

Curriculum Development and Renewal

Step 4 Check List, Self-Assessment

Actions 11 - 12	Good signs	Warning signs
<p>Action 11</p> <p>What is needed to complete the detailed design?</p>	<ul style="list-style-type: none"> ✓ Documents and common understanding exist of the intentions of the curriculum, and any common expectations about course outcomes, assessment, and instructional approaches. ✓ Processes and professional development are in place to support instructors making final course plans ✓ An onboarding process is set for new faculty, sessionals or other non-faculty instructors 	<p>Faculty are resistant or unwilling to:</p> <ul style="list-style-type: none"> ⊗ align what and how they teach to the collectively designed and approved curriculum ⊗ share plans (e.g., syllabi) early on, preferring to keep their teaching private
<p>Action 12</p> <p>How will information be gathered and used to determine whether the intended learning is occurring?</p>	<ul style="list-style-type: none"> ✓ There is an individual with responsibility and authority to coordinate and monitor the implementation <p>Information gathered is:</p> <ul style="list-style-type: none"> ✓ summarized in a way that is easy to understand ✓ actionable and regularly shared with the people who will act on it ✓ used to improve how the curriculum is being taught and assessed ✓ viewed in iterations, over time, so it is possible to see if changes make a difference 	<ul style="list-style-type: none"> ⊗ The individual meant to coordinate, and monitor has not or is unable to allocate enough time and attention to the role ⊗ Process for ongoing discussion of teaching and learning is not intentional, not managed ⊗ Faculty are resistant or unwilling to collect information about learning and achievement that can inform curriculum improvement ⊗ Information gathered is largely administrative, anecdotal, in storage