proposals to be approved by Education Council follow prescribed timeframes to support the effective functioning of various interested parties (Education Council, Registrar's Office) and any external body's requirements. These timeframes are available for proponents within the guidebook.
   g. The course change process includes engagement with an advisory committee and/or articulation committee and, where relevant, with external accrediting and professional bodies, indigenous communities and partners.
   h. The operational tracking of policy workflows and any associated workflow software selected for tracking approved workflows is selected and maintained by the Registrar's Office in collaboration with the Vice President, Education & Students.

3. **Roles and Responsibilities**

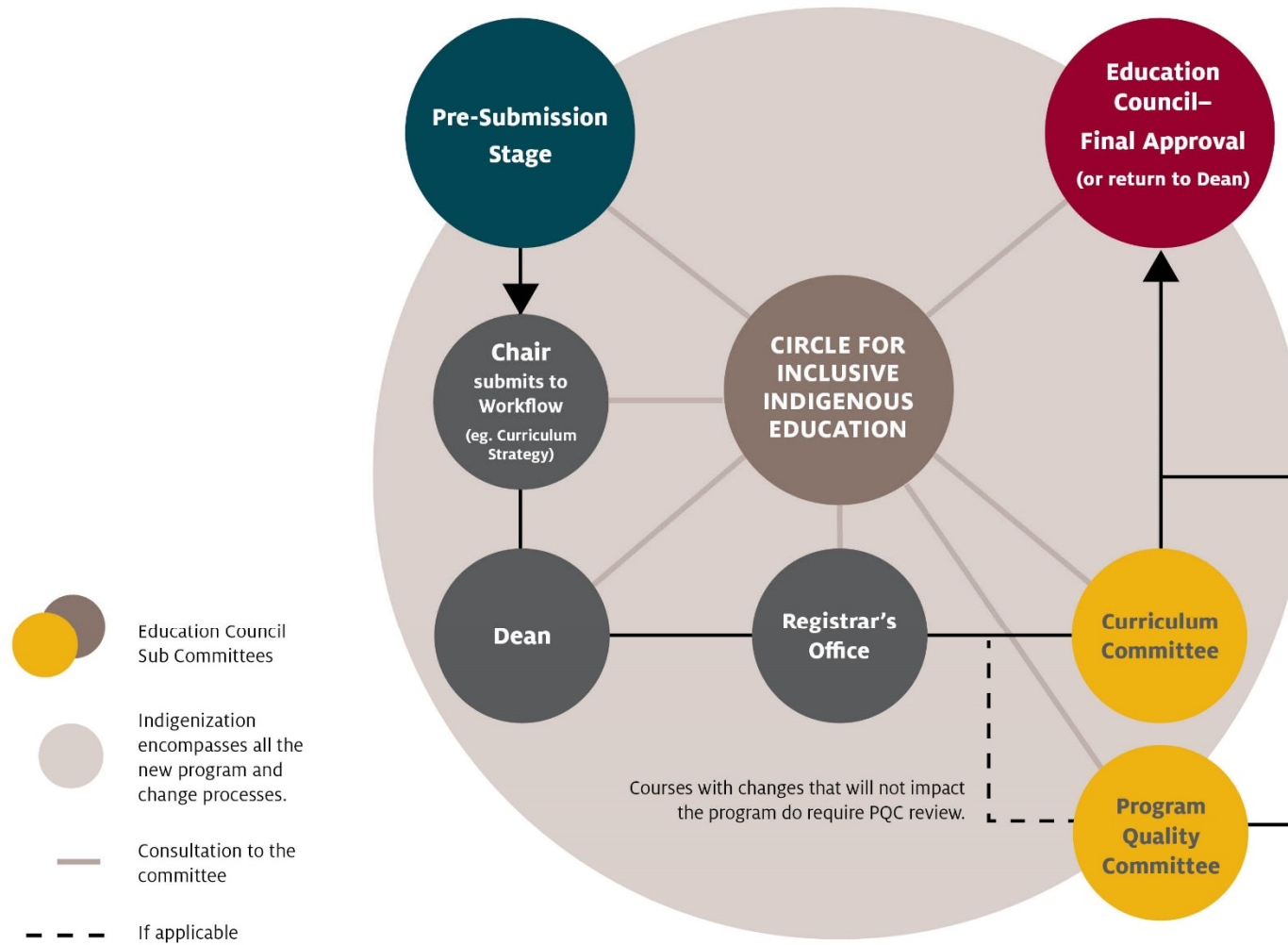| ROLE	RESPONSIBILITY
Proponent	• Generate an idea. • Seek advice decolonization. • Bring the idea to the school chair or dean.
School chair	• Determine whether proposed change requires Education Council approval. • Champion innovative ideas, best practices and support proponents through the processes outlined in this policy. • Serve as the first point of contact for official submission to the approval workflows. • The chair has the responsibility to review and approve any non-governance changes as part of the course syllabus, ensuring that the change meets the appropriate definitions and communicating with the Registrar's Office where there is uncertainty.

Dean	• Engage Education Division leadership in course change discussions as needed.
	• Support and guide course changes and make final approval of course changes prior to submission to Education Council.
	• Seek external engagement as appropriate (e.g., labour market and student demand).
	• Seek advice on decolonization.
	• Review structure with Registrar's Office.
Registrar	• Act as a resource on the workflow and approval processes.
	• Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the College and Education Council.
	• Advise and support compliance with the Act.
Circle for Inclusive Indigenous Education	• If course change involves Indigenizing or meeting calls to action, then changes can be shared with the committee for guidance.
Education Council Recommendation subcommittees (e.g., Program Quality, Curriculum Committee)	• Review course change submissions to ensure completeness, adherence with college policies and alignment with best practice prior to review at Education Council.
	• Additional details of the work of the Education Council recommendation subcommittees are outlined in the terms of reference.
Education Council	• Provide formal approval prior to operationalizing proposals in alignment with the College and Institute Act (CIA).

4. **Approval Workflows**
   Approval workflows guide the course change approval process after the completion of pre-submission and development work. It is expected that course change proposals be submitted to all approval workflows in a state that meets the completion standards set by the pre-submission guidebook and any subcommittee submission checklists.

COURSE CHANGES WORKFLOW

Pre-Submission Stage

Education Council– Final Approval (or return to Dean)

Chair submits to Workflow (eg. Curriculum Strategy)

CIRCLE FOR INCLUSIVE INDIGENOUS EDUCATION

Dean

Registrar's Office

Curriculum Committee

Program Quality Committee

Courses with changes that will not impact the program do require PQC review.

Education Council Sub Committees

Indigenization encompasses all the new program and change processes.

Consultation to the committee

If applicable

L. PROGRAM SUSPENSION OR CANCELLATION

1. Summary

The College receives the majority of its operating funding from government grants and program tuition, and so is subject to the fiscal policies and post-secondary program priorities of the 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. Along with strategic priorities, persistent low enrolment and declining student demand, poor graduate outcomes for employment or transfer, budgetary challenges, declining labour market opportunity, program competition and declining program quality are examples of reasons for suspension or cancellation.

2. Principles of Program Suspension or Cancellation

a. Whenever possible, and appropriate, the College will provide the opportunity for schools to review and renew programs to mitigate risks to continued delivery.

b. Where possible, programs will be first identified as at-risk, based on a variety of factors (for example institutional research data and reports), changing government priorities and results of periodic reviews described above.

c. Programs suspended will usually be given an opportunity to identify, develop, and possibly implement, solutions.

d. Where a program review may lead to a suspension or cancellation, the program dean will complete the report.

e. A program that is not recommended by Education Council for cancellation may still be presented to the College Board for cancellation; however, it must be explicitly stated that Education Council does not recommend cancellation, and the reasons why must be presented.

3. Roles and Responsibilities

| ROLE	RESPONSIBILITY
School chair	• Work with the dean to gather data and determine student, staff and community impact. • Consider options in the Level 3 Program Review or other recommendation.
Dean	• Review, finalize and approve Level 3 Program Review or other data to support suspension and program cancellation. Review program. Ensure adequate participation of instructors, staff, students and external bodies and evidence-based decisions. • Prepare information and recommend programs to the Vice President, Education & Students for suspension or cancellation. Submit approved reporting to Education Council and the College Board. • Participate in College Board dialogue and motion.

Vice President, Education & Students	• Review and ensure the completeness of any community, student or staff impact assessment. • Give final approval of program review recommendation. • Program suspension will be part of Vice President, Education & Students report and not for motion. • Recommend cancellations to Education Council. • For program cancellations, lead engagement with the College Board.
Registrar	• Act as a resource on the workflow and approval processes. • Ensure the completeness and readiness for promotion to appropriate committees based on the approved policies and procedures of the board and Education Council. • May work with the dean to gather data and support assessment of student or community impact. • Advise and support compliance with the Act.
Education Council	• Review and ensure processes have been followed and provide appropriate recommendations to the College Board for program cancellation. • Education Council recommends programs for cancellation in alignment with the College and Institute Act (CIA).
College Board	• The board has the authority to approve the cancellation of programs.

4. **Approval Workflows**
   Approval workflows guide the suspension or cancellation process after the completion of pre-submission and impact assessment work. It is expected that suspension and cancellation proposals be submitted to all approval workflows in a state that provides the Education Council and board with the understanding and clarity required for appropriate decision-making.

PROGRAM SUSPENSION OR CANCELLATION WORKFLOW
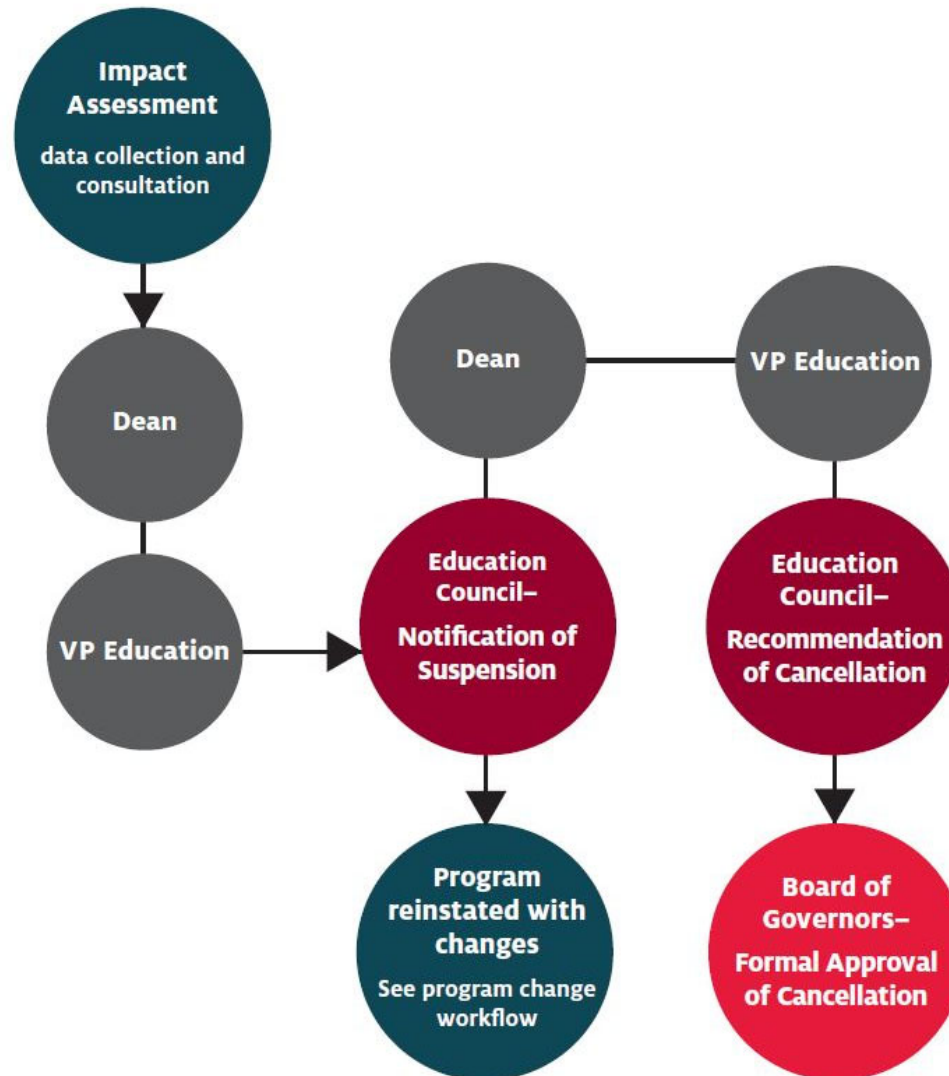
M. COURSE DELETION

Courses that are no longer in use and will no longer be scheduled may be brought forward by the dean or chair to be deleted only if they are no longer required in any program or by any credential. Once a course has been deleted, it can no longer be scheduled or offered without completing the New Course Process. Courses that have not been scheduled for five or more academic cycles may be submitted for deletion to the Education Council by the Registrar's Office upon notification to the dean.

Course deletion may occur as a natural byproduct of program changes but should be submitted as a separate deletion record to the course change workflow (Section K).

N. SUBMISSION TIMELINES

Submission timelines and deadlines for the governance process are set with guidance from the Registrar's Office. Timelines will be submitted by the Registrar's Office to the Education Council at the first meeting of the academic year for discussion, transparency and clarity. Timelines are guided by the following principles:

1. The ability for students to have a clear, transparent vision of their education.
2. Reporting and government obligations.
3. The ability for students to obtain financial aid (e.g., student loans).

Responsibility, Recommendation and Approval Dates
Executive Responsibility: Vice President, Education & Students
Administrative Responsibility: Registrar/Deans
Recommended by Policy Review Committee: 2024-04-17
Recommended/Approved by Education Council: 2024-05-14

_____   May 5, 2024
              Signature   Date

Approved by President

_____   September 9, 2024
              Signature   Date

Linkage to Board Policy: E10, E20, E30, E40