

Curriculum Development and Renewal

Step 1 Check List, Self-Assessment

Actions 1 - 3	Good signs	Warning signs
<p>Action 1</p> <p>Have you established that there are sufficient and compelling reasons to pursue a curriculum change?</p>	<ul style="list-style-type: none"> ✓ A document exists that outlines the reasons, senior leadership is in support (i.e., Dean) ✓ Multiple stakeholders have been identified, some consultation has occurred ✓ Student input is already being included and valued ✓ Faculty see there is a need to change that will benefit them collectively and individually ✓ Perspectives from discussion (or other means of data collection, opinion-gathering) add to or confirm the need for curriculum change is sufficient and compelling. 	<p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Do not know curriculum change process is occurring ⊗ Do not know why or do not agree that curriculum change is needed ⊗ See the initiative as an opportunity for specific individuals to achieve their own goals rather than collective goals ⊗ Think that curriculum change will be the work of a few people or will not change what happens in their own courses.
<p>Action 2</p> <p>Have you identified an initial and realistic timeline, subject to details and adjustments?</p>	<ul style="list-style-type: none"> ✓ A document exists that shows the timeline ✓ Questions to test feasibility of the timelines and requirements of approval processes have arisen and informed the timeline ✓ Feedback from faculty indicates they are willing to contribute at the stages outlined so far ✓ Feedback from College and Governance Office personnel has informed the timeline 	<p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Advise the implementation date should be delayed ⊗ Express an unrealistic sense of timelines ⊗ Provide poorly timed, off topic input or comments indicating they do not yet understand the sequence of decisions ⊗ Indicate they cannot or will not contribute during the active design
<p>Action 3</p> <p>Have you confirmed governance for curriculum change and principles for collaboration?</p>	<ul style="list-style-type: none"> ✓ A document exists that shows a Terms of Reference or a mandate for a subcommittee along with its reporting structures and rules of engagement ✓ Questions of roles of existing committees in relation to the approach described have arisen and informed the approach 	<p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Do not know how the curriculum change process will occur ⊗ Provide poorly timed, off topic input or comments indicating they do not yet understand the sequence of decisions ⊗ Voice public and/or hallway disagreement with process and purpose