

Curriculum Development and Renewal

Step 2 Check List, Self-Assessment

Actions 4 - 6	Good signs	Warning signs
<p>Action 4</p> <p>What are the criteria for success of the curriculum?</p>	<ul style="list-style-type: none"> ✓ A document exists that outlines these criteria as a reference ✓ Faculty express confidence that their visions for the future implementation and concerns have been noted when they see the criteria 	<p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Make statements or ask questions that indicate they don't see notable implications of the criteria ⊗ Use the criteria as a way to dismiss new ideas or teaching innovations
<p>Action 5</p> <p>Is the essential role of curriculum goals in an aligned curriculum understood by those who will design the curriculum?</p>	<ul style="list-style-type: none"> ✓ A workshop or group processes have allowed practice with applying the concept ✓ The principle of constructive alignment is already used in course design and instructional design among group members 	<p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Regard this information as educational jargon or GMCTL-speak ⊗ Are hanging on to the idea that expressions of course content or topics is the same as students becoming competent, or creating alignment
<p>Action 6</p> <p>What are the curriculum competencies or program goals that your program will be designed to achieve?</p>	<p>The stated curriculum competencies or program goals:</p> <ul style="list-style-type: none"> ✓ Exist in a document that has had wide input and support ✓ The stated curriculum competencies or program goals would tell a student what they will become capable of at the end of the program ✓ The stated curriculum competencies or program goals would inspire faculty (and stakeholders) to think about what students could do to demonstrate their learning, and ways they could set up the learning experiences ✓ The stated curriculum competencies or program goals could be used effectively to map existing curriculum to assess current strengths and gaps (see Step 3, Action 8) 	<ul style="list-style-type: none"> ⊗ Competencies are listed in areas where there are no faculty currently in-house with this expertise or with a willingness to develop it ⊗ Competencies are listed that are the purview of another USask program <p>Faculty (a few, some, or many):</p> <ul style="list-style-type: none"> ⊗ Think of this step at wordsmithing and not consequential ⊗ Express concern that the standard expressed is too high, or too low ⊗ Express concern that the competencies listed are too few, or too many ⊗ Express concern that the competencies are not achievable