## Curriculum Development and Renewal

### Step 3 Check List, Self-Assessment

<table>
<thead>
<tr>
<th>Actions 7 - 9</th>
<th>Good signs</th>
<th>Warning signs</th>
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| **Action 7**  | ✔ Curriculum committee and associated working groups have some touchstone learning principles  
               ✔ Opportunities for improved engagement, inclusion and wellness among students are identified | ☹ There has been no consideration of current student perspectives or insights about how learning works  
               ☹ Committees do not see the curriculum as an opportunity to positively impact engagement, inclusion, and wellness |
| **Action 8**  | ✔ Student input is included since they are the people who experience the full curriculum  
               ✔ Curriculum mapping has informed decisions  
               ✔ A summary document that shows curriculum mapping results exists  
               ✔ Opportunities are taken to assess areas of shared university priority, like Indigenization, wellness, inclusion, sustainability, internationalization, among others | ☹ No student input, or if there has been input it has been dismissed  
               ☹ Superficial or no attention to alignment  
               ☹ Curricular goals, practical requirements are not being actively and explicitly incorporated into discussions  
               ☹ There has been no systematic assessment of what can be kept or adapted from an existing curriculum  
               ☹ Curriculum mapping has become more elaborate and extensive than necessary, slowing the process |
| **Action 9**  | ✔ A sequence for decisions has been presented to those who will work on the design  
               ✔ Design process is logical and allows for iteration  
               ✔ Learning outcomes, first.  
               ✔ “Backwards plan”, meaning to begin design with end of program, not the start | ☹ Superficial or no attention to alignment  
               ☹ Curricular goals, practical requirements are not being actively and explicitly incorporated into discussions  
               ☹ Focus on topics to cover rather than learning outcomes.  
               ☹ Faculty are proposing courses or contact hours as a first step rather than defining learning outcomes by year, term first |