**CURRICULUM
QUALITY REVIEW
SUB-COMMITTEE**

CURRICULAR MONITORING PROCESS

Presented By: Amanda Stalwick

THE CURRICULUM QUALITY REVIEW SUB-COMMITTEE

CURRICULAR QUALITY REVIEW SUB-COMMITTEE

The College of Medicine Curriculum Quality Review Sub-Committee (CQRSC) is a standing sub-committee of the Curriculum Committee that provides monthly reports and recommendations to the Curriculum Committee on matters relating to curricular objectives, course content, and quality. Curricular changes that affect course content are presented to the committee where they are reviewed, edited (if required), and approved by the CQRSC prior to Curriculum Committee approval.

FUNCTIONS AND RESPONSIBILITIES

As part of ongoing quality assurance, this sub-committee monitors and reviews the content and quality of the undergraduate medical education program objectives and curriculum. Specifically, the committee will support the CACMS Standards (6.1, 7.1 - 7.9, 8.1, 8.2, 8.3, 8.4, and 8.5).

PROGRAM LEARNING OBJECTIVES

Consistent with Medical Council of Canada (MCC) Objectives, CanMeds roles, FMEC, the University of Saskatchewan Learning Charter and other key documents, the CQRSC regularly monitors and reviews the medical education program objectives for the medical school program as a whole. The sub-Committee makes recommendations to the Curriculum Committee in regard to updating the program objectives as needed.
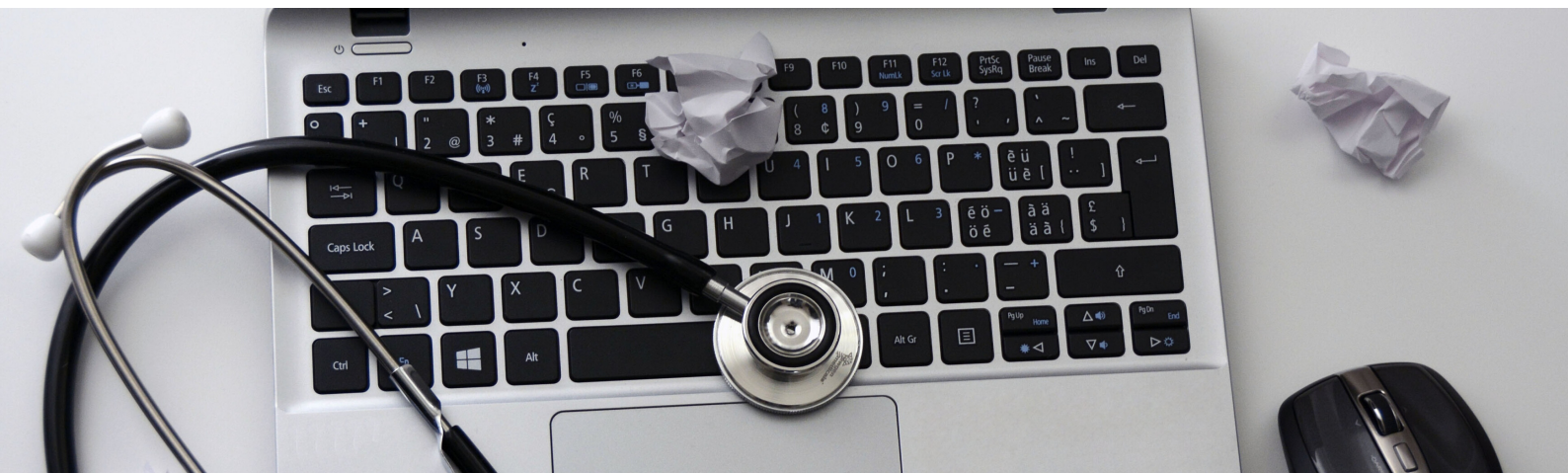
COURSE AND CURRICULAR CONTENT

Reporting to the Curriculum Committee and guided by the formally adopted medical education program level objectives, MCC objectives, and other key documents including data generated through the Program Evaluation Sub-Committee and Assessment Sub-Committee, this Sub-Committee will identify and utilize valid and reliable mechanisms for regularly scheduled curricular reivew

SUB-PROGRAM LEARNING OBJECTIVES

Reporting to the Curriculum Committee, the Sub-Committee monitors the sub-program learning objectives to ensure appropriate alignment and linkage of: a) Course level learning objectives to program level objectives; b) Module/Section learning objectives to course level objectives; c) Session learning objectives to module and course level objectives

PROGRAM LEARNING OBJECTIVES

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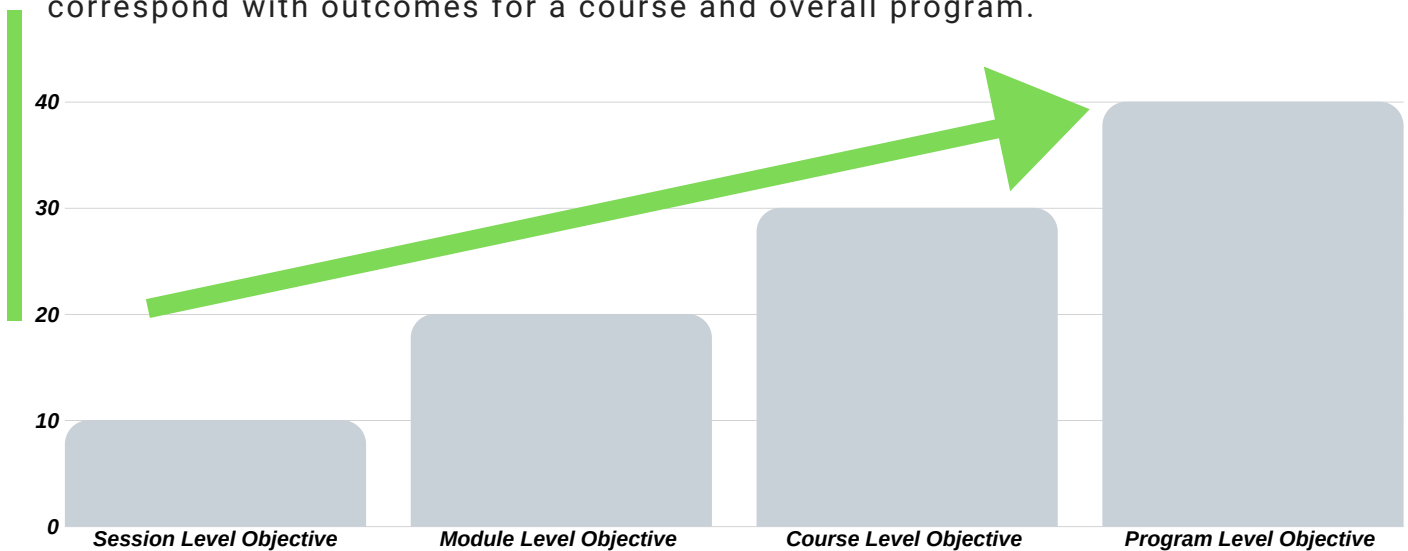
# CURRICULAR ALIGNMENT & MAPPING REQUIREMENTS

Alignment

Alignment means that objectives at the program, course, module, and session level need to align. In other words, what is taught at the session level needs to correspond with outcomes for a course and overall program.

40	
30	
20	
10	
0	
Session Level Objective	*Module Level Objective*	*Course Level Objective*	*Program Level Objective*

Mapping

For quality review all objectives in one45 are mapped to the following sub-categories.

- **Program Level Objectives**
- **CanMeds**
- **Keywords**
- **MCC Objectives**
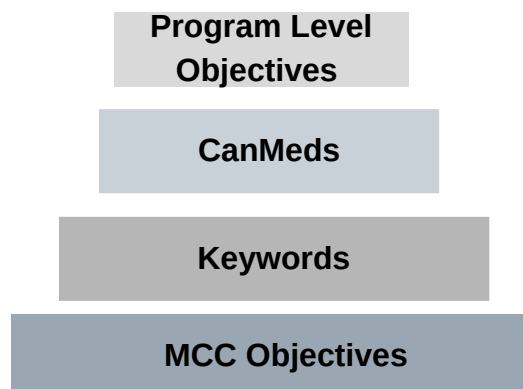
WRITING LEARNING OBJECTIVES

BLOOM'S TAXONOMY

WORD FIND

Apply
Criticize
Describe
Distinguish
Express
Interpret
Practice
Relate

Appraise
Contrast
Define
Differentiate
Evaluate
Identify
List
Recall

Categorize
Create
Deconstruct
Explain
Illustrate
Name
Recognize

Bloom's Taxonomy

```
E  I  T  E  S  E  D  E  F  I  N  E  D  C  E
Z  N  Y  V  S  H  T  F  C  T  K  E  C  Z  P
I  T  E  A  E  D  B  A  S  I  M  R  I  V  D
R  E  S  L  R  I  N  I  R  O  T  N  Z  E  M
O  R  I  U  P  F  L  I  N  T  G  C  S  W  R
G  P  A  A  X  F  E  S  A  O  S  C  A  E  J
E  R  R  T  E  E  T  T  C  L  R  U  C  R  K
T  E  P  E  I  R  C  E  A  I  P  A  L  P  P
A  T  P  U  A  E  R  P  B  E  L  X  Q  L  Z
C  U  A  T  L  N  E  E  K  L  R  M  E  G  I
Y  J  E  L  L  T  C  R  I  T  I  C  I  Z  E
L  W  O  H  S  I  U  G  N  I  T  S  I  D  R
P  C  J  Q  W  A  D  Y  F  I  T  N  E  D  I
P  X  C  O  N  T  R  A  S  T  N  A  M  E  K
A  E  T  A  L  E  R  S  S  U  C  S  I  D  P
```

BLOOM'S TAXONOMY

VERBS FOR WRITING LEARNING OBJECTIVES AND DETERMINING APPROPRIATE LEVEL OF ASSESSMENT

Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Define	Describe	Apply	Analyze	Arrange	Appraise
List	Discuss	Demonstrate	Calculate	Assemble	Assess
Name	Explain	Dramatize	Categorize	Collect	Choose
Recall	Express	Employ	Compare	Compose	Estimate
Relate	Identify	Illustrate	Contrast	Construct	Evaluate
Repeat	Locate	Implement	Criticize	Create	Judge
Underline	Recognize	Operate	Debate	Design	Measure
	Report	Practice	Diagram	Formulate	Rate
	Restate	Schedule	Differentiate	Manage	Revise
	Review	Sketch	Distinguish	Organize	Score
	Tell	Use	Examine	Plan	Select
	Translate		Experiment	Prepare	Value
			Inspect	Propose	
			Interpret		
			Inventory		
			Question		
			Solve		

Verbs to Avoid:

- Appreciate
- Understand
- Be aware of
- Know
- Learn
- Reflect on
- Think about
- Be familiar with
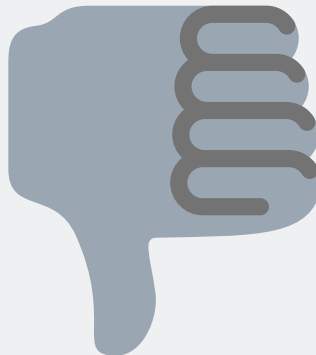
LEARNING OBJECTIVES

Learning objectives are statements of what students will be able to do or know when they have completed a course, module, or session. A typical session will have from 4-8 learning objectives.

Objectives are statements of what students will be able to do or know when they have completed the session.

Objectives should be assessable. The verb used in the objective indicates what and how you can assess the student.

Ideally, objectives should be: short, focus on a single outcome, reflect higher order thinking, and be student centered.

EFFECTIVE LEARNING OBJECTIVES ARE:

Specific and clearly stated

Assessable

Attainable by the student

Relevant

Timely

Student centered

WHEN WRITING LEARNING OBJECTIVES REMEMBER:

Be clear in your expectations ✓

Think about how you will assess the learning and choose the correct verb ✓

Align the objective with the module, course, and program level learning objectives ✓

Describe	→	Describe the structure and function of antibodies.
Define	→	Define monoclonal and polyclonal antibodies.
Explain	→	Explain the significance of Treg cells.

Review the... ✗ Become familiar with...

Learn about... Understand the...

BLOOM'S TAXONOMY

VERBS FOR WRITING LEARNING OBJECTIVES AND DETERMINING APPROPRIATE LEVEL OF ASSESSMENT

Knowledge: The student remembers, recalls, or recognizes the information or ideas in the form it was learned.

- List the five steps of...
- Define the following terms...
- Name parts of the diagram...
- Underline major causes of...

Comprehension: The student changes, translates, or interprets the information into a different form or experssion

- Discuss the main points of...
- Explain factors involved in...
- Identify the main characteristics of...

Application: The student uses knowledge and comprehension of the information to complete a generalized task or solve a generalized problem

- Apply the principles of...
- Demonstrate the process for...
- Illustrate how too...

Analysis: The student differentiates across information, ideas or evidence, or describes component parts and classifies them according to relative criteria.

- Distinguish between...
- Compare and contrast the following methods...
- Differentiate between...

Synthesis: The student uses the information in a way that requires innovative, original thinking and creativity to solve a problem

- Construct a model for...
- Create a management plan for...
- Formulate a differential diagnosis...

Evaluation: The student qualitatively assesses or critiques the information based on specific standards or criteria.

- Evaluate the effectiveness of...
- Appraise the value of...
- Assess the.....

MAGGIE'S MAKE OVER

I'm Maggie the MSK objective

Become familiar with the impact of low back pain as a health care issue...?

Become familiar with the impact of low back pain as a health care issue

Is become familiar with assessable?

Discuss the impact of low back pain as a health care issue

How does this align with other course and curricular content objectives?

What are the CanMeds, PLO's, Keywords, and MCC alignment?

	Session Objective	*Become familiar with the impact of low back pain as a health care issue.*
	Wording?	Is this the correct wording for the objective? Is this assessable?
	Assessable verb	Choose an assessable verb at an appropriate cognitive level i,e. explain, discuss, describe, etc.
	Curricular Alignment	Does this objective align with the module and course objectives and other curricular content?
	Mapping	How does this objective map to CanMed Objectives, PLOs, Keywords, and MCC Objectives.

THE CURRICULAR CHANGE PROCESS

QUESTION & ANSWER WITH PETER & PAUL

Hey Paul! How do I change objectives for my course?

Great question Peter! You need to contact your course chair and the curriculum specialist and then present them to the CQRSC.

Can't I just tell my course administrator to change them?

Nope, the CQRSC & Curriculum Committee need to review and approve them.

What if I just want to reword the objectives without changing the content? Does curricular change form still need to be filled out?

Yes, all objective changes need to be tracked and officially achived.

How do I know when objectives are updated in one45?

Once objectives have been approved by CC and updated in one45, you, your course chair, and course administrator receive an email stating one45 has been updated. This process takes from 3-4 weeks.

CURRICULAR CHANGE APPROVAL PROCESS

The Curricular Change Approval Process is a multi-step process involving the person most responsible (PMR) for the request, Curriculum Specialist, Course Chair, Curriculum Quality Review sub-committee, and the Curriculum Committee.

Step 1: The PMR communicates with the course chair and curriculum specialist in regard to the proposed change.
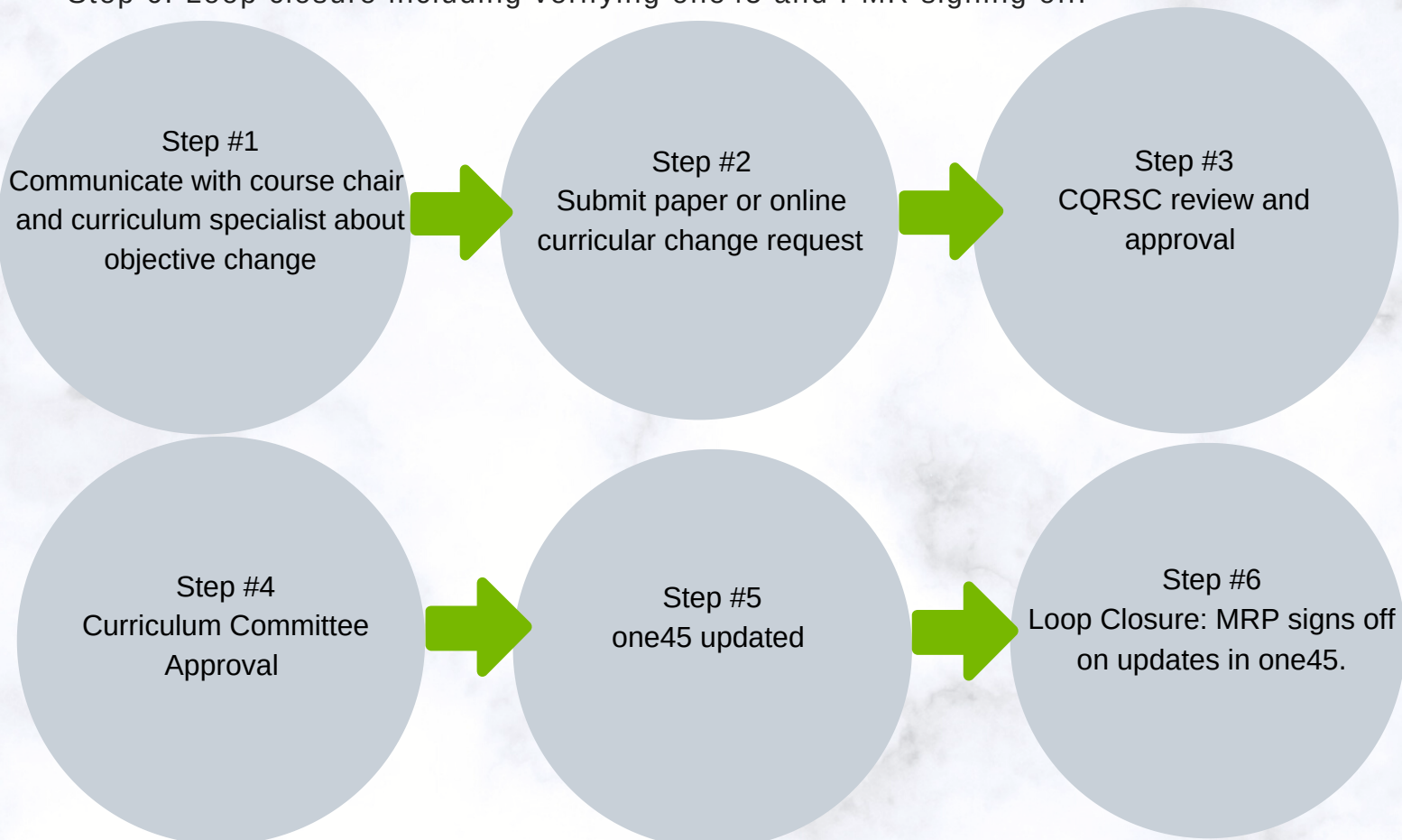
Step 2: The PMR submits a paper or online curricular change request explaining the rationale for the change and completes the form.

Step 3: The PMR presents the request to the CQRSC where it is reviewed and approved.
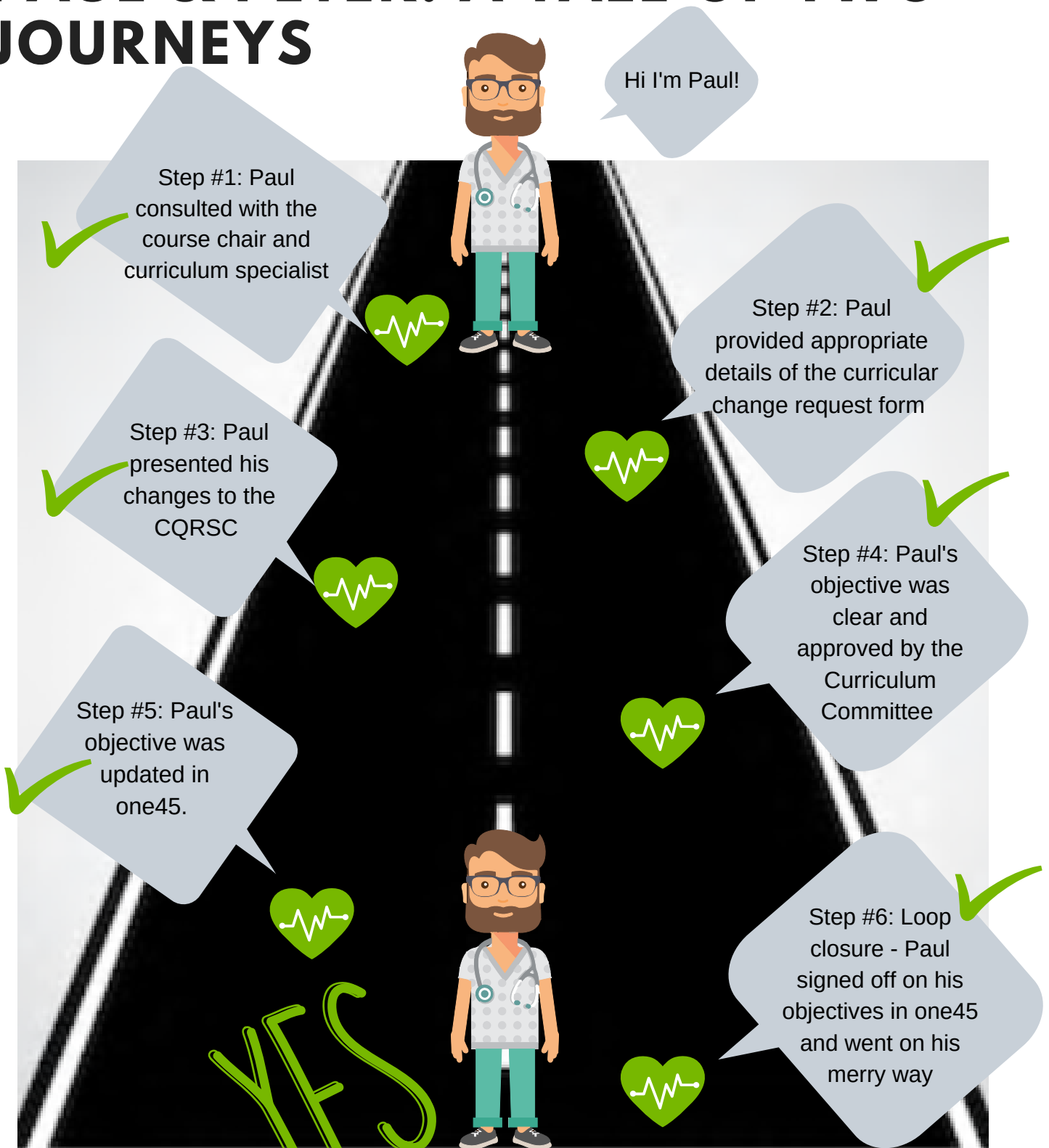
Step 4: The curriculum committee reviews and approves the request.

Step 5: one45 and other course materials are updated. This could take longer if you are changing objectives for the next term.

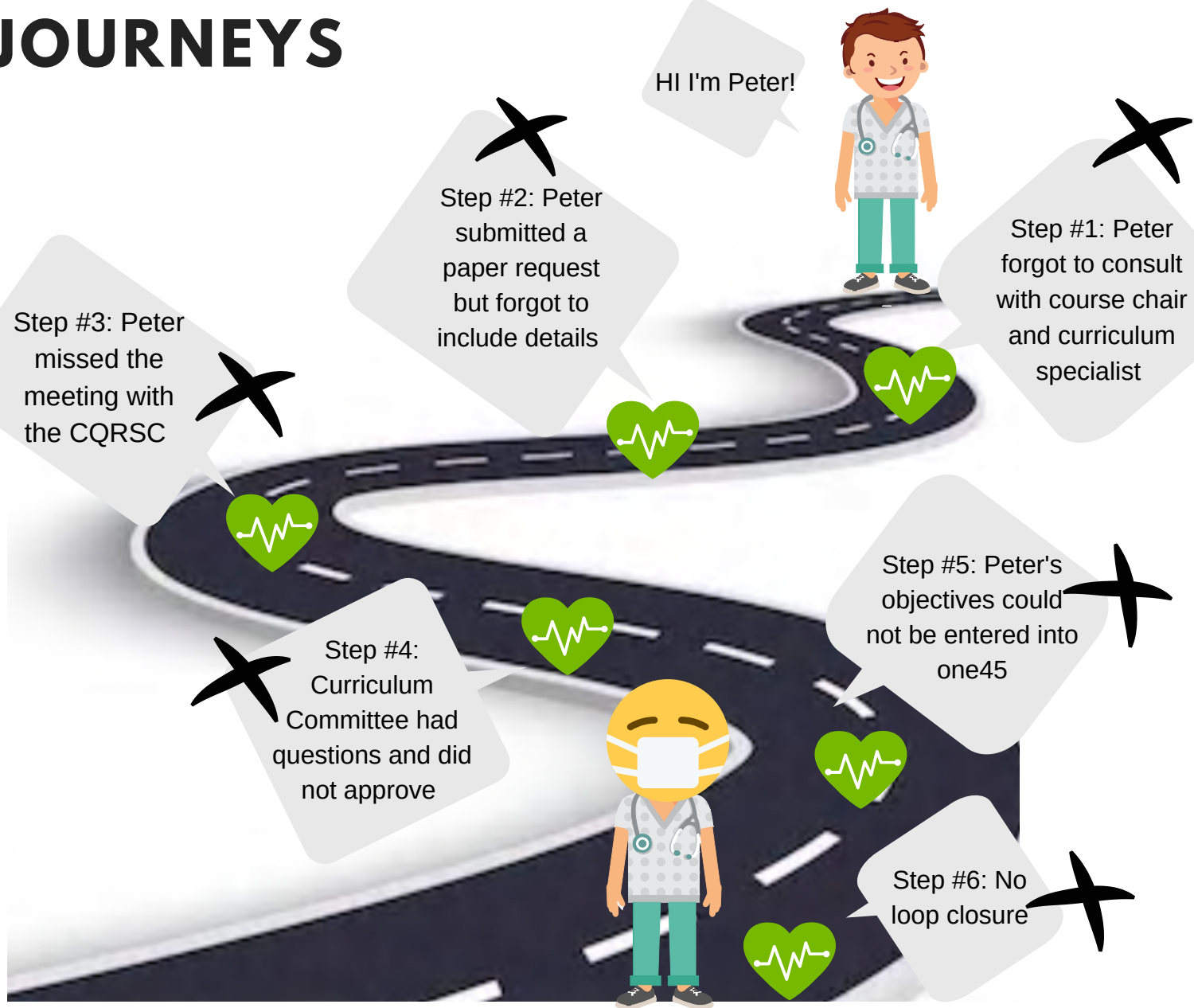Step 6: Loop closure including verifying one45 and PMR signing off.

Step #1
Communicate with course chair and curriculum specialist about objective change

Step #2
Submit paper or online curricular change request

Step #3
CQRSC review and approval

Step #4
Curriculum Committee Approval

Step #5
one45 updated

Step #6
Loop Closure: MRP signs off on updates in one45.

MORE Q & A WITH PETER & PAUL

Hey Paul! Good news! My objectives were approved for my course in 6 months! When will one45 be updated?

That's great Peter! Once your course administrator has finalized the scheduling for the next term, the objectives can be updated in one45.

Hmmmm ok, how long will that take?

It depends, but the sooner the schedule is provided to your course administrator the sooner the objectives can be updated.

Oh, ok I thought it could be done immediately but I guess not.

Yeah, you'll have to wait a bit. The sooner your course administrator has the updated schedule the sooner they can be entered into one45.

When is one45 updated to match the syllabus?

Once the syllabus has been finalized and approved by Curriculum Committee and the course administrator has finalized scheduling in one45, the syllabus and one45 are cross-referenced to match. This generally happens one month prior to a course start date.

CURRICULAR CHANGE CHECKLIST

☑ Step 1: Consult with the course chair and curriculum specialist.

☑ Step 2: Submit paper or online curricular change request form to curriculum specialist.

☑ Step 3: Present curricular change request to the CQRSC.

☑ Step 4: Curriculum Committee review and approval.

☑ Step 5: One45 updated accordingly.

☑ Step 6: Loop closure - sign off on updates in one45.

CURRICULAR CHANGE PAPER REQUEST

UNIVERSITY OF SASKATCHEWAN
College of Medicine
MEDICINE.USASK.CA

Course Name/Section/Module/ Session Name:

Course Chair:

Submitted by:

Date:

Curricular Change Request Form

For Submission to Curriculum Specialist, CQRSC, and Curriculum Committee

1. Describe the Proposed Change including what level the change is at (course level / module level/ section level, or session level).

2. Is this a short term (ie. 1-2 years) change or long term (> 2years) change?

3. What is the rationale for the change? Please explain.

4. Current Relevant Objective(s) and Proposed New Objectives and Alignment. Please take your time to fill out this section as accurately as possible including identifying the (PLOs), Course Learning Objectives (CLOs), Module Objectives (MLO), and Session objectives.

Session Name (if applicable):	
Current Objective	New Objective (Include alignment with PLO, CLO, and MCC)

Objectives Removed/Deleted (if any):

5. MCC Alignment: Please indicate how the proposed objective aligns with MCC objectives State the objective followed by the MCC alignment (Please see Appendix)
http://apps.mcc.ca/Objectives_Online/objectives.pl?lang=english&loc=contents

6. Current Curricular Mapping of current Relevant Objectives (Must be done in collaboration with the Curriculum Specialist)

Click here to enter text.

7. Impact of change: (What is the new proposed curricular map and potential curricular gaps and curricular redundancies)

Click here to enter text.

Proposed by: _____   _____

         Name   Signature

Curriculum Specialist: _____   _____

         Name   Signature

Please Note: Updates in one45 will occur 3 weeks after objectives have been reviewed and approved by the CQRSC.

	Approved	Not Approved	Name	Signature	Date
Module Director					
Course Director					
Course Chair					
Year Chair					
CQRSC					
Curriculum Committee					

Note: if a level of approval is not required can put not applicable on that row

REFERENCES

Krathwohl, D. (2002). A revision of Bloom's Taxonomy: an overview, *Theory into Practice*, 41 (4).

Mulcare, D.M. (2005). Transforming Bloom's Taxonomy into Classroom Practice: A Practical Yet Comprehensive Approach to Promote Critical Reading and Student Participation. Journal of Political Science Education. 13 (2), 1-7.

Writing Learning Outcomes by Instructional Design Group - Gwenna Moss Centre for Teaching Effectiveness - University of Saskatchewan.