



Curriculum Component Guidelines

	Program Need	Program Aim	Program Goals	Program Map	Course Outlines	Learning Outcomes
Where in Program Development Process	<ul style="list-style-type: none"> Identify occupations related to the program and determine their requirements. Define the context of the targeted occupation(s). Investigate past trends and future projections of the occupation(s) through: <ul style="list-style-type: none"> Review of literature and reports Interview/survey of employers and employees Obtain the educational standards or occupational guidelines of key stakeholders. Examples: associations, certification and accreditation bodies, government regulatory/advisory agencies, bargaining units. Review current program information both at BCIT and in other jurisdictions. 	<ul style="list-style-type: none"> Base the program aim on the needs assessment result. Describe the overall purpose of the program in terms of satisfying employment needs. Outline the general intent of the program including its specific direction, scope and depth. Describe any feature of the program which differentiates it from similar programs. Describe any emphasis planned for the program which reflects an overall important philosophy. Identify the target audience. Explain the linkage with other educational institutions, agencies and associations. 	<ul style="list-style-type: none"> Goals describe the conceptual framework of the program. Write at a high level so employers and students can readily understand what graduates are able to demonstrate competence in when they complete the program. Write from a student learning perspective. Include 8 – 16 goals which describe major content areas with measurable action verbs. Each goal is usually integrated in the program across more than 1 course. Goals are one of key criteria to measure student achievement and program performance. 	<ul style="list-style-type: none"> Include course number, name, credits and total credits. Create up to 10 course clusters. Include information for analysis/planning such as: <ul style="list-style-type: none"> Total hours & % of time per cluster Total # of courses per term Show logical sequence of courses within the clusters. This represents the horizontal integration of the program's curriculum. The term by term structure represents the vertical integration of the program's curriculum. 	<p><i>For proposals:</i></p> <ul style="list-style-type: none"> Include administrative details: <ul style="list-style-type: none"> Course title Start date Hours & weeks Credits Authoring instructor Include curriculum details: <ul style="list-style-type: none"> Course prerequisites and requisites Course description Learning outcomes Evaluation methods Required resources <p><i>Additionally:</i></p> <ul style="list-style-type: none"> Schedule (including lesson outcomes, readings, assignments, due dates) Instructor information Assignment details 	<ul style="list-style-type: none"> Include 5-12 outcomes for a 45 hour course Use verbs to reflect the level of expected learning in cognitive, psychomotor or affective domains. Usually require more than one suboutcome to achieve. Represent major topics in the course. Provide a starting point for selecting instructional techniques, resources, and evaluation methods. Write sufficiently clear, specific, & measurable learning outcomes for interpretation by peers, industry, representatives and students.
	Needs Assessment Report Proposal	Concept Paper Proposal	Concept Paper Proposal	Stakeholder Meeting Proposal	Proposal	Proposal