
Planning the Process

- 1) Using the Graduate Attributes as general program aims, describe each in terms of *Indicators* (descriptors of what students must do to be considered competent in the attribute)
- 2) Conduct ITU (faculty and student) surveys across the curriculum to determine where attributes are Introduced, Taught and Utilized. Students' perspectives provide contrast data and may enable gaps between the intended and enacted curriculum to be identified.
- 3) Map Graduate Attributes, instructional methods and assessment tools onto courses in each program.
 - a. Identify gaps and redundancies
 - b. Identify and articulate any program-specific attributes apart from those identified by CEAB
- 4) Collect feedback and evidence of attribute achievement. Sources might include:
 - a. Student portfolios
 - b. Student focus groups
 - c. Alumni surveys
 - d. Placement/co-op supervisors
 - e. Employers
- 5) Create curriculum development priority plan