

How to Develop Your New Program

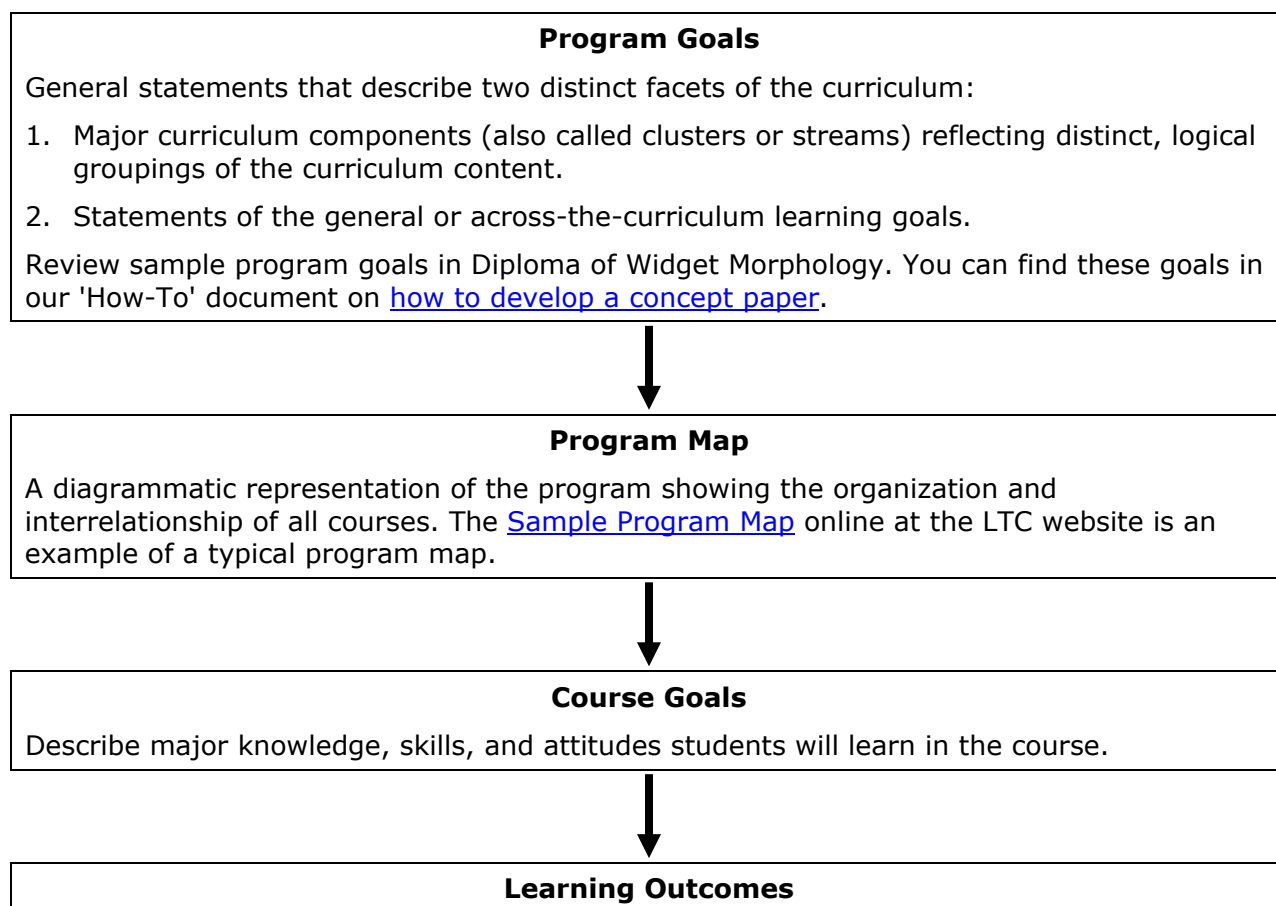
Prepare a BCIT Course Outline

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 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.



Statements of the specific student performances required to attain the course goals. (If you prefer the term “competencies” they are, for course outline purposes, more or less equivalent to learning outcomes. Purists will argue about this, of course, but let’s just keep it simple!).

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

A BCIT Course Outline documents: the course description, goals, learning outcomes, evaluation, required texts/ resources, and course policies. Additional elements such as a weekly schedule, details of assignments, or, assessment rubrics are useful but optional.

[Section 7 of Policy 5004](#) clearly explains each required element of a BCIT course outline. Here is a [sample course outline](#).

Prepare your course outline using a standardized [Course Outline Template](#).

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 simply shows the relative position of a course within a particular program. The higher the initial number, the higher level the course. The program leader 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**. 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 leader, 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. For purposes of a new program proposal, *all course outlines are considered drafts*. Upon program approval and implementation, course outlines are *considered binding* until a change is requested or required.

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
- Developing written tests
- Preparing and using student handouts
- Designing and using visuals in the classroom
- Getting started online

Teaching and Testing:

- Starting off on the right foot
- Increasing student motivation
- Managing student behaviour in the classroom
- Making large lectures interactive
- Evaluating your teaching
- Videos on teaching and learning available in the BCIT Library

Evaluating Your Teaching:

- Assessing your own teaching effectiveness
- Small group instructional feedback

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.