

Policy 8102: Credential, Recognition and Credit Standards

A. PURPOSE

This policy:

1. Ensures the validity, consistency, and quality of credentials issued by Selkirk College.
2. Establishes and communicates educational credential standards at Selkirk College.
3. Improves student employment, mobility and laddering through recognized high-quality credentials at Selkirk College.
4. Aligns the development of credentials and credit standards at Selkirk College with institutional plans and values.

B. SCOPE/LIMITS

As authorized by the *BC College and Institute Act* (hereafter referred to as “the Act”), Selkirk College (hereafter referred to as “College”) issues a number of official documents that indicate student achievement and completion in credit and non-credit programs and courses. The College offers a wide variety of official documents including the granting of a credential. Credential examples include certificate, diploma, advanced diploma, applied degrees and others as described in the Credential Definitions section. This policy identifies criteria for the completion of credentials that will assist students, employers, transfer partners and other external bodies in assessing the scope of education and training received at the College.

The policy also defines how credits are calculated for different types of learning activities. Identified criteria will also assist faculty, administration and Education Council in the revision and development of programs.

This policy applies to credentials awarded in academic, vocational, career/technical, trades and community education programs. This policy also applies to general interest courses and programs, community education, workforce training and service contract courses.

Programs with approved for-credit credentials that do not meet the requirements laid out in this policy will transition to the new policy requirements when the program submits changes through Education Council or engages in a comprehensive program review or at the request of Education Council.

C. PRINCIPLES

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

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

- ii. **Consistent with legislation:** Policies align with the [College and Institute Act](#) of British Columbia (hereafter referred to as “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.
- iii. **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.
- iv. **Committed to decolonization and reconciliation:** Programming and curriculum supports the goals of the College’s Indigenization Plan.
- v. **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.
- vi. **Research-based:** Curriculum reflects research, review and best practice.
- vii. **Aligned with Education Quality Framework:** Programming development will adhere to quality assurance guidance for Selkirk College.

Programs credentialled or assigned credits in line with previous policies will not need to align immediately to the newly approved policy until formally scheduled for review and renewal. Variance documentation must be submitted with any governance changes (as defined by policy 8101) to be granted exception to the policy prior to alignment. The record of the variance will be formally recorded in Education Council minutes for the historical record.

D. DEFINITIONS¹

General

Badge	A portable, transferable representation of learning that can be provided to external bodies for proof of learning (e.g., in lieu of a parchment for a micro-credential).
Credential	A designation of completion in formal learning.
Credit	The value assigned to a course or other form of learning that counts towards program or credential completion for academic programs.
Entrance requirement	The academic requirements, including course credits and credentials, and/or non-academic requirements to enter a credential and recognition.
Formal assessment of learning	Learning that is graded and appears on the academic transcript.
Micro-credential	A credential defined through the British Columbia Micro-credential Framework.

Non-credit	Learning that does not have a formal learning unit.
Official transcript	The official transcript is a formal record of credit and non-credit courses completed by students in academic programs (as defined by policy 8101) at the College.
Parchment	A physical representation of a credential or recognition (a general term that can be used to refer to all diplomas, degrees, certificates, etc.).
Recognition	A designation of completion for learning

Credentials¹

Advanced certificate***	A micro-credential awarded on completion of a program that is normally 15 credits.
Advanced diploma***	Awarded on completion of a program at normally 30 credits.
Applied bachelor's degree	Awarded on completion of a provincially approved program in accordance with the BC <i>Degree Authorization Act</i> consisting of a minimum of 120 credits.
Associate certificate***	A micro-credential awarded on completion of a program that is normally approximately 9 credits.
Associate degree	Awarded on completion of provincially defined academic arts or science programs consisting of 60 credits.
BC Adult Graduation Diploma	A high school diploma.
Certificate	Awarded on completion of a program at normally 30 credits.
Citation	Awarded on completion of a minimum of 12 credits or non-credit courses in a specific field of study and normally four months in length. No new citations will be considered, but the definition will remain in policy.
Developmental	Programming ranging from basic literacy through to provincial level (Grade 12).
Developmental certificate of completion	Awarded based on levels of completion in developmental programming.
Diploma	Awarded on completion of a program at normally 60 credits.

Post-degree certificate	This program is designed for domestic students and is awarded on completion of a program at normally 30 credits.
Post-degree diploma	This program is designed for domestic students and is awarded on completion of a program at normally 60 credits.
Postgraduate advanced diploma	Awarded on completion of a program of an additional 30 credits.
Postgraduate certificate	Awarded on completion of a program at normally 30 credits.
Postgraduate diploma	Awarded on completion of a program at normally 48 to 60 credits.

¹ Definitions for credentials are taken or adapted from sources that include:
 Council of Ministers of Education, Canada (2007). *Ministerial Statement on Quality Assurance of Degree Education in Canada*.
 EducationPlannerBC (2021). <https://www.educationplannerbc.ca/plan/start/credentials>

Recognitions

Certificate of completion	Awarded to a student who completes a single or series of courses with or without credit.
English language program certificate	Awarded on completion of English language non-credit developmental courses.
Micro-credential recognition	Awarded on completion of a Community Education & Workplace Training, contract training or occupational skills program.
Recognition of attendance	Awarded when a student has participated, to a required threshold of attendance, in a personal enrichment or non-occupational skills course.

Instructional Components (Learning Activities) for Credit and Non-credit Courses

Employer-led workplace-based learning	Where learning is employer led and is primarily based in the workplace (e.g., health and human service preceptorship, co-op education placement, applied research student internship) and where the employer provides the day-to-day supervision. The instructor stays in contact with the student and continues to evaluate the course. A credit is defined as two full weeks of preceptorship or another workplace setting. A full week is 30 to 35 hours of workplace learning.
Instructor-led workplace-based learning	Where learning is instructor led and is primarily based in the workplace (e.g., health or human service clinical and

practicum) in a community, hospital or home-based setting. Supervision of the students is provided by the instructor. A credit is assigned for a full week of instructor-led workplace-based learning. A week of clinical instruction is defined as 21 hours of regularly scheduled clinical classes. A week of practicum instruction is 30 to 35 hours of workplace learning.

Lab	Where a course is an applied activity that is typically skills based and often takes place in an applied setting (e.g., science lab, field lab, nursing arts lab, computer lab or use of “bring your own device” computer lab or working from home in Digital Arts and Geographic Information Systems). A credit is assigned for 45 hours of lab instruction.
Lecture, In-person	Where the course is an instructor-led activity that is entirely in-person or hybrid delivery (in-person instruction with some online activity). The course can be delivered through a traditional lecture format or with a flipped classroom approach. A credit is assigned for 15 hours of lecture instruction.
Lecture, Online (with equivalent in-person lecture course)	Where the course is an instructor-led activity delivered online and where an equivalent in-person course is delivered at the college (e.g., ENG 110 both in-person and online sections). These courses are delivered using the college’s learning management system: Moodle. The online course can either be delivered synchronously or asynchronously or a combination of both. A credit is assigned for 15 hours of equivalent lecture instruction.
Lecture, Online (with no equivalent in-person lecture course)	Where the course is an instructor-led activity delivered online. These courses are delivered using the college’s learning management system: Moodle. The online course can either be delivered synchronously or asynchronously or a combination of both. A credit is assigned for 30 hours of instruction. Course examples include allied health and other programming (e.g., Nursing Unit Clerk, Pharmacy Technician, and Office Administration).
Indigenous ways of learning and doing	Circles, oral, land-based learning and/or experiential learning framed in the context of Indigenous ways of learning and doing. Can be further defined by nation partners.
Self-directed learning	Where the course is designed to be self-directed and self-paced and delivered online, a credit may be defined with a rationale. Rationale includes an estimate of contact time with the instructor and the experience for students in similar courses.
Seminar	Courses designated as seminar. A full-time week is 32 hours of seminar instruction.

Shop or studio learning

Where the majority of the course instruction occurs in a setting that simulates the workplace-based setting and is defined by applied learning under the supervision of the instructor (e.g., shop learning in the Industry & Trades Training [ITT] programs, studio-based learning in Kootenay Studio Arts [KSA] and Music). A credit is assigned for an equivalent full week of shop or studio instruction. In all ITT programs, a full-time week is 27.5 hours per week (which is rounded to 30 for credit count purposes). A full-time week in KSA is 20 to 23 hours of instruction. A full-time week for Music studios is 23 hours for ensemble instruction and 27 hours for individual instruction.

Non-credit Activities

Academic Upgrading & Development programs
Community Education & Workplace Training

Programs that are considered formal and academic but do not assign credit.

Education that is designed to be responsive and recognized, but does not require formal credentialing or is recognized by an external body for training Selkirk College provides (e.g., first aid). Most courses are offered as general interest or skills-based training. Some are part of service contracts and do not assign credit, but learners are awarded a recognition.

Learning support

Tutoring support from the writing, math and sciences centres and student access and support not for credit.

Modes of Delivery

Hybrid

An instructional method where the curriculum is designed intentionally and thoughtfully to integrate in-person and online learning experiences. In-person teaching time in the hybrid method is reduced but not eliminated, with the balance of learning being facilitated asynchronously through digital/web-based technologies or offline learning opportunities. Typically, 50–80% of the total course learning hours are completed in online and asynchronous formats in hybrid courses.

Assessment approaches: Hybrid courses may have assessment components that require attendance at a physical location, either on campus or at a designated remote location, but may also leverage digital technologies to support the flexible curriculum design and intentional use of technology to support learning typical of these curriculum designs.

Hyflex

An instructional method where the curriculum is designed intentionally and thoughtfully to provide choice to learners all the way through the course and/or program. HyFlex is not:

- Hybrid—combination of both online and in –person instruction where the modality, learning activities and evaluations are prescribed.
- Any combination of modalities in which one or more modalities has requirements (e.g., synchronous attendance is required).

In HyFlex, learners have full choice in how they learn and how they are evaluated.

Assessment approaches: HyFlex courses will offer choice in how and where students are assessed and evaluated. If a student is attending remotely, they may expect an evaluation that can be completed remotely and the same for in –person courses. All assessments and evaluations must be reliable measures of the course outcomes.

In-person

An instructional method where learners and instructors meet in real time in the same physical location to facilitate instruction and learning. This is typically on campus, though it may be in other location (e.g., fieldwork, clinical courses in a hospital, field trips, weekend remote classes). In-person courses may intentionally and thoughtfully incorporate digital technologies into the curriculum to enhance learning.

Assessment approaches: Assessments may be held at a physical location on campus or elsewhere, as appropriate, but may also leverage digital tools to facilitate evaluation of learning on-site where possible.

Online

An instructional method where the course curriculum is intentionally designed for, and facilitated using, digital/web-based technologies. Online courses may make use of asynchronous or synchronous (real-time) strategies for curriculum delivery.

Online – asynchronous

An asynchronous online course utilizes digital/web-based technologies to facilitate the curriculum and does not require real-time communication. Asynchronous courses have no required face-to-face, synchronous online or on-campus activities, including assessment. Although these courses usually have a set start and end date, and due dates for

assessments, learners can otherwise access and participate in the course at times and places of their own choosing.

Online – synchronous

Asynchronous courses may provide optional online synchronous/real-time learning opportunities, such as office hours, tutorials or exam review sessions.

A synchronous online course utilizes digital technologies to facilitate real-time interaction between instructor(s) at one site and learners at other sites. These courses typically have regularly scheduled real-time meetings, and may involve using text, video or voice communication in a real-time setting.

Synchronous courses may be recorded for review by learners as needed.

Assessment approaches: Assessment approaches for synchronous online courses should reflect the flexibility afforded by the curriculum in this delivery mode. A synchronous course may have an assessment, such as a quiz, exam or in-class essay, during scheduled class time, but such assessment must be available to learners remotely and not require them to come to campus. Assessment should be submitted online.

E. CREDENTIAL GUIDELINES

POST- SECONDARY ACADEMIC PROGRAMS

Credentials are awarded for academic programs (as defined by Policy 8101) and are outlined in Appendix A.

All post-secondary academic programs share the following:

1. Credentials are recorded on the official transcript, which is kept in perpetuity.
2. All credentialed post-secondary programs typically have practical and theoretical components. These components may be integrated and do not need to be separate learning experiences.
3. All credentialed post-secondary programs typically have a formal assessment of learning or skills application, and students are required to meet a specific minimum standard to receive a credential.
4. Where total program credits are different from policy, a rationale must be approved by the program dean and Education Council and submitted with the formal minutes for historical record.
5. The Registrar's Office is responsible for issuing all credentials at the College.

F. RECOGNITION GUIDELINES

1. Recognitions are transient, and records are not kept in perpetuity.
2. Recognitions can be provided by any dean or director responsible for programming, provided they do not appear to mimic the look of a Selkirk College credential or give the impression of a Selkirk College credential issued by the Registrar's Office.
3. Recognitions can serve to recognize the number of hours required for an external certification (e.g., first aid) that is inherently formal but is not issued by or in the name of Selkirk College.

G. CREDIT GUIDELINES

Credit or an academic credit is the value assigned to a course or other form of learning that counts toward a program or credential completion for an academic program. The definition of different academic credentials reflects the total number of credits earned. Credits reflect the type of learning activities and assessments that define the courses that make up a credential.

The final authority for assigning credits and determining the appropriate credential will rest with Education Council on the advice of the college registrar, school chair, dean and vice president, education & students. The administration of credits and credentials will rest with the college registrar and program dean.

H. LEGISLATED REFERENCES

College and Institute Act Sections 19 (1 g) and 23 (n), Government of British Columbia

Degree Authorization Act, Government of British Columbia

Tuition Limit Policy, Government of British Columbia

Responsibility, Recommendation and Approval Dates

Executive Responsibility: Vice President, Education & Students

Administrative Responsibility: Registrar

Recommended by Education Council Policy Review Committee: 2024-04-17

Recommended by Education Council for initial approval: 2024-05-14

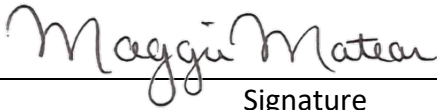


May 14, 2024

Signature

Date

Approved by President



September 9, 2024

Signature

Date

Linkage to Board Policy: GP 30: Board of Governors' Purpose, Roles, Responsibilities and Authority

Related policies

College Policy

Policy 8101: Academic Programs

Policy 8611: Admissions

Policy 8612: Grading

Policy 8613: Evaluation of Student Learning

Policy 8614: Advanced Standing

Policy 8615: Standards of Academic Progress

Policy 8617: Credentials and Graduation

Policy 8200: Distributed Learning

APPENDICES

Appendix A: Credential Standards*

Credential Name	Credits*	Entrance Requirements (minimum)	Length (months)	Program Goals	Level of Study	Assessment	Other Details	Approved By
Advanced certificate ***	15 credits Up to 24	Diploma	8–12	Occupational or career-technical	All credit courses must be at least 200 level.	Formal assessment of learning	May include non-credit courses.	Education Council
Advanced diploma ***	30 credits	Diploma or equivalent of normally two years and 60 credits	8–12	Occupational or career-technical	All credit courses typically at 200 or 300 level.	Formal assessment of learning	May include non-credit courses.	Education Council
Applied bachelor's degree	120 credits	Certificate, diploma, advanced diploma, degree	32	<p>Offers advanced studies in career, technical or professional fields with a depth and breadth of theory and practice beyond the diploma, advanced diploma or associate degree level.</p> <p>Includes some work experience (e.g., co-op education, work-integrated learning, student internship, capstone, practice, etc.).</p> <p>Credential is designed to prepare graduates for employment and could prepare graduates for graduate studies where applicable.</p>	First to fourth year transferable courses.	Formal assessment of learning	A provincially approved program in accordance with the <i>BC Degree Authorization Act</i> .	Education Council (must include successful submission and approval by the Degree Quality Assessment Board).
Associate certificate ***	3 credits up to 24	Program specific	2–8	Customized to meet the needs of a specific learner group (e.g., an abridged version of program designed as a bridging program for learners with prior field experience).	Can include components of existing credit program.	Formal assessment of learning	<p>May include non-credit courses.</p> <p>A minimum of 9 credits is required.</p>	Education Council
Associate degree	60 credits	See BC Transfer Guide website for	16–24	Transferable courses across a range of disciplines.	All credit courses at first- and second-year level.	Formal assessment of learning	Awarded on completion of provincially	Education Council

		associate degree course criteria					defined academic arts or science programs.	
British Columbia Adult Graduation Diploma (BCAGD)	Variable	Student specific	Variable	May be awarded to adult students (18 years of age or older) upon completion of five courses, including provincial-level English, advanced level math and three other courses. Courses may be taken from high school or post-secondary or through prior learning assessment. At least one course must be completed by enrolment at the College. The BCAGD is a joint credential recognized by the Ministries of Advanced Education & Skills Training and Education. Awarded upon completion of the BC Ministry of Education requirements	Developmental. High school diploma. Credits in the secondary system or five courses in the post-secondary system are outlined by the BC Ministry of Education. https://www2.gov.bc.ca/gov/content/education-training/adult-education/graduate-high-school/bc-adult-graduation-diploma-program	Formal assessment of learning		Education Council/ Ministry of Education
Certificate	30 credits	Program specific	6–12	Occupational or career-technical	All credit courses must be at least 100 or 200 level.	Formal assessment of learning	Entry to practice may be defined by external regulator or transfer. May include non-credit courses.	Education Council
Citation **	Up to 12 credits	Program specific	Normally 4	Workforce training, occupational skills	Variable	Could be attendance/participation or may require formal assessment of learning.	May include non-credit courses.	Education Council (through Curriculum Committee)
Developmental	None	Course or program specific	Variable	Prepares students to achieve one or more of the following: high school graduation, transfer to further	Programming ranging from basic literacy through to provincial level	Could be attendance/participation or may	Credentials are independent of one another	College

				education, employability skills and life management skills.		require formal assessment of learning.	and do not require a student to progress through sequential levels.	
Developmental certificate of completion	None	Course or program specific	Variable	Developmental programming	Fundamental, Intermediate and advanced	Formal assessment of learning		Education Council
Diploma	60 credits	Program specific	16–24	Occupational or career-technical	All credit courses typically at the 100 or 200 level.	Formal assessment of learning	Entry to practice may be defined by external regulator or transfer.	Education Council
Post-degree certificate	30 credits	Baccalaureate degree	8–12	Designed for domestic students. Occupational or career technical.	Not considered graduate level because associate courses are at undergraduate level. All credit courses must be at least 300 level.	Formal assessment of learning		Education Council
Post-degree diploma	60 credits	Baccalaureate degree	16–24	Designed for domestic students. Occupational or career technical.	In-person, online or hybrid.	Formal assessment of learning		Education Council
Postgraduate advanced diploma	30 credits	Minimum of two-year credential, such as diploma, of normally 60 credits.	8–12	Specialty program tailored to international students, organizations or businesses.	May include a portion of an existing certificate, diploma or advanced diploma with a minimum of nine credits tailored to the target audience.	Formal assessment of learning		Education Council
Postgraduate certificate	30 credits	As defined by program, but is typically a minimum two-year post-secondary credential, such as diploma, of normally 60 credits.	6–12	Specialty program tailored to international students, organizations or businesses. New content tailored to the target audience.	May include a portion of existing program with a minimum of six credits tailored to the target audience. All credit courses typically at 100 or 200 level.	Formal assessment of learning	Does not normally ladder or transfer.	Education Council

Postgraduate diploma	48—60 credits	As defined by program, but is typically a minimum two-year post-secondary credential, such as diploma, of normally 60 credits.	16—24	Speciality program tailored to international students, organizations or businesses.	All credit courses typically at 200 through 400 level.	Formal assessment of learning	Does not normally ladder or transfer.	Education Council
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- * *24 credits are the minimum number of credits to offer a full-time equivalent (FTE) program
Based on full-time enrolment, total credits may be fewer than normally listed above. Total credits that are higher than listed require prior approval of the program dean.
Final program credits are approved by Education Council, Registrar and program dean.*
- ** *No new citations will be created.*
- *** *Aligns with the [Micro-credential Framework for BC's Public Post-Secondary Education System](#)*

Appendix B: Recognitions

Credential Name	Credits*	Entrance Requirements (Minimum)	Length (Months of Instruction)	Program Goals	Level of Study	Mode of delivery	Assessment	Other Details	Approved By
Certificate of completion***	With or without credit	Course or program specific	Variable	Workforce training, occupational skills	Various	In-person, online or hybrid	Could be attendance/participation or may require formal assessment of learning.	A single course or series of courses. Recognizes laddering through Prior Learning Assessment Recognition.	College
English language program certificate	With or without credit	Course or program specific	Variable	Workforce training, occupational skills	Various	In-person, online or hybrid	Could be attendance/participation or may require formal assessment of learning.	A single course or series of courses. Recognizes laddering through Prior Learning Assessment Recognition.	College
Micro-credential ***	With or without credit	Course or program specific	Less than 288 hours	Workforce training, occupational skills	Various	In-person, online or hybrid	Could be attendance/participation or may require formal assessment of learning.	A single course or series of courses. Recognizes laddering through Prior Learning Assessment Recognition.	College
Recognition of attendance	None	Course specific	Variable	Personal enrichment or non-occupational skills	Various	In-person, online or hybrid	Attendance/participation. No formal assessment of learning.	One course	College

*Recognitions are normally not transcribed by the College but may have components that have transcribed credits. All credit components must be transcribed and subject to Academic Program workflows.

*** Aligns with the [Micro-credential Framework for BC's Public Post-Secondary Education System](#)

Appendix C. Credit Standards

Instructional Component	Category	Hours of Instruction for One Credit	Example			
			Number of Weeks	Hours/Week	Total Hours	Total Credits
Lecture	In-person, hybrid	15	15	3	45	3
Lab	Lab, field, computer	45	15	3	45	1
Lecture	Online (where an equivalent course at the College is offered in-person or hybrid)	15	15	3	45	3
Lecture	Online (no equivalent course at the College is offered in-person)	30	15	4	60	2
Indigenous ways of learning & doing	May be categorized as any of the available options (eg. lecture, lab, seminar) based on work with nation partners. Credits assigned in collaboration with nation partners and Indigenous knowledge keepers.	As defined	As defined	As defined	As defined	As defined
Instructor-led workplace-based learning	Practicum	30 (GEU - Allied Health)	6	30	180	6
		35 (SCFA - BSN, Human Services)	6	35	210	6
Seminar	All	32	15	2	30	1
Shop	All trades courses	30	8	18	144	5
Studio	All studio-based courses in Kootenay Studio Arts	23	15	3	45	2
Studio	All studio-based courses in Contemporary Music & Technology	20-23	15			
Employer-led workplace-based learning	Preceptorship (employer led)	70 (equivalent of two weeks)	6	35	210	3
Employer-led workplace-based learning	Co-op or student internship (employer led)	70 (equivalent of two weeks)	12	35	420	6
Academic Development & Upgrading	Most programs	No credits assigned				

Community Education & Workforce Training	Most programs	No Credits assigned				
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For the assignment of credits to new course or changed courses

Rounding rules for credit calculation: 0.5 intervals with numbers rounded up (example, 1.24 is 1.0, 1.25 is 1.5).

Any lecture course activity with total hours less than 7.5 hours = 0.5 credits.

A variance from this table must be described, with a rationale provided by the program dean, and be approved by Education Council. Hours are instruction and not workload hours.