

Handbook to Accompany Guiding Principles for Quality Curriculum

This handbook provides further clarification and examples to accompany the Guiding Principles for Quality Curriculum.

Core Values:

A student's education is a holistic journey that encompasses in-class and out-of-class experiences. Good curriculum acknowledges and fosters these connections as we prepare students to meet their goals.

In general, curriculum at UFV is:

- x reflective of our identity and strategic priorities as expressed in UFV's Strategic Plan, Education Plan, SEM Plan, Institutional Learning Outcomes, and commitment to Indigenizing the Academy

Principles:

Quality curriculum is:

1. Outcomedriven, aligned, and intentionally designed to achieve its purpose
2. Rigorous, meeting credential level standards recognized by the Ministry, by professions, industry, and by academic communities, and striving for excellence.
3. Current, relevant, and forward looking.
4. Connected to civic and personal obligations and growth as central to learning.
5. Flexible– It provides varied modes of delivery, recognition of prior and alternative learning experiences, and multiple program pathways.
6. Inclusive– It respects and honours people's differing backgrounds, cultures, experiences, and identities as a foundation and support for each student's success in compliance with human rights legislation and reflects UFV's commitment to internationalization, Indigenization, and access

What to look for to ensure that elements of curriculum are intentionally designed to meet the program's or course's purpose:

At the program level

In a four-year degree where a level of specialization in a particular subject is expected, the subject is introduced to the students at the lower level. The upper level requires increases in complexity and sophistication of knowledge and skills built on the lower level work.

- x Are students provided in their lower level courses with the tools (skills and knowledge) that they require to perform as expected at the upper level?
- x Do prerequisites facilitate the movement of students from one level to another without creating unnecessary barriers? Are the prerequisites about specific topics or general academic maturity?
- x Are the requirements for admission to the program well aligned with the program content and requirements, and designed to ensure students' success in the program? An example of misalignment is a program admission requirement that is lower than a prerequisite for a core lower-level course in the program.
- x Is repetition of content or concepts in the curriculum intentional? Where foundational knowledge and/or skills are reviewed, they should be approached from a different perspective, expanded, or examined in more detail?

Not all programs are vertically structured. A one-year certificate, for instance, may be constructed to provide a range of entry-level skills.

- x Is there a capstone activity, practicum, portfolio, or other opportunity toward the end of the program where students demonstrate that they've acquired these skills by applying them to a project?

A program may be designed to achieve an interdisciplinary specialization, for instance in Peace and Conflict Studies.

- x Are there a few core courses in the program where the connections are made between the various disciplinary approaches to the study or practice of peace and conflict studies?

At the course level

- x Are the activities designed so that students are comfortable with basic skills, such as how to summarize an author's argument, before asking them to complete a more complex task, such as to compare the view of two or more authors?

2. Rigorous, meeting credential standards recognized by the industry, by professions, industry, and by academic communities, striving for excellence.

Programs (and by extension course c

Guiding questions:
At the program level The Ministry's standard for Professional Capacity / Autonomy is described as: "Qualities and transferable skills necessary for further study, employment, community involvement and other

3. Current, relevant, and forward looking

Current and relevant curriculum considers recent scholarship and academic trends in the discipline or field. It is informed by a knowledge of the fields of professional practice that graduates of the program will enter. It connects what is taught in university to current issues, problems, and applications. Students are more likely to be interested in what they are learning, more motivated to learn new concepts and skills, and better prepared to succeed after graduation. Their learning engages real-life contexts, equips them with practical and useful skills, and addresses topics that are relevant and applicable to their lives outside of school.

Curriculum is forward looking if it anticipates changes in the academic, work, or community environment, such as changes to technology or professional practice. This may mean that program outcomes are designed to be adaptable to rapidly changing environments and technologies. Forecasts of future trends in the discipline or workplace should be consulted in developing program outcomes in considering program changes.

At the program level

- x Is the curriculum designed in response to and supported by recent scholarship in the field/discipline? Are the disciplinary tools and vocabulary you employ up to date?

x

At the course level

- x Are there options for different types of assignments to meet the same course learning outcomes (e.g., essay, poster, case study)?
- x Does the course offer flexible assignment deadline choices for students?
- x Is skill instruction embedded within the course content?
- x Are students encouraged to reflect on the nature of their learning, either through specific assignments or class discussions?
- x Are there opportunities for students to collaborate?
- x Do course outcomes and assignments encourage students to work independently of the instructor and use critical thinking and problem solving skills?

At the course level

- x What levels of learning preparedness are in my classroom? How can I be aware of where students are at?
- x Is there a variety of instruction methods so that students have more than one opportunity to understand course material?
- x Do we take advantage of web (s(an)2.2 (d)2.3 23pe</MCID 11 >>B01 T Ji2(e)-3 (rs)-2.5 (e)-3 (6)10.7 (