

How to Develop Your New Program

Prepare a BCIT Course Outline

The course outline is a statement of educational intent and direction, providing every BCIT learner with clear, concise, accurate, and readily available information related to course content, expectations, and administration. Course outlines are retained by the Institute for a period of 25 years for several reasons:

- Learner and instructor reference
- Student appeals (including legal challenges)
- Course transferability and program admission to other institutions
- Curriculum development, review, and change
- Program accountability and review

Align Your Course with Program Goals

Program goals are normally achieved by students through a combination of courses. However, each course within the program should align with one or more of the stated program goals.

Program Goals

General statements that describe two distinct facets of the curriculum:

1. Major curriculum components (also called clusters or streams) reflecting distinct, logical groupings of the curriculum content.
2. Statements of the general or across-the-curriculum learning goals.

Review sample program goals in Diploma of Widget Morphology. You can find these goals in our 'How-To' document on how to develop a concept paper.



Program Map

A diagrammatic representation of the program showing the organization and interrelationship of all courses. The Sample Program Map online at the LTC website is an example of a typical program map.



Learning Outcomes

Statements of the specific student performances required to successfully complete the course. (If you prefer the term "competencies" they are, for course outline purposes, more or less equivalent to learning outcomes.).

Be clear about the *level* within the overall curriculum that your course learning outcomes support. Ask: What do learners need to know before taking my course (prerequisite

knowledge/skills)? How does my course support learning in higher level courses, i.e., what is my course a prerequisite for? Compare notes with colleagues who are working on the same course cluster as you.

For help with learning outcomes see Writing Learning Outcomes, which is online at the [LTC website](#).

Complete Other Required Elements of the Course Outline

For a new program proposal, a BCIT Course Outline documents: the course description, course hours/credits, learning outcomes, evaluation, required texts/ resources, and the course author. Additional elements such as a weekly schedule, details of assignments, or, assessment rubrics are added once the program has been approved and is on its way to implementation.

Prepare your course outline using a standardized Course Outline Template available on the [LTC Program Development website](#).

Some important points:

1. Course numbers are alpha-numeric in form, e.g., COMP 1100, where COMP stands for Computing and 1100 indicates a foundation level course, usually offered in Term 1. Numbering shows both the relative rigour of a course within a particular program and relationships among courses (e.g., series of numbers). The higher the initial number, the higher the rigour of the course. The program champion should check with the Registrar for a numbering scheme for new or modified (i.e., re-purposed) courses.
2. Course credits are based on a system of **1 credit = x hours** (see [Policy 5012](#) for more information). For curriculum purposes, credits represent the *relative weight of a course* within a program. While credits should be assigned to your course based on outcomes, the reality is you may have to trim your expectations to fit the overall curriculum balance. Your program champion, in consultation with other faculty, should help determine credit values.
3. Evaluation of students must be based on the learning outcomes as set out in the course outline. Final examinations for a course must not exceed 50% of the grade for course evaluation.
4. Required textbooks and materials list only those that are absolutely essential for course work. Cost and availability should be considered when including items on the required list. References are generally considered to be optional and may even include URLs.
5. Upon program approval and implementation, course outlines are *considered binding* until a change is requested or required. Take the time to make sure course outlines reflect the learning in the program and that there will be buy-in from the faculty teaching the courses.

From Course Outline to Teaching

Until a new program has gone through approval, a course outline is really just a detailed statement of intent. Upon approval of the program, it is in faculty hands to make the proposed curriculum come alive. This is when translating your course outline into lesson plans, topics, learning resources, assignments, tests, and the like begins.

To assist you with these vital planning steps, BCIT's Learning & Teaching Centre has created a series of brief and helpful "How To's." Go to the [LTC's Web site](#) to find tips on a number of different topics.

Course Preparation:

- Preparing lesson plans
- Writing learning outcomes
- Developing written tests
- Preparing and using student handouts
- Designing and using visuals

Teaching and Testing:

- Starting off on the right foot
- Increasing student motivation
- Managing student behaviour
- Making large lectures interactive
- Using questions effectively
- Effective use of group work
- Creating a rubric
- Developing checklists and rating scales

Evaluating Your Teaching:

- Assessing your teaching effectiveness
- Classroom assessment techniques

Need Help Designing or Delivering Your Course?

The Learning & Teaching Centre is available to assist all instructors at any stage of course development and delivery. Please contact your [School Liaison](#) for a confidential discussion of your needs.