

#50 Curriculum and Course Construction

Course Outcome Summary

Course Information

Organization	WTCS - Wisconsin Technical College System
Developers	WTCS Certification 50 Task Analysis Team
Revised Date	1/12/2009
Course Number	WTCS 50
Alternate Title	WTCS Educational Certification Requirement #50
Potential Hours of Instruction	80
Total Credits	2

Description

Prepares educators to employ the performance-based instructional design process. Participants designate performance expectations, design learning plans, develop assessment tasks, and produce a syllabus. Participants may choose to apply the process to classroom, lab, onsite industrial, online, or other distance learning environments. [This course meets WTCS Certification Requirement #50 - Course/Curriculum Construction.]

Target Population

This professional development requirement is intended to lay the groundwork for excellence in teaching and educational leadership in the Wisconsin Technical College System. The target audience is professionals holding positions requiring WTCS certification and includes technical college teachers and those serving in other technical college leadership roles (e.g. counselors, supervisors, librarians, administrators).

Prerequisites

None

Core Abilities

Facilitators of WTCS Certification Activities may incorporate core abilities established by the sponsoring organization or they may address the core abilities suggested in the WTCS Certification Professional Development Design.

WTCS Certification Education Requirement Outcome

Develop performance-based curriculum for a learning experience

Competencies

Unit A. Designing Courses

A.1. Examine performance based learning course design

You will demonstrate your competence:

by relating the principles of performance based learning to effective teaching, learning and assessment

Your performance will be successful when:

you identify characteristics of effective teaching, learning and assessment practices
you determine the relationship between learning outcomes, learning strategies and assessment

you distinguish between criterion-referenced assessment and norm-based assessment
you distinguish between performance-based and non-performance-based learning and assessment strategies

you illustrate the relationship between performance-based course components

you apply the concepts of performance-based learning to evaluate examples of course curriculum

A.2. Designate exit learning outcomes and external standards

You will demonstrate your competence:

by adding exit learning outcomes and external standards to your project (as appropriate)

Your performance will be successful when:

you add basic course information to your learning design

you add core abilities from the Core Ability Library

core abilities describe outcomes that are addressed throughout the course

you limit the number of core abilities, focusing on a manageable number that learners will take seriously

you add relevant program outcomes and general education outcomes for your project (optional)

you add relevant external standards for your project (optional)

A.3. Develop competencies that describe intended learning outcomes.

You will demonstrate your competence:

by developing or revising competencies for a course or other learning experience (minimum of five)

Your performance will be successful when:

each competency requires learners to apply skills, knowledge, or attitudes to perform tasks, deliver services, develop products, make decisions, or solve problems

each competency begins with one action verb that calls for a single measurable, observable performance

each competency is written clearly, concisely, and precisely

each competency is classified by domain and level

each competency is linked to core abilities and/or other exit learning outcomes (i.e. program outcomes, or general education outcomes)

your competencies are sequenced in the order they should be learned so that skills build on one another

your competencies can be accomplished within the timeframe of the course (typically 3 to 6 competencies per credit or 9-18 hours of learning per competency)

Unit B. Establishing Performance Expectations

B.1. Develop performance standards (criteria and conditions) for each competency.

You will demonstrate your competence:

after completing competency A4 "Develop competencies that describe intended learning outcomes"

by developing performance standards for each of your competencies

Your performance will be successful when:

your performance standards include conditions under which performance will be measured

your conditions name the product or process that will be assessed

your conditions include a description of one or more of the following: format; resources given; resources denied; environment; information given; deadlines

each criterion includes a specification for performance by describing one of the following: a

characteristic of a satisfactory performance or product; accuracy/tolerance; speed; percent/number; errors permitted; reference to published standards; degree of excellence
each criterion begins with the name of the product if it assesses a product or the word "learner" or "you" if it assesses process
each criterion is written in an objective manner that excludes instructor judgment as a reference, although they may refer to a checklist developed by the instructor
your criteria are detailed enough to form the basis for the checklist and/or rubric used to assess competency performance

B.2. Create performance assessment tasks. (optional)

You will demonstrate your competence:

after completing competency B1 "Develop performance standards (criteria and conditions) for each competency

by creating at least one performance assessment task that assesses one or more of your competencies and/or other learning outcomes

Your performance will be successful when:

your performance assessment task is criterion-referenced

your performance assessment task identifies one or more target competencies and/or other learning outcomes (e.g. core abilities, program outcomes, or general education outcomes)

your performance assessment task matches performance indicated by competencies, requiring that learners fulfill the criteria and conditions described in the performance standards

your performance assessment task requires learners to apply knowledge, skills, or attitudes to hypothetical or real life/work tasks

your performance assessment task requires learners to perform a task, develop a product, make a decision, or solve a problem

your performance assessment task is supported with a performance checklist or rubric (scoring guide)

your performance checklist or rubric includes criteria, ratings, rating scale and minimum requirements

Unit C. Planning Learning

C.1. Write learning objectives for your competencies.

You will demonstrate your competence:

after completing competency A4 "Develop competencies that describe intended learning outcomes"

by developing learning objectives that address at least two of your competencies

Your performance will be successful when:

your learning objectives include supporting skills, concepts, procedures, processes, and/or principles that learners need to perform the competency

your learning objectives each begin with one action verb that calls for a single measurable, observable performance

your learning objectives number 2 to 10 per competency

C.2. Design a learning plan

You will demonstrate your competence:

by designing learning plans for your project

Your performance will be successful when:

learning plan addresses one to three (1-3) related competencies

learning plan includes a title and overview or introduction

learning plan includes a series of learning activities that help learners master the competency or group of related competencies
learning activities begin with an action verb
learning activities support the learning cycle (motivate, comprehend, practice, apply)
learning activities are varied and require active learner involvement
learning activities support thinking processes that go beyond remembering and comprehension and address application, analysis, synthesis, and evaluation
learning activities address a variety of learning styles such as multiple intelligence, right and left brain, or visual, auditory and kinesthetic
learning activities contain more learner-centered and learner-directed activities than teacher-centered and teacher-directed activities
learning activities and support materials reflect respect for diversity and freedom from bias
learning plan reflects universal design (anticipate any accommodations ahead of time)
learning activities address all of the learning objectives
learning plan includes assessment activities
assessment activities tell learners what they must do to demonstrate the target competency

C.3. Prepare a teaching plan

You will demonstrate your competence:

by preparing a teaching plan

Your performance will be successful when:

teaching plan includes a title

teaching plan includes a competency and learning objectives

teaching plan includes the learning/assessment activities

teaching plan notes include the amount of time needed to complete each activity and notes for conducting the activity

teaching plan includes a list of learning resources and objects

C.4. Prepare a syllabus.

You will demonstrate your competence:

after completing competency A4 "Develop competencies that describe intended learning outcomes"

by producing a syllabus for a specific course or other learning experience

Your performance will be successful when:

your syllabus includes course information including title, number, credits, and a description that meets your organization's guidelines

your syllabus includes instructor contact information

your syllabus lists required textbooks and supplies

your syllabus lists course prerequisites if needed

your syllabus includes a list of the competencies and core abilities

your syllabus presents a grading rationale and a grading scale if grades will be assigned

your syllabus includes guidelines for success (e.g. attendance, academic honesty, submitting assessment assignments, receiving feedback, etc.)

your syllabus includes an ADA statement that meets your organization's guidelines

your syllabus includes a schedule or timeline (optional)