 **COURSE OUTLINE (for proposals)**

**[Select one: New Course / Revised Course / Existing Course]**

|  |  |
| --- | --- |
| **Course Number:** | *[Note: Include at least first digit in course number to identify level (i.e., CRSE 3XXX).]* |
| **Course Title:** |  |
| **School:** |  |
| **Program:** |  |
| **Course Credits:** | [Ensure this is rounded up/down to the nearest 0.5 credit. Credits are calculated based on the total hours, per [Policy 5012](https://www.bcit.ca/files/pdf/policies/5012.pdf) and [Procedure 5012-PR1](https://www.bcit.ca/files/pdf/policies/5012-pr1.pdf).] |
| **Total Hours:** |  |
| **Total Weeks:** |  |
| **Total Hours/Week:** |  |
| **Delivery Type (hrs/wk):** | Lecture: [xxx]  | Laboratory: [xxx]  | Tutorial: [xxx] | Seminar: [xxx] |
| Field Work: [xxx] | Practicum: [xxx] | Directed Studies: [xxx] | Online: [xxx] |
| Other [e.g. Independent Learning]: [xxx] |
| **Prerequisites:** | [Course Number(s) & Title(s), indicate if there are co-requisites] |
| **Prerequisite for:** | [Course Number(s) & Title(s)] |

**Course Description:**

[Insert course description, outlining key concepts and other information needed by students and others to clearly understand the purpose and intent of the course. Ensure the description places the course within the context of the program (i.e. what concepts does it build on). Where relevant, add information about the specific learning methodology that will be used in the course, for example field trips, peer collaboration, etc.]

**Course Learning Outcomes/Competencies:**

[Ensure learning outcomes are written to be realistic, specific (but avoiding including the names of specific software products or technological tools), measurable, and observable. Each should begin with an appropriate verb to convey what students are expected to learn and to reflect the level of learning.]

Upon successful completion, the student will be able to:

**Evaluation Criteria:**

[Specify the evaluation criteria for the course, ensuring it demonstrates alignment with the learning outcomes and with Institute policies. While this can be revised once the curriculum is more fully developed, a clear indication of assessment types for each course is an important element of the course outline at the proposal stage.]

|  |  |  |
| --- | --- | --- |
| **Criteria** | **%** | **Comments** |
|  |  | [Comments should include:* passing grade
* requirements for passing the course
* course grading type (if not percentage)
* information/criteria for specific assessment types (eg. participation, professionalism, etc.)
* indicating alignment (e.g. passing grade) with external accreditation/regulatory/licensing bodies where appropriate]
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|  |  |
|  |  |
|  |  |
|  |  |
| TOTAL | 100% |

**Learning Resources:**

[Ensure an initial list of current/relevant learning resources is included in this section. This can be revised once the curriculum is more fully developed, but an initial list is required to indicate the types of resources that will be used within the course.]

**Course Outline Development:**

Authoring Instructor: [insert name]

Date: [insert date]