

# Assigning Credit to Courses Procedure

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## Objective

This procedure intends to guide a consistent approach to the assignment of course credit, applicable to all courses offered for credit taught at BCIT.

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## Who This Procedure Applies To

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

## 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

## Guiding Principles

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

1. **Establish responsibility for determining credit calculation.** The Teaching Department and the Teaching Associate Dean responsible for the delivery of the course will determine the credit calculation for each course based on their subject matter expertise and experience as educators. Teaching Departments may have departmental guidelines relating to the composition and ratio of instructional and learning activity formats, independent learning, and delivery modes.
2. **Select the instructional and learning activity format.** Determine which of the three different instructional and learning format categories the new course belongs to: Course/Experiential Learning; Clinical/Practicum-based Learning; or Co-operative Education.
3. **Determine if there is an equivalent existing BCIT course that can be used as a guide for comparison.** When in doubt for a proposed course, use the traditional proxy of 15 hours of synchronous lecture equals 1 credit to guide calculations for course/experiential learning.
4. **Assess the nature of the learning outcomes and their level and rigour within the program.** The higher the credential level, the greater the expected independent learning time. Factor in the balance between synchronous scheduled time and independent learning time and how both contribute to the attainment of the learning outcomes.
5. **Estimate the time required to attain the outcomes.** Determine the minimum anticipated instructional and learning activity required based on a reasonable estimate of the effort required of an average student to achieve the outcomes.

## Procedure

### Assigning Credits

The assignment of credits will follow these practices:

1. All credits will be rounded to the nearest half-credit. Specifically, credits will be rounded up to the next half credit, or rounded down to the next half credit, as appropriate. Rounding is based on the value of the first two decimal places, as seen below.

<b>Examples of rounding-off to the nearest half credit:</b>
.00 - .24 credits are rounded down to 0
.25 - .74 credits are rounded to 0.5
.75 - .99 credits are rounded to 1.0

2. For the purposes of assigning credits, instructional and learning activity at BCIT is divided into three different categories: Course / Experiential Learning; Clinical / Practicum-based Learning; and Co-operative Education.

### Criteria for Assigning Credits

Calibration of credit units is based on the instructional and learning activity category and consists of a single unit of measure as defined in this table.

Note: Courses with multiple instructional and learning activity categories can have credits calculated based on the weighted blend of each category or activity.

	Course/Experiential Learning	Clinical/Practicum-based Learning	Co-operative Education
<b>Credit calculation</b>	1 credit per 15 hours of scheduled learning.	1 credit per 25 hours of scheduled placement time.	1 credit for one week earned during a full-time employment placement. Or 1 credit per week of full time employment.  Workplaces vary in how full-time work is defined. To accommodate this diversity, full-time work is generally measured as working between 30 to 40 hours a week.
<b>Description of Instructional and Learning Activity</b>	A combination of instruction, direction and assessment, and independent learning time that enables achievement of learning outcomes.  The composition of a course's instructional and learning activity may vary across institutional programming, with the expectation that: <ul style="list-style-type: none"> <li>the higher the credential level, the greater the independent learning time required, and</li> <li>a reduction in scheduled synchronous learning time results in greater independent learning time.</li> </ul>	Directly supervised, structured, and usually unpaid, hands-on experience in a hospital, health care or other workplace setting. Specified activities are assessed, planned, monitored, and evaluated by BCIT as part of a credential requirement.	Co-operative Education opportunities occur within programs alternating periods of academic studies with discipline-related paid employment in industry. The work placement does not replace the academic component of the program.  The minimum formal standard for Co-operative Education is based on BCIT's accreditation with Co-operative Education and Work-Integrated Learning Canada (CEWIL Canada). The work term is a minimum of 12 weeks supervised, relevant full-time paid experience (35 hours / week for the work term, totalling 420 hours).
<b>Related BCIT Glossary of Educational Terms</b>	Course  Independent Studies  Field Placement	Clinical  Preceptorship  Practicum	Co-operative Education (Co-op)

	Course/Experiential Learning	Clinical/Practicum-based Learning	Co-operative Education
<b>Examples in practice at BCIT</b>	Course, Full-time studies, Flexible Learning, Degree courses, Directed Studies, Apprenticeship Technical Training, Foundation, Field Placement, Field Studies, Independent Studies, Distance Education, Business Consulting Project, Industry Project	Clinical, Preceptorship, Practicum, Internship	Co-op, Workplace Education, Sea Time, Work Term

## Example Calculations

### Examples for Course / Experiential Learning

#### 1 credit per 15 hours of scheduled learning

##### *In-Person Full-time Studies and Trades Technical Training:*

- Scheduled learning time of 3 hours per week over 15 weeks equals 45 hours.  
(45 hrs) / (15 hrs/credit) = 3.0 credits
- Scheduled learning time of 4 hours per week over 20 weeks equals 80 hours.  
(80 hrs) / (15 hrs/credit) = 5.33 credits (round to nearest half credit) = 5.5 credits
- Scheduled learning time of 4 hours per week over 17 weeks equals 68 hours.  
(68 hours) / (15 hrs/credit) = 4.53 credits (round to nearest half credit) = 4.5 credits
- Scheduled learning time of 30 hours per week over 8 weeks equals 240 hours.  
(240 hours) / (15 hrs/credit) = 16 credits

##### *In-Person Flexible Learning:*

- Scheduled learning time of 3 hours per week over 12 weeks equals 36 hours, with the expectation of additional 9 hours independent learning time to equal 45 hours.  
(36 hrs scheduled learning + 9 hours independent learning time) / (15 hrs/credit) = 3.0 credits

##### *Online Learning:*

- Full-Time Distance Education/Online:  
Scheduled as the equivalent of 3 hours of scheduled learning time (asynchronous and/or synchronous instructional and learning activity)/week over 15 weeks equals 45 hours.  
(45 hrs) / (15 hrs/credit) = 3.0 credits
- Flexible Learning Distance Education/Online:  
Scheduled as the equivalent of 3.75 hours of scheduled learning time (asynchronous and/or synchronous instructional and learning activity)/week over 12 weeks equals 45 hours.  
(45 hrs) / (15 hrs/credit) = 3.0 credits

##### *Blended Delivery (In-person and Online Learning):*

- Scheduled learning time of 3 hours per week over 15 weeks equals 45 hours. The

equivalent of 1 hour per week is delivered online and 2 hours per week is meeting in-person.

$(45 \text{ hrs}) / (15 \text{ hrs/credit}) = 3.0 \text{ credits}$

- Scheduled learning time of 3 hours per week over 12 weeks equals 36 hours, with the expectation of 9 hours independent learning time to equal 45 hours. Weeks 1 to 3, and weeks 11 and 12 are campus-based. Weeks 4 to 10 take place online.  
 $(36 \text{ hrs} + 9 \text{ hours independent learning time}) / (15 \text{ hrs/credit}) = 3.0 \text{ credits}$
- Scheduled learning time of 3.75 hours per week over 12 weeks equals 45 workload hours, with weeks identified for on-campus scheduled learning and for scheduled online learning.  
 $(45 \text{ hrs}) / (15 \text{ hrs/credit}) = 3.0 \text{ credits}$

#### *Directed Studies:*

- 45 hours scheduled over 12 weeks of self-directed studies with faculty advisor support.  
 $(45 \text{ hrs}) / (15 \text{ hrs/credit}) = 3.0 \text{ credits}$

#### *Graduate Research:*

- Thesis example: 180 hours scheduled over 60 weeks of self-directed research and independent learning time with faculty advisor support.  
 $(180 \text{ hours}) / (15 \text{ hr/credit}) = 12.0 \text{ credits}$

Note: there is flexibility in assigning credits to graduate research components, taking into consideration practices at other post-secondary institutions.

### **Examples for Clinical / Practicum-based Learning**

#### **1 credit per 25 hours of scheduled placement time**

Note: there is flexibility in assigning credits to internship and practicum courses at the graduate level on a case-by-case basis, taking into consideration factors such as benchmarking with other post-secondary institutions and industry expectations/norms.

- Scheduled Clinical time of 37.5 hours per week over 2 weeks equals 75 hours.  
 $(75 \text{ hrs}) / (25 \text{ hrs/credit}) = 3.0 \text{ credits}$
- Scheduled Clinical time of 10.5 hours per week over 12 weeks equals 126 hours.  
 $(126 \text{ hrs}) / (25 \text{ hrs/credit}) = 5.04 \text{ credits, rounded down to } 5.0 \text{ credits.}$
- Scheduled Preceptorship time of 37.5 hours per week over 12 weeks equals 450 hours.  
 $(450 \text{ hrs}) / (25 \text{ hrs/credit}) = 18 \text{ credits}$
- Scheduled Practicum time of 800 hours on site scheduled over 23 weeks.  
 $(800 \text{ hrs}) / (25 \text{ hrs/credit}) = 32 \text{ credits}$

### **Examples for Co-operative Education**

#### **1 credit for 35 hours earned during a full-time employment placement**

Note: workplaces vary in how full-time work is defined. To accommodate this diversity, full-time work is generally measured as working between 30 to 40 hours per week.

- Scheduled on-the-job time of 37.5 hours per week over 22 weeks equals 825 hours.

$(825 \text{ hours}) / (35 \text{ hrs/credit}) = 23.5 \text{ credits}$

- Scheduled on-the-job time of 40 hours/week over 32 weeks equals 1280 hours.  
 $(1280 \text{ hours}) / (35 \text{ hrs/credit}) = 36.5 \text{ credits}$

### 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.

### Forms Associated with This Procedure

Course Outline Template

### Amendment History

	<u>Approval Date</u>	<u>Status</u>
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### Scheduled Review Date

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