Checking Program Outcomes for Curriculum Quality

Use the table below to articulate how your program outcomes reflect the quality of the curriculum, as defined by UFV's Curriculum Quality Principles. The guiding questions are meant to give you ideas and examples for each principle. You may choose to answer these questions specifically, or you may answer in other ways or respond to only some of the questions if they are more relevant to your program.

Table 4. Checking Program Outcomes with Curriculum Quality Principles

Principle *Quality curriculum is…*	Guiding Questions	Answers/Explanation of Program Quality
1. Outcome-driven, aligned, and intentionally designed to achieve its purpose	• How do your program outcomes match with the ILOs? [fill in any answers here, and/or refer to the mapping exercise below]	
2. Rigorous, meeting credential-level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.	• What accreditation standards exist for your program? • How is your program delivering or meeting the standards?	
3. Current, relevant, and forward-looking.	• How do program outcomes emphasize skill development, critical thinking, and higher order thinking (such as awareness of limits of knowledge) related to the discipline? • Does the program area maintain connections with an industry/discipline-based program advisory group and consult with this group on curriculum? • Is your program responding to recent developments in the field?	
4. Connected to civic and personal obligations and growth as central to learning.	• Are opportunities for practicum or internship placements possible and encouraged with these program outcomes?	

5. Flexible – it provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.	• Could a student meet some program outcomes through a study abroad experience or student-generated activities? • Do the program outcomes encourage self-reflection on student learning through a capstone or reflective course, assignment, or project? • Are opportunities for self-reflection built into the program through the outcomes in other ways? • Do the program outcomes explicitly address skill development? • Is collaboration encouraged in the program through the outcomes or the design?	
6. Inclusive – it respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success. It is in compliance with the *BC Human Rights Code*, and reflects UFV's commitment to internationalization, Indigenization, and access.	• How have you considered the background of the program students in designing the program outcomes? • Have the social and emotional learning needs of the students been considered?	