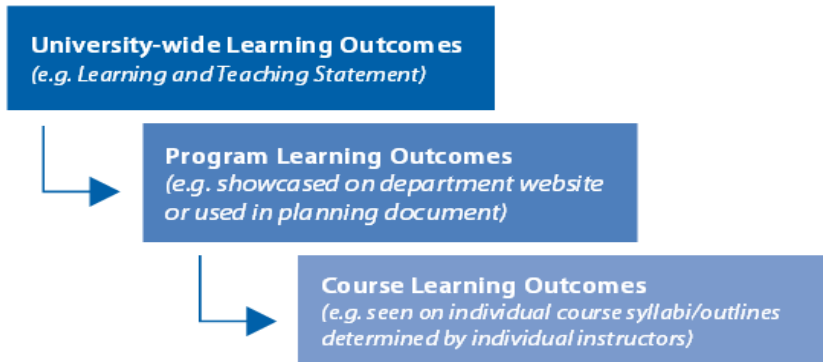


Brief background context

For those who are new to this process, the following provides some brief background context regarding the aim of the university both to encourage the alignment of learning outcomes at different curricular scales and to identify three types of outcomes at the program level.

1. Conceptual nesting of *course* and *program* level learning outcomes within the *University wide* learning outcomes



The University wide UVic Learning Outcomes ideally align with those at the program and individual course levels. For more information, see Dawson, T., 2014. [A Guide to Program and Curricular Planning at UVic](#) (Fig 3, page 9).

2. Identifying three types of learning outcomes at the Program Level

For those units who have recently completed a curricular retreat at the LTC, learning outcomes for your program will have been identified by your unit and are generally divided into three main though interrelated groups, which we are asking you to comment on in the table.

- i. *Generic program goals and outcomes*—these are your unit’s interpretation of the University wide Learning Outcomes e.g. “communicate effectively as a Chemist.”
- ii. *Specific academic unit outcomes*—these are the outcomes specific to your discipline and which likely any good academic unit of a similar kind in Canada might espouse e.g. “investigate, analyze and apply theoretical concepts in the fields of art history and visual studies.”
- iii. *Outcomes unique to your program at UVic*—these outcomes enable you to answer the question, “Why should students pick your particular program at UVic?” Communicating such outcomes simultaneously allows you to promote your program’s unique aspects. For example, “Students have the opportunity to participate in collaborative, international and inter-institutional memory-based field schools such as the *I-witness field school*.”