

Course Credits

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Policy Statement

BCIT is committed to providing exceptional polytechnic education recognized by provincial, national, and international post-secondary educational institutions and by external accrediting, articulating, and industry bodies. A credit is a form of academic currency within post-secondary institutions that facilitates credential recognition. Credit values are designed to measure the duration, breadth, and depth of learning activity for a specific program goal and communicate to students the relative expected effort.

BCIT’s applied learning model encompasses a wide variety of learning formats, settings, modes, and instructional approaches and assigns value to each by course credits. In keeping with recognized standards, this policy establishes principles and criteria for a systematic approach to assigning credit to instructional and learning activity at BCIT.

Purpose of Policy

The purpose of this policy is to provide consistent guidance to individuals responsible for the assigning of credits to instructional and learning activity at BCIT. This policy establishes:

- the definition of a credit;
- principles and assumptions regarding assigning credits; and,
- criteria for assigning credits to different instructional and learning formats.

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Who This Policy Applies To

This policy applies to all BCIT employees involved in the development, change, and approval of course and program credits.

Scope

This policy applies to all courses offered for credit taught at BCIT.

Related Documents and Legislation

Provincial Legislation

College and Institute Act

BCIT Policies

Policy 5103, Student Evaluation

Procedure 5103-PR1, Grading

Policy 5401, Program Development and Credentials

Procedure 5401-PR1, Credentialing of Programs

Procedure 5401-PR2, Program Development and Change Processes

Policy 5402, Program Review

Procedure 5402-PR1, Program Review Process

Policy 5403, Syllabus and Course Outline

Procedure 5403-PR1, Syllabus and Course Outline Development, Change, and Archiving

Definitions

The following definitions apply to this policy and its associated procedures.

Credit:

means a unit of measure representing the value given to a course. The credit value of a course represents the anticipated minimum work required to acquire the course outcomes verified by evidence of student achievement.

Course credit value indicates the course weight relative to other courses across the Institute and communicates the course weight to external stakeholders.

Scheduled Learning:

means planned instructional and learning activity when students engage with and apply the concepts and skills related to the curriculum and course outcomes in supported experiences. Scheduled learning may be in-person, online, or in blended delivery modes. Scheduled learning may be synchronous (where the instructional and learning activity occurs at the same time and in the same educational environment), or asynchronous (where students and instructors participate in the instructional and learning activity at different times in the same educational environments).

Scheduled learning includes all equivalent instructional and learning activities that are planned, taught, supervised, and assessed by instructors and required for students to complete. Scheduled learning includes instructor-directed activity that students complete as independent learning time. Scheduled learning also may refer to the time during which students are required to participate in learning activities described in course outlines.

Independent Learning:

means expected learning where students regulate their educational path by self direction and monitoring their progress. This activity can include completing distance education formats, working on labs off-site and asynchronously, performing research, or working on projects without supervision.

Homework:

refers to the learning effort students make outside of scheduled learning time. Homework differs from scheduled learning and independent learning time, in that it is not instructor-directed activity and is not included in credit calculations.

All other terms and language used in this document are consistent with BCIT's Glossary of Educational Terms.

Guiding Principles

This policy is governed by the following guiding principles, which inform any questions about how the policy is to be interpreted or applied.

1. All credited instructional and learning activity will have a formal assessment of knowledge or skills application.
2. The assignment of credits will be a fair measure of the stated learning outcomes and the expected effort to meet the learning outcomes.
3. All instructional and learning activity will be valued equally regardless of the delivery mode (i.e., online, in-person, and blended learning).
4. BCIT values equally classroom-based instructional learning activity and learning that takes place in practice-oriented experiential environments, such as simulated clinical, laboratory, shop, yard, field, and studio. Further, other Work Integrated Learning opportunities such as Clinical, Practicums, and Co-operative Education are also assigned credits.
5. Where the same BCIT course is taught in different programs, it will be assigned the same number of credits.
6. Instructional and learning activity offered through non-traditional formats such as directed studies, independent studies, or industry projects, will be assigned the same credit as an equivalent course taught in the traditional instructional and learning setting.
7. Credits must be consistent between different scheduled offerings of the same course. When offerings of the same course are scheduled differently, either in compressed or

elongated formats such as in Flexible Learning or Industry Services, they will be assigned the same credit value of the equivalent Full-Time program's courses. Though the length of the scheduled format is different, the overall effort for students to achieve the outcomes is the same between different offering types. For example, courses in Flexible Learning will have the same credit value as courses in Full-time Studies with equivalent learning outcomes, despite the difference in the duration of terms or courses.

8. Different scheduled offerings of the same course will have the same name, description, learning outcomes, and number of credits.
9. This policy will be implemented in a phased approach according to the attached implementation schedule, to ensure readiness of all relevant systems and processes and appropriate communication to the BCIT community.

Duties and Responsibilities

1. The Teaching Department and Teaching Associate Dean will propose a credit value on the course outline when a new or revised course goes through the program/course approval or program/course change process.
2. The Registrar's Office must be consulted in advance for both new and changed credit values.
3. In consultation with the Programs and Teaching Departments, the Registrar's Office applies this policy and is responsible for verifying if the scheduled learning hours match the credit assigned.

Procedures Associated with This Policy

5012-PR1, Assigning Credit to Courses Procedure

Forms Associated with This Policy

Course Outline Template

Amendment History

	<u>Approval Date</u>	<u>Status</u>
Created: Policy 5012, version 1	1988 Sep 01	Replaced
Revised: Policy 5012, version 2	2005 Sep 26	Replaced
Revised: Policy 5012, version 3	2024 Feb 27	Replaced
Revised: Policy 5012, version 4	2024 June 24	In Force

Scheduled Review Date

2029 February 27

Implementation Schedule

Subject to change with notice.

Course Type	Implementation Term
In-person Full-time Studies and Trades Technical Training	Summer 2024
Flexible Learning (all modes)*	Fall 2025
Online Learning	Summer 2024
Blended Deliver (In-person and Online Learning)	Summer 2024
Directed Studies	Summer 2024
Graduate Research	Summer 2024
Clinical/Practicum-based Learning	Summer 2024
Co-operative Education	Summer 2024

*Until implementation, Flexible Learning credits will continue to be calculated at 12 hours per credit (e.g., 3 hours per week over 12 weeks = 36 hours and 3 credits).