**Continuous Learning Advancement Fund – Letter of Intent (LOI) Form**

*All LOIs must be submitted by 11:59 pm Pacific Time on May 8, 2025*

* Before proceeding, please read [CLAF criteria and application instructions](http://extendedlearning.ubc.ca/continuous-learning-advancement-fund)**.**
* Applications should be written in a language that is understandable to a non-specialist. Bullet points, where possible, are preferred.
* **Please delete the italicized text in this form from your proposal submission. It’s intended to offer guidance while completing the form.**

| Program Name |  |
| --- | --- |
| Program Type  \*\*Please refer to the [Senate Policy V-129](https://senate.ubc.ca/vancouver/policies/va_v_129_non_credit_credentials_20230419/) on non-credit credentials for more information. The authority to approve Non-Credit Letters (less than 50 hours of learning activities) is delegated by Senate to the Faculties and UBC Extended Learning. Note: this form may be used for internal purposes when preparing a proposal for a new Letter. | ☐ non-credit series of courses  ☐ non-credit micro-certificate  ☐ partial development of a non-credit certificate (i.e., initial 2 courses) |
| Proposing Faculty/ies or UBC Extended Learning  Non-Credit Credentials must be proposed by one or more Faculty/ies, or by UBC Extended Learning. Administrative units may partner with Faculties or UBC Extended Learning to jointly develop and deliver Non-Credit Credentials; however, Faculties or UBC Extended Learning will be responsible for the Non-Credit Credentials being proposed in such partnerships. |  |
| Primary Applicant(s)  Principal applicants must be a tenure-track or tenured faculty member or a lecturer with an appointment that continues past the project end date. |  |
| Primary Applicant(s) Email Address(es) |  |
| Primary Applicant(s) Phone |  |
| Co-applicant(s)  As appropriate, please indicate all additional co-applicants as well as their corresponding titles, affiliations, role in the project and UBC email address, separated by commas (e.g., Jane Doe, Associate Professor, History, Faculty of Arts, jane.doe@ubc.ca). |  |
| Supporting Partners  As appropriate, list any additional UBC partners/collaborators and/or relevant employer, industry, or community partnership |  |

**WHAT IS YOUR VISION FOR THIS PROGRAM? (500 words max)**

*Please describe the program you are proposing including program goals. . Is this a completely new program or an evolution of an existing program? What is the main focus, and what do you expect students will learn? What is your rationale for this vision? Indicate the overall length of the program, the proposed number of hours per week required to complete the required learning activities, and how often the program is expected to be offered. If this is a non-credit program certificate, indicate whether the learning is comprised of Non-Credit Program Micro-certificates, Non-Credit Letters or other micro-credentials stacked together, clearly indicating the duration of each.*

**Curriculum Topics**

*Provide a list of proposed modules with a brief description of each, noting competencies gained.*

**Assessment Methods**

*Describe how learners will be assessed to show that they have achieved the intended competencies.*

**Appeals Process**

*Outline the process for learner appeals (e.g. appeals of assignment grade, appeals of program standing).*

**Program Learning Outcomes**

*Identify the program learning objectives and the competency(ies) a learner will acquire.*

**Program Delivery Format**

*Describe the overall program architecture and proposed course delivery method(s), which may include a variety of formats, including in-person, online or blended, synchronous or asynchronous, or a combination of multiple formats. If applicable, in describing delivery formats, explain how it may help reduce barriers and promote access for a variety of learners.*

**Admission Criteria**

*Describe the relevant admission and/or eligibility criteria.*

**WHO ARE YOUR PROSPECTIVE LEARNERS? (200 words max)**

*Who are the primary and secondary target audiences for this program, for example, mid-career learners or workers in a specific industry who require up-skilling or re-skilling? Employer-sponsored and/or self-funded learners? Do your learners reside in BC? How will you reach learners in remote or typically underserved communities? Is this a new or existing audience for UBC?*

**WHY IS THIS IMPORTANT? (300 words max)**

*What problem does this program solve, or what opportunities does it tap into?Provide evidence of ongoing and sustainable learner and market demand. Provide evidence of alignment with labour market needs, community needs and/or government priorities. Indicate how the program advances the offering unit’s mandate and strategic plan(s). Is this an area the Provincial or Federal Government is prioritizing? If so, what skills and attributes are they looking for? Why will students be attracted to this program (e.g. access, flexibility or affordability)? What are the potential career pathways and outcomes?*

**WHY UBC? WHY NOW? WHY YOUR FACULTY OR DEPARTMENT? (200 words max)**

*How does this proposed program align with Strategy 13 Practical Learning of the* [*UBC Strategic Plan*](https://strategicplan.ubc.ca/strategy-13-practical-learning/) *to expand experiential, work-integrated and extended learning opportunities? Specifically, how will your program:*

* *support Faculty in expanding online and other accessible offerings in response to evolving demand from working practitioners and lifelong learners, many of whom are UBC alumni, and;*
* *deepen and better coordinate industry and community relationships?*

*Is now the right time? If so, why? How is UBC and your Faculty or department uniquely suited to ensure it is a success?*

**WHAT WILL SUCCESS LOOK LIKE? (300 words max)**

*What are the goals of the Department/Unit/School/Faculty in developing this proposed program? (e.g. educational, societal, and/or economic impact, unmet student* needs, *faculty interest, reputational enhancement, student diversification, and revenue generation). How many learners do you anticipate reaching?*

**WHO ARE YOUR MAIN COMPETITORS? (300 words max)**

**External Comparator Information**

*Indicate whether there are any comparable programs offered at other public or private institutions in BC or beyond, and/or comparable offerings by industry. Describe how this program is distinguished from existing alternatives.*

**Internal Comparator and Consultation Information**

*Indicate whether there are any comparable programs offered within UBC. This may include both credit and non-credit courses and programs. Indicate which UBC units have been consulted during program development and provide any feedback received. Proponents are encouraged to use the* [*Consultation Request Form*](https://senate.ubc.ca/vancouver/curriculum-submission-guide/curriculum-forms/)*.*