

# How to Develop Your New Program

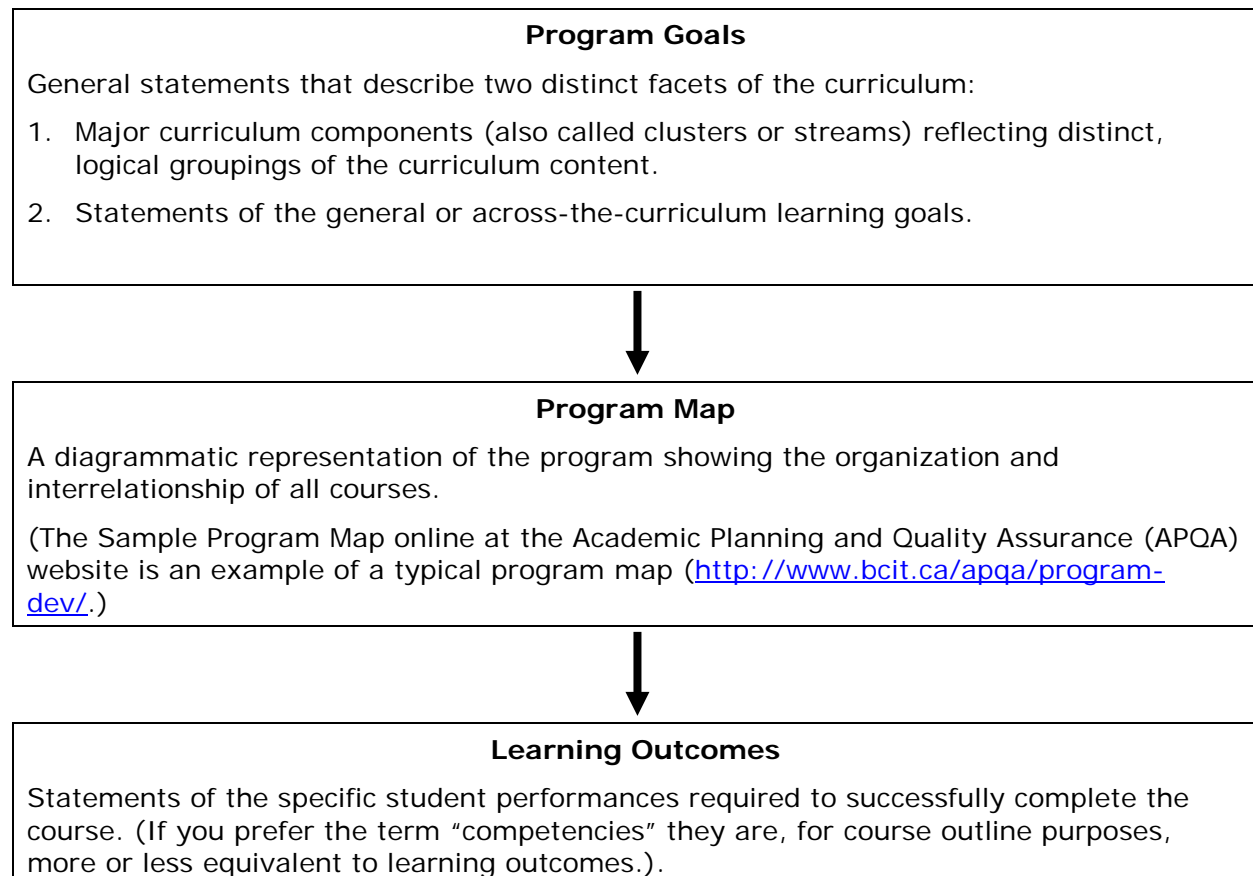
## Prepare a BCIT Course Outline

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.



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 your notes with colleagues who are working on the same course cluster as you.

For help with learning outcomes review the [Writing Learning Outcomes job aid](#).

## Complete Other Required Elements of the Course Outline

For a new program proposal, a BCIT Course Outline includes: the course description, course hours/credits, learning outcomes, evaluation criteria, required texts/resources, and the course author. Additional elements such as a weekly schedule, details of assignments, and/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 [APQA 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's Office (Course File) for a numbering scheme for new or modified 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 adjust your expectations to fit the overall curriculum balance. Your program champion, in consultation with other faculty, should help determine credit values.
3. Student evaluation 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, unless an exemption has been officially granted.
4. Required textbooks and materials should only list 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 include URLs.
5. Upon program approval and implementation, course outlines are *considered binding* until a change is requested or required. Take the time to ensure that the course outlines reflect the learning needed in the program and that there will be buy-in from the faculty teaching the courses.

## From a 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, faculty have the responsibility 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 and Teaching Centre has created a series of brief and helpful "[How To Documents](#)".

### 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
- Teaching multilingual students
- 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 and 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.