



Students and Community: An Update to the UFV Education Plan

2013 Update
Executive Summary

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Executive Summary

The 2013 *Education Plan Update*:

1. outlines the contextual factors shaping educational planning;
2. identifies post-secondary trends that are having or may have a significant impact on UFV;
3. proposes some of the major decisions UFV needs to make in response; and
4. highlights necessary revisions to our Strategic Priorities, and reaffirms some of our most crucial commitments.

The Political Context

One could sum up the current message from government as follows: do more with less funding and more accountability. **Fiscal concerns** and a predicted **skills shortage** are driving much of the Province's post-secondary agenda. Government planning documents indicate they would like institutions to:

- align programs with industry and ensure the skills of graduates match the skills needed in the labour market;
- work collaboratively with each other, partnering where possible (in the delivery of programs, for example);
- increase flexibility to facilitate student mobility and maximize completion rates, thus helping fill the supposed skills gap;
- increase participation and graduation rates of international and Aboriginal students, partly in order to help fill the skills gap, given that the fastest growing populations are Aboriginals and immigrants;
- assure quality and accountability by establishing and ensuring students meet learning outcomes;
- undertake a Core Review of all programming to ensure seats are being filled; and
- establish a Centre of Excellence in Agriculture at the University of the Fraser Valley.

The Economic Context: Fiscal “Crisis” and “Unsustainability”?

Over the past few years, in a proliferation of books, articles, and pronouncements, economists and education scholars studying higher education have spoken of the “fiscal crisis in higher education” and “the broken business model” and “unsustainability” of the traditional university.” The fiscal challenges of higher education are a national and international phenomenon. Universities and colleges throughout North America and around the world are closing programs and laying off employees. Everywhere, public funding for tertiary education is in steady decline, while the rising costs of attending universities and colleges is harder for ever-stretched household incomes to afford. Budget challenges at any single post-secondary institution need to be seen in this broader context, even if there is disagreement on its precise nature.

Part of UFV's response to our economic context and challenges must be to prepare a response to the question prospective students and their families are increasingly likely to ask: *what is the return on investment if I (or my child) attends UFV?*

Trends, Challenges, Opportunities, and UFV's Response

The following outlines post-secondary trends, challenges, and opportunities, and identifies some of the major decisions UFV needs to make in response. All underline the importance of the Strategic Enrolment Management process we have launched and intend to complete by the end of next spring:

Enrolments

- Decline in traditional student numbers
- Increase in non-traditional students and the resulting need to invest in student support
- Focus on new student populations:
 - “Low income, high ability” students
 - English-language learners
 - College transfer students
 - Adult degree completers
- Build **pathways** to facilitate a student’s progression from entry to graduation
 - Create pre-major “exploratory clusters”

The Need to Integrate Learning and Work

- Prior Learning Assessment and Recognition (PLAR) for Adult Workers and Degree Completers
- Co-op, Practicum Placements, Internships for Students
- The Co-curricular Transcript: On-Campus Work and Credit for Student Learning Outside the Classroom

The Completion Agenda: Accountability to Governments, Students, Families

- Performance- or Outcomes-Based Funding
- Targets: “match[ing] skills we need with skills we are graduating”
- “Graduating more students faster”
- Removing bottlenecks and preventable graduation delays
 - Remove unnecessary prerequisites and requirements
 - Ensure student-friendly timetables
 - Streamline/reduce courses and programs
 - Reduce non-essential credits
 - Remove barriers into and between programs
- Improving mobility between institutions: Seamless Transfer
 - Complete MOU on Seamless Transfer with BCAIU Institutions

The Online Challenge

- Competition from institutions and organizations . . . everywhere
- Educational technology and new instructional approaches
- Becoming more flexible around credit articulation
- Providing virtual student support services

Integrating Trades and University Education (soft skills)

Post-secondary institutions need to give trades students employable skills and the opportunity to leverage these into more sustainable careers by incorporating a broader academic education and the soft skills employers say their employees need. Educating trades students who can learn how to learn and adapt on the job is both socially and ethically rational. Hence, we must continue our efforts to integrate trades and university education and articulate to government and industry the advantages of a university in which trades education is integral.

Changes to Strategic Priorities

To the thirteen “Strategic Priorities” articulated in the *Education Plan, 2009-11*, we must add **Agriculture**. In addition, “Mennonite Studies” has evolved into the broader, more popular theme of **Peace Studies**.

Advising Review

Last year’s Advising Review produced a number of recommendations that will occasion improvements in our service to students.

In particular, in its examination of advising activities across the institution, the Advising Review External Report identified a need to focus on co-ordination of activities, communication between areas, reduction of duplication, expanded use of information systems and technology, and alignment of mission.

A Task Force has been established with the goal of providing an implementation plan for the accepted recommendations and for any alternative solutions to the remaining issues identified. The plan will include an action list submitted to the offices of the Provost and Vice President, Academic and the Vice President, Students.

The Task Force will submit its plan by Friday, November 30.

Aligning and Assessing Course, Program, and Institutional Learning Outcomes

In an October 2011 article in *University Affairs*, Harvey Weingarten, President of the Higher Education Quality Council of Ontario, wrote that Canada was behind Europe and the U.S. in answering the question, “what have our students learned?”

Employers at all levels say they want employees who are critical thinkers and effective communicators, more reflective, better problem solvers, imaginative and capable of working in teams. These skills are attuned to today’s knowledge-based and complex economies and equip students to address challenges we cannot even anticipate today. Many postsecondary institutions claim that their graduates have acquired these skills. But, until these claims are backed up by measurement, they remain untested assumptions. Currently, we lack the evidence and rigorous measurement to know whether these critical job and life skills are being achieved.

The evidence and measurement are necessary, Weingarten claims, so that institutions can “assess and improve their teaching; for students to make better choices in selecting institutions; for greater government accountability; and for employers to know if the skills of the graduates entering the job market match their needs.”

In 2011-12, UFV became the first post-secondary institution in British Columbia to identify its Institutional Learning Outcomes, the abilities that all students can demonstrate when they graduate. In 2012-13, almost all Departments/disciplines developed and aligned their program learning outcomes with those of the institution. This academic year, they will align their course learning outcomes with those of the program. Our next step is to develop methods of assessment appropriate for measuring the attainment of learning outcomes at all three levels and in all programs. Once these tasks are completed, UFV will have 1) the standards with which we should evaluate programs and new program proposals, as well as funding requests for new educational initiatives; and 2) met the accountability obligations to students, governments, and employers that Weingarten identifies.

Collaboration Across and Between Institutions and Between Sectors

In 2002, the Association of American Colleges and Universities stated that “the future success of higher education is dependent on collaboration across disciplines and units and between higher education and other sectors.” For UFV, these other sectors include school districts, other post-secondary institutions, business and industry, the health sector, criminal justice organizations, and community and cultural organizations.

Although there are challenges to overcome, particularly the disciplinary and departmental organization of universities, it is important for UFV to consider how it might embed the principle of collaboration in its mission, reward system, and organizational practice.

The UFV Advantage: Undergraduate Focus, Teaching Excellence, Community Relevance

Faculty Summaries

College of Arts - Faculties of Humanities and Social Sciences

Taking into account contextual trends and challenges the College of Arts will:

- produce a persuasive public narrative regarding the benefits of Arts education
- develop priority programs and market their unique strengths
- deliver relevant and dynamic pedagogies related to student needs
- develop innovative strategies to counterbalance budget challenges
- develop and strengthen international partnerships coincident with our mission
- collaborate with regional HE institutions to strengthen students' choices and avoid duplication
- maintain intimate learning experiences while ensuring class size is economically viable
- develop sustainable budgeting model for technical and technological needs in Arts
- pursue funding for enriched learning as offered by Arts 100 and peer mentors and for launch of new programs and projects such as Peace Studies and UHub
- inspire and support success amongst diverse faculty and learners

Adjustments to priorities

- revise BA framework, delivery modes of Arts 100 and models for delivering writing requirements
- direct resources to new Economics Major and market internationally
- shift focus from Mennonite Studies to Peace Studies
- build on success of GDD program, and ensure laddering into proposed Media Arts Degree
- cluster disciplines toward School of Creative Arts and strengthen cross-faculty collaboration
- reinvisage UHub as digital hub serving community incubators, media arts, performance and education programs, teaching and learning, and teacher and faculty training

Student Recruitment, Retention, and Success

- engage in SEM and implement mission statement to inform program mix and resource allocation
- develop qualifying program for students in Arts, Crim and General Studies paths
- cap growth in certain programs by focusing explicitly on students in extended minors and majors
- high demand and retention for new programs: Global Development Studies Degree, Graphic and Digital Design Diploma, and majors in Political Science and Philosophy
- contact Arts Studies students and all applicants to Arts programs, host orientations and provide students with information about advising services and resources;
- continue Peer Mentoring program to support first year Arts students (funded by RBC: \$20,000)

Indigenization

- continue to offer the Indigenous *Maps Films Rights and Land Claims Certificate* and *The Lens of Empowerment* project
- continue the partnership with Nicola Valley Institute of Technology (NVIT), which allows their Chemical Addictions Cohort to complete a UFV BGS
- submit the Indigenous Studies Degree to Senate this coming year

Internationalization

- promote global competency, study abroad opportunities for UFV students and programs of study for incoming International students
- plan international partnerships and experiential learning

Environmental Sustainability

- Arts will contribute to the development of a Centre of Excellence in Agriculture and the Environmental Studies Degree in collaboration with the proposed degree in Agriculture.

Indo-Canadian and South Asian Studies

- revise the India-Canada Studies Certificate and develop programming in response to needs identified by India Management Committee
- continue to support network of scholars and community representatives of the *Dalit Poetics and Politics* conference held April 2013
- continue to support Geography faculty to oversee joint AUCC/ CIDA project in Chandigarh
- Pursue MOU with Srishti School of Art, Design and Technology

Mennonite Studies

- redesign Mennonite Studies Certificate to ladder into proposed Peace Studies degree, which focuses on Conflict Analysis and Transformation, Peace building, and Sustainability.

Research and Teaching

- Commitment to the integration of research and teaching is central to our hiring process. Many faculty are engaged in primary research, enlist students in research and offer the opportunity for research as part of course work. The promotion of undergraduate research is a core theme of program reviews. The College encourages the employment of students as research assistants and practicum and internship opportunities.
- The new framework for the BA is in development. This framework will strengthen the degree in key areas: communication, quantitative reasoning, critical and creative thinking, understanding of environmental and indigenous issues, ethical reasoning, and applied learning.

Community Engagement

- Use practicum opportunities to maintain strong community links with a range of community organizations.

Interdisciplinarity and Cross-Departmental/Faculty Cooperation

- ARTS 100: *Interdisciplinary Introduction to University Study* will run again in 2013. The BA will include a science major or minor and the Global Development Studies Degree will accommodate trades options. Cross-program cooperation has begun between Trades and the BFA degree. Interdisciplinary degrees: Bachelor of Media Arts (awaiting ministry approval); Indigenous Studies, Environmental Studies and Peace Studies Degrees (all in development). The UFV Centre for Safe Schools and Communities promotes community-engaged research and interdisciplinarity.

Recruitment and Engagement of Faculty

- Recruit permanent and sessional faculty with more than one area of specialisation for existing and planned programs.
- Build more accountability into the 3-year evaluation process. Developed departmental and Faculty criteria for excellence in teaching, service and scholarship.
-

Creative Resourcing. The College will:

- assess the efficient use of resources in all program reviews
- deliver new programs with new tuition rates (GDD Diploma and Media Arts Degree)
- offer ARTS 100 as an economically viable model of teaching writing and reasoning
- develop writing across the curriculum, a more sustainable model of delivering writing skills
- continue discussions on increasing class sizes while protecting small seminars, labs and studios

Plans for improving progress towards achieving goals

- develop SEM, including for proposed degrees and capping growth where necessary
- develop pedagogies and assessment in line with Learning Outcomes
- carry out six month and one year follow-ups after Program Reviews and curriculum reviews to ensure coherence, efficiency and timely graduation
- promote engagement in dynamic pedagogies and the scholarship of teaching and learning through retreats, encouraging PD, promoting and celebrating integration of teaching and research
- improve liaison with High School teachers, particularly in relation to access of Indigenous youth
- identify key international partners and MOUs upon which to focus
- build links with alumni and identify key community partnerships
- maintain and strengthen connections across UFV faculties and with all administrative units

Faculty of Access and Open Studies

The most significant factor affecting the Faculty of Access and Open Studies (ACOS) education plan update pertains to the changes coming to Canada Immigration and Citizenship (CIC) settlement funds. Beginning April 1, 2014, the federal government will no longer transfer CIC funds for settlement programs — including post-secondary English as a Second Language programs (ESL) — to BC. To secure funding for ESL programming, UFV responded to CIC's call for proposal in July 2014; the proposal was deemed "eligible for consideration" in August 2013. Despite CIC's assurance that it would let us know which proponents are eligible for negotiation by "no later than November 11, 2013", no BC PSI had been told of its status as of November 28.

Not knowing how much, if any, funding will be awarded to UFV makes ESL program and budget planning extremely difficult. Given that Abbotsford ranked 3rd in BC after Metro Vancouver and Victoria in the number of non-Canadian born permanent residents making up its population (CIC Preliminary 2012 Data) and 31.6% of the population of Abbotsford has a non-official language as a mother tongue (2012 Census) ESL programming that will help people acquire the language skills needed to reach their educational and career goals must be provided by UFV to support the development of our region.

As of July 2013, Aboriginal Access Services (AAS) has a new director, Lorna Andrews. Her education and experience is allowing AAS to provide better support to Aboriginal Students. In addition, she is working with Upgrading and University Preparation (UUP) department to identify opportunities to offer courses off-campus in locations more accessible to Aboriginal students.

Goals

- ACOS will continue to communicate with students to ensure they are aware of and seek out the services they need to be successful and to move on into their programs of choice.

- ACOS will continue to work with other UFV units (e.g., College of Arts, OReg) to develop and/or revise policies and programs (e.g., Program Paths) that will provide better articulated pathways for students to move on to university-level programming.
- All ACOS units will continue to work on their community partnerships by strengthening those that already exist and identifying new ones.
- All ACOS units will continue to support environmental sustainability.
- All CS course and programs will be reviewed and revised to ensure they align with UFV standards and policy.
- CS will work with other academic units and community businesses to identify opportunities for entrepreneurial partnerships.
- ESL will work with International Education to revise and develop its programming so UFV can attract more international students.
- ESL will work with other academic units to develop courses designed to support domestic and international students for whom English is an additional language to increase the success of such students in their chosen program (e.g., Business).
- UUP will work with AAS to increase support to Aboriginal learners in on-campus classes and at off-campus locations.

Program Revisions

- Applied Business Technology
- English as a Second Language

Programs at Risk

- English as a Second Language program

Faculty of Health Sciences

As the newest Faculty at UFV, Health Sciences continues in a planning mode. We have implemented a new governance structure and agreed to and passed at Faculty Council a Vision, Mission, and Values document. These activities provide the foundation for operational unit strategic planning, which is currently engaged. These undertakings notwithstanding, the Faculty of Health Sciences reports significant achievements towards accomplishing the strategic goals of the university as identified in the 2013 Education Plan Update. Activities in progress aligned to the University's strategic goals include:

- strategic planning within program areas, such as the newly formed Strategic Renewal Task Force in Nursing Education committee created in November, 2013;
- development of program specific, student experience committees;
- promotion of and incentivizing interdisciplinary, student-engaged, community-based research/scholarly activity;
- considering contract services, fee-for-service, facility partnership/rental opportunities, and post-degree certificate programming aligned with the core business of the Faculty;

- operationalize a Faculty Speaker's Series to engage students, faculty/staff and community members in scholarly discussions;
- investigating on-line programming, and the promotion of on-line activities for courses across the faculty;
- developing a comprehensive Faculty plan relative to international activities;
- striving to be the *best place to work, best place to study*, with specific focus on shared leadership and decision-making, transparency, program efficiencies, effective communication, and faculty recruitment/retention/recognition and engagement.

Our context in health is framed by looming retirements in the health workforce, rising demand and costs for services, an aging population and growing chronic disease management, and increased competition for health professionals. Accordingly, UFV Health Sciences must play an instrumental role in health education, graduating student's *workforce ready* across the spectrum of wellness. New programming aligned to the strategic goals of the Faculty and institution is in discussion and under consideration. Changing the intake of students in the Practical Nursing diploma program to a yearly intake is the only proposed change for 2013.

Faculty of Professional Studies

Building on the strength of the 2011 – 2014 Education Plan, all Departments and Schools in the Faculty contributed to the 2013 Education Plan Update which focuses on our accomplishments and our future directions in the key priority areas of: student engagement and success; enrollment management; indigenization; internationalization; the integration of research and teaching and the building of a culture of teaching and learning; engagement with the community; interdisciplinarity and collaboration; recruitment and engagement of faculty and creative resourcing. A list of accomplishments and future plans are contained in the update under these areas. We are actively working on developing program and course Learning Outcomes ensuring that our programs are cost effective and efficient, that they are fulfilling the strategic goals of the University and responding to the Ministry's Accountability Framework of social and economic development. We would like to enhance our capacity to attract more international students [in other programs besides Business Administration and those from our Chandigarh campus] through strategic enrollment planning; to increase opportunities for indigenization; to build stronger community engagement through broader representation of stakeholders, particularly our business communities where the opportunities for targeted funding reside; to develop and enhance our teaching and learning through creative pedagogies and collaborative initiatives within the Faculty and across the University and to offer programs that are revenue generating. Our programs continue to undergo a cycle of external program reviews and implementing review recommendations remain an important aspect of program development as well as, helpful to decisions about "non-priority" program areas.

List of approved programs to be offered:

- Management Post-Degree Certificate - January, 2014
- TEP Secondary Program - July, 2014

List of programs under development:

- Bachelor of Education [This is merely the re-structuring of the PDP to align courses to 54 credits required to make the PDP a full degree] - 2014
- Master of Professional Accountancy and Corporate Financial Management - 2015
- Post Degree Certificates in Applied Management; International NGO Social Economy Organizations; and Airport and Aviation Management – 2014/2016

Faculty of Science

Our mission is to develop scientific literacy, numerical proficiency, and analytical abilities among an increasingly diverse profile of lifelong learners from the Fraser Valley, Canada, and the world, and to do this through high levels of engagement between faculty and students, continued community outreach, a commitment to teaching through research, and practical skills training. As the Faculty of Science continues to grow in student enrollments, but with no faculty or staff growth, nor space, nor proper infrastructure maintenance or acquisition, it is becoming increasingly difficult to maintain a high level of student satisfaction and quality of education. Compounded with shrinking budgets, the Faculty of Science has to strategically plan for the future if we wish to provide the best undergraduate education in Canada, be a leader in the development of the Fraser Valley and be innovative and entrepreneurial in achieving our goals.

To that end, we plan to implement a strategic enrollment management by refining our admission requirements, and increasing international enrollments from the current 17.5% to 20 or 25%. We specifically plan to ramp-up recruitment south of the border, as well as continue recruitment efforts in south-east Asia. We also plan on introducing new programs that would complement and enhance our current offerings. This includes several undergraduate programs already in development:

- A Diploma in Engineering Physics-Mechatronics, that would enhance our Physics offerings but that can also strengthen our efforts in Agriculture mechanization and automation, and that can ladder into a full engineering degree at UBC, Simon Fraser or UVic or into a BSc in Physics. Expected for Fall 2014.
- A Bachelor of Agriculture, between Biology and Agriculture, that would be core to our efforts in establishing the Agriculture Centre of Excellence at UFV. Expected for Fall 2014.
- A BSc minor in Applied Statistics, since data mining and data analysis are becoming key for handling the increasing information overload of our internet wired world. Expected for Fall 2014.
- A Bachelor of Environmental Studies, between Geography and Biology, to satisfy the popular demand on environmental concerns. Expected for Fall 2015.
- A Specialization in Molecular Modelling, between Chemistry and all other Science departments, that could enhance our offerings into Cheminformatics and virtual chemical reactions performed with computers. Expected for Fall 2015.

- A BSc in Computer Science, as we currently only offer a Bachelor in Computer Information Systems or BCIS and the world of computers keep evolving and demand is high for computer scientists. Expected for Fall 2015.

Additionally, in consultation with industry, we have identified the need for post graduate degrees which are also in high demand that can supplement/enhance our undergraduate training. We are at the very early stages of planning for a Masters in Integrated Science and Technology (MIST), that can provide applied research experience to our students. Finally, and although not included in this year's Ed Plan, we have identified the need of an MSc in Communication Science that we are currently investigating and plan to include next year.

Faculty of Trades and Technology

Assuming the full Strategic Plan/Education Plan is approved during the next couple of months, the Faculty of Trades and Technology will continue to move forward on its nine goals for the three remaining years of the current planning cycle:

- integrate trades into the evolving University of the Fraser Valley environment;
- serve the goals of the Industry Training Authority (ITA) as the Province's mandated authority for skills training;
- respond to UFV's strategic plan, education plan and other university wide initiatives;
- define and seek acceptance of a core business definition and updated identity for the Faculty of Trades and Technology;
- ensure programming is reflective of current needs, is locally relevant, contributing to the University's larger programming interests and aligned with the Faculty's core business;
- create a robust set of continuing studies and contract services;
- improve the stability of programming operations;
- become a more effective and cohesive team, business unit and community of interest with specific attention to leadership, succession planning, transparency and consultation; and
- be better prepared for less predictable (e.g. one time) and ad hoc funding events.

Three significant contexts for the goals are: the regional agriculture economy; the BC Jobs plan/provincial and national skills agendas; and the expectation of post-secondary students/graduates of all sorts that they can earn a living with their education. Accordingly, efforts are directed at maximizing the numbers of graduates of the agriculture diploma and certificate programs; new agriculture-focused trades programs are being developed; trades programs are operating at their maximums and waitlists are being acted upon; and new applied and technical studies programs/options are being developed for students /graduates of other programs (in the form of trades electives and post diploma and post degree credentials).

Programs and programming under development:

- Agriculture Automation Technician (to compliment the Mechatronics Engineering Physics Diploma);

- Farmwright/Heavy Duty Mechanic Certificate;
- Electrical Work Diploma—a pilot UFV trades credential to recognize a four year apprenticeship; and,
- “Course-ifying” and “credit-izing” of traditional trades programs in a form such that they can be accessed by other academic programs as electives.

Programming Changes by Faculty

College of Arts

New Programs (*programs approved since September 2011*):

	Senate/Ministry Approval
BA: Global Development Studies	2012
BA: Econ Major	2013

Programs Recommended for Discontinuance or Suspension

GIS concentration in BA: Geography Major

Programs Recommended for Modification

Indigenous Arts Certificate, Mennonite Studies Certificate

Review of Programs in Development (*programs listed in the Ed Plan in development or nearing approval at Senate*):

	Likely date at Senate
Media Arts Degree	September 2013
Indigenous Arts Degree	Winter 2014
French Major	Winter 2014
Bachelor of Professional Communications	Winter 2014
Peace Studies Degree	2015
Environmental Studies Degree	2015
MA Migration and Citizenship	2015

Newly Passed Concept Papers

Theatre Major; Spanish Minor and BBA: Fashion Design under consideration.

Faculty of Access and Open Studies

New Programs (*programs approved since September 2011*):

	Senate Approval
Management Skills for Supervisors Certificate	June 2013
Veterinary Administrative Assistant Certificate	June 2013
Human Resources Management Certificate	June 2013

Programs Recommended for Modification

The University Foundation Program, Program Paths, Applied Business Technology

Faculty of Health Sciences

Programs Recommended for Modification

Investigation of yearly intake of students in Practical Nursing.

Faculty of Professional Studies

Approved New Programs (programs approved since September 2011):

	Senate Approval
Revised BA in Adult Education	April 2012
Adult Education Workplace Training Certificate	October 2011
Management Post Degree Certificate	April 2013
Teacher Education Secondary Program	June 2013

Review of Programs in Development (programs listed in the Ed Plan in development or nearing approval at Senate):

	Likely Date at Senate
Bachelor of Education	2014
Master of Professional Accountancy & Corporate Financial	2015
Management Degree	
Post Degree Certificate in Applied Management, International NGO	2014-2016
Social Economy Organizations, and Airport Aviation Management	

Faculty of Science

Approved New Programs (programs approved since September 2011):

	Senate/Ministry Approval
Data Analysis Certificate (DAC)	December 2011/2013

Review of Programs in Development (programs listed in the Ed Plan in development or nearing approval at Senate):

	Likely date at Senate
Bachelor of Agriculture	Fall 2013
Engineering Physics- Mechatronics	Fall 2013
Minor in Applied Statistics	Fall 2014
Biochemistry	Fall 2014
Bachelor of Environmental Studies	Fall 2014
Molecular Modelling	Fall 2014
Bachelor of Science in Computer	Fall 2015
Medical Physics	Fall 2016

Faculty of Trades and Technology

Approved New Programs (programs approved since September 2011):

	Senate/Ministry Approval
Hospitality Event Management Post-Degree	2012/2013

Programs Recommended for Discontinuance or Suspension

No programs are being considered for discontinuance. There have been two reductions in program capacity that are responses to demand: one section of Drafting and one section of Automotive Foundations.

Programs Recommended for Modification

Welding and Heavy Duty Mechanics foundations are to be modified (driven by initiatives of the Industry Training Authority). Such changes are provincial in scope and timing is driven externally.

Review of Programs in Development (*programs listed in the Ed Plan in development or nearing approval at Senate*):

	Likely date at Senate
Automation Electronics	2014

Completed Program Reviews

Programs	Completed
Bachelor of Science in Nursing	2010
Physics	2010
Continuing Studies	2011
Criminology	2011
English	2011
Kinesiology and Physical Education	2011
Mathematics & Statistics	2011
Early Childcare Education/Child and Youth Care	2011
Programs (<i>continued</i>)	Completed
History	2012
Practical Nursing	2012
Biology	2012
Social Work	2012
Theatre	2013
Geography	2013
School of Business	2013

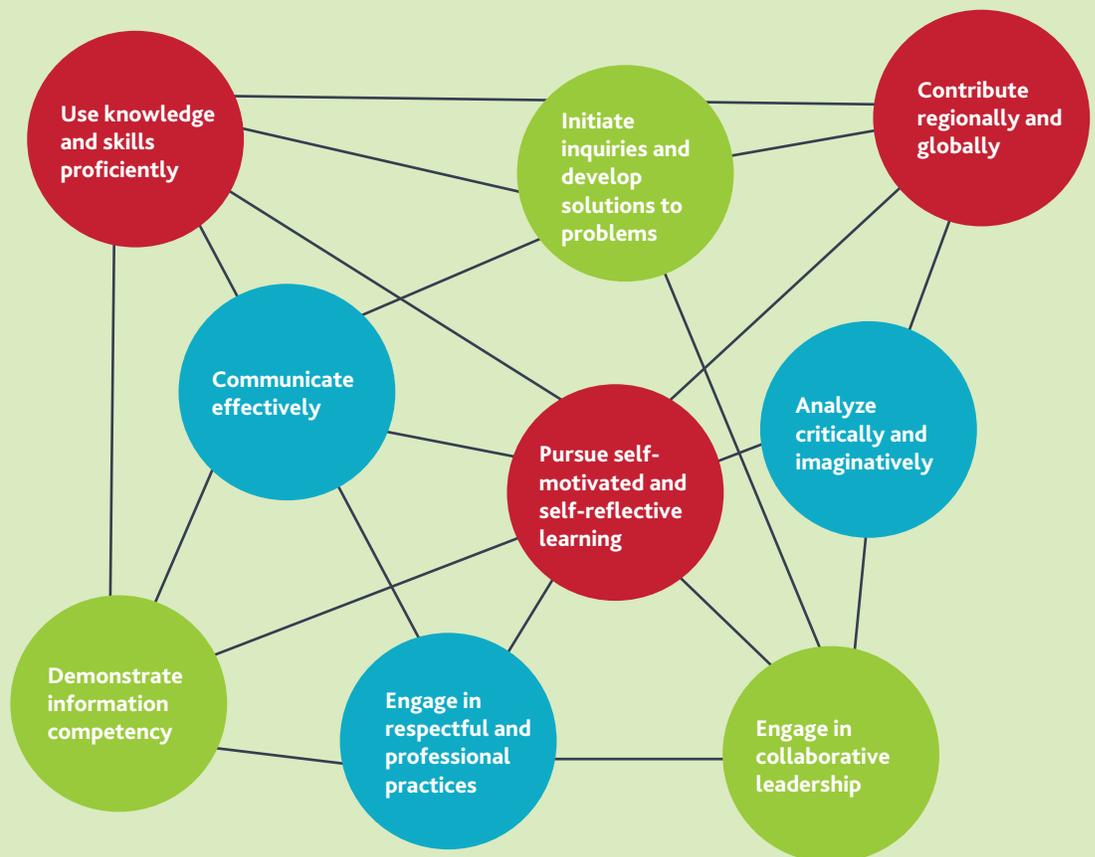
UFV'S ILOS

University of the Fraser Valley's Institutional Learning Outcomes

The University of the Fraser Valley (UFV), located on traditional Stó:lō territory, recognizes and respects Indigenous ways of knowing. UFV is committed to providing our communities with a variety of high quality, student-centered programs that honour diversity and foster a passion for learning.

Each UFV graduate possesses the following abilities and, therefore, can demonstrate the following interconnected institutional learning outcomes:

Graduates....



- 1 Demonstrate information competency**

Graduates gather, organize, and critically examine written, oral, visual, and numerical information. They efficiently use technology as a tool to gather and evaluate information. Graduates utilize relevant and credible sources, recognizing the need to gather information from a variety of perspectives. Graduates use information ethically, respecting the legal restrictions that exist when using published, confidential, and/or proprietary information.
- 2 Analyze critically and imaginatively**

Graduates engage in the examination of ideas, issues, and problems, drawing on established bodies of knowledge and means of analysis. Graduates organize information logically and consider alternate strategies. They recognize the need for multiple voices and seek opportunities for those voices to be heard. Graduates are creative and generative. They use divergent or lateral thinking to expand on ideas and create new ways of looking at a situation.
- 3 Use knowledge and skills proficiently**

Graduates demonstrate competence in the knowledge and skills specific to their area of study. They productively apply their knowledge and skills to a variety of situations.
- 4 Initiate inquiries and develop solutions to problems**

Graduates demonstrate a curiosity that results in inquiry. They propose questions that encourage deliberation and the formulation of solutions to problems, in theoretical or applied fields. They evaluate the benefits and challenges of different solutions when proposing specific courses of action.
- 5 Communicate effectively**

Graduates communicate respectfully. They listen attentively, seek clarification, and work to understand the points of view of others. Graduates effectively present information using a variety of modes and media. They adapt their method of presentation to suit specific audiences. Graduates accurately convey their intended message using a variety of oral, written, and visual strategies.
- 6 Pursue self-motivated and self-reflective learning**

Graduates are confident and initiate action. They work independently and productively. They set personal and professional goals and establish a plan of action to attain those goals. Graduates continually reflect on their growth and development and utilize reliable and practical strategies to learn from that reflection.
- 7 Engage in collaborative leadership**

Graduates work cooperatively, in that they are aware of and appreciate diversity, work with diverse peoples, and demonstrate strong interpersonal skills. Graduates motivate, include, and support others, demonstrating leadership skills. They seek opportunities to collaborate.
- 8 Engage in respectful and professional practices**

Graduates behave ethically and equitably, in that they act with integrity and take responsibility for their actions. Graduates engage in professional dialogue and participate in learning communities.
- 9 Contribute regionally and globally**

Graduates are socially just, in that they are prepared to participate in their regional and global communities. They demonstrate knowledge of their region and the world. Graduates initiate change. Graduates demonstrate that they can use what they have learned at UFV to impact their community positively.