CURRICULUM REVIEW GLOSSARY

Term	Definition	For more information
action plan	concise summary of how, over the period between curriculum reviews, the faculty in a program will address findings emerging from the Curriculum Review process. Based on recommendations from the analysis phase in the process, action plans identify specific action items including timelines for implementation, who is responsible for the implementation, and when/how the action will be evaluated	See CRSeries 1 and CRSeries 6
assessment tasks and methods	the types of activities/assignments which are used to collect evidence of student learning and often to provide feedback to students examples: research papers, tests, quizzes, projects, oral presentations, etc.	see CRSeries 4 and CRSeries 5
Bloom's Taxonomy	The 2001 Revised version is titled A Taxonomy for Teaching, Learning, and Assessment. It is a way of organizing learning activities and outcomes according to types of cognitive processes, i.e., recalling, understanding, applying, analyzing, evaluating, and creating	https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/ see CRSeries 4
constructive alignment	refers to the logical coherence of learning outcomes with teaching and learning activities (TLAs) example: for the learning outcome 'students will be able to critically evaluate an academic article,' an aligned teaching strategy would involve modeling how academics in the field read and evaluate an article and the aligned assessment task would provide an opportunity for students to articulate their critical evaluation of an article	(Biggs, 2014) see CRSeries 4
course outcomes (COs)	state the knowledge, skills, and attitudes that students should be able to attain by the end of the course. example: By the end of the course, students should be able to find appropriate peer-reviewed academic articles to use in their written work.	see CRSeries 1
curriculum map	a matrix showing the alignment of course outcomes from one course to program level learning outcomes (PLOs).	see CRSeries 5

curriculum mapping	the process of associating course outcomes with program-level learning outcomes and aligning elements of courses with a program, to ensure that it is structured in a strategic, thoughtful way that enhances student learning (Adapted from Harden, 2001)	See CRSeries 1 and CRSeries 4
curriculum review (CR)	an academic, staff-led critical examination of each undergraduate and course-based master's program for the purpose of optimizing the learning outcomes of that program (University of Calgary, 2015, p. 3).	see CRSeries 1 University of Calgary Quality Assurance Handbook
curriculum review final report	written by the review lead in consultation with the review team for use within the program and submitted to the Provost's Office, includes summary of the program context, guiding questions, and the action plan. These items are also posted online (**public report**). In addition to the above, an **internal report** will also include a checklist of the process followed and the findings of the review process	For examples, see http://www.ucalgary.ca/provost/activities/reviews see CRSeries 1 and CRSeries 6
data sources	various sets of information that can be used to inform decisions made during the curriculum review process i.e., NSSE engagement indicators, student surveys, alumni questionnaires, faculty focus groups, etc.	see CRSeries 1; CRSeries 2; CRSeries 6
educational development consultants	Taylor Institute faculty members who are able to provide consultative expertise on the curriculum review process (i.e., provides resources and templates, facilitative leadership for working sessions or retreats as time permits)	see CRSeries 1
graduate attributes	broad and long-term descriptions of learning expectations of students who attend a particular institution/ faculty (Driscoll & Wood, 2007).	see CRSeries 3
guiding questions	critical questions or concerns that guide the curriculum review process	see CRSeries 1, and CRSeries 2
High impact educational practices (HIPs)	activities positively associated with student learning and retention that share several traits: they demand considerable time and effort, facilitate learning outside of the classroom, require meaningful interactions between faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback examples: learning communities, community-based projects, working with faculty member on a research project, internships	see http://www.aacu.org/leap/hip.cfm

IDA	Introduced, developing, advanced one method of distinguishing the degree to which program learning outcomes are used in a given course	see CRSeries 4, Other scales are available - see CRSeries 4
Inquiry based learning	"a range of pedagogical approaches that are united by the central place they give to students' investigative work (addressing questions and solving problems)" (Aditomo, Goodyear, Bliuc,& Ellis, 2013, p. 1239).	See CRSeries 4
instructional method	predominant approach instructor uses to promote learning examples: Direct instruction (lectures, presentations, demonstrations), Experiential (practicum, internships, observations)	see CRSeries 4
Interim Progress Report	Completed halfway through the Curriculum Review cycle and submitted to the Provost's Office at mid-cycle and copied to the Academic Program Subcommittee or Graduate Academic Program Subcommittee as appropriate.	See CRSeries 6
KSAs	Knowledge, skills and attitudes/values – these are the domains often used when forming learning outcomes at both the course and program levels	
learning outcomes	"an intended effect of the program educational experience that has been stated in terms of specific, observable, and measurable student performance" (Veltri, Webb, Matveev & Zapatero, 2011). The knowledge, skills, and values/ attitudes that students are expected to attain by the end of a unit of study.	see CRSeries 1 and CRSeries 3
lesson objectives	state the knowledge, skills, and attitudes that students should be able to attain by the end of an individual lesson example: By the end of today's lesson, students should be able to describe the difference between structure *x* and structure *y*	
mapping scale	indicates the degree to which a program-level learning outcome is addressed by a particular course outcome (i.e., IDA - Introduced, developing, advanced)	see CRSeries 4 and CRSeries 5
paper-based curriculum mapping	Using a word processor or hard copy paper forms to create curriculum maps	see CRSeries 5

program level outcomes (PLOs)	state the intended knowledge, skills, and abilities that students are expected to meet by the end of a program. example: By the end of the program, students will be expected to write a paper that incorporates academic literature.	see CRSeries 1 and and CRSeries 3
Quality Assurance Handbook	The University of Calgary's guide to the curriculum review process	https://www.ucalgary.ca/provost/files/provost/curriculum_review_handbook_gfc_dec_2015.pdf
retreat	half-day or full-day focused session to learn more about and/or gather input for a particular stage in the curriculum review process	see CRSeries 1
review lead	the faculty member tasked with overseeing the curriculum review process, acts as a project manager and makes decisions about the process (including delegation)	
review team	includes all full-time faculty teaching in the program; sessional instructors are invited to participate	see CRSeries 1
scaffolding	"In education, scaffolding refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process." (https://www.edglossary.org/scaffolding/)	see CRSeries 1; CRSeries 2; CRSeries 5
teaching and learning activities (TLAs)	the strategies and activities used to promote and assess learning in a course, including both graded and non-graded activities examples: readings, group projects, lectures, labs, etc.	see CRSeries 4 and CRSeries 5