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**WTCS Repository**

# FQAS  Course Design

## Course Outcome Summary

### Course Information

**Description**     This content area is part of the **WTCS Faculty Quality Assurance System (FQAS) Competency Framework**.

The FQAS Competency Framework contains shared competencies and performance standards that will be utilized for professional development under the Faculty Quality Assurance System. Each WTCS college has discretion in regards to how these competencies and performance standards are delivered.

**Development Date**:  June 2014

**WTCS Education Director**:  Barbara Miller

### Course Competencies

**1.     Examine performance-based learning course design concepts**

**Assessment Strategies**
1.1.     by relating the principles of performance-based learning to effective teaching, learning, and assessment

**Criteria**
1.1.     you determine the relationship between learning outcomes, learning strategies and assessment
1.2.     you distinguish between performance-based and non-performance-based learning and assessment strategies
1.3.     you illustrate the relationship between performance-based course components
1.4.     you apply the concepts of performance-based learning to evaluate examples of course curriculum

**2.     Designate exit learning outcomes and external standards**

**Assessment Strategies**
2.1.     by adding exit learning outcomes and external standards to your project (as applicable)

**Criteria**
2.1.     you identify how individual courses relate overall to an academic program
2.2.     you identify core abilities that are introduced, reinforced or assessed in this course
2.3.     you identify general education outcomes that are introduced, reinforced or assessed in this course (if applicable)
2.4.     you identify program outcomes that are introduced, reinforced or assessed in this course (if applicable)
2.5.     you identify external standards relevant to the course (if applicable)
2.6.     core abilities are linked to course competencies
2.7.     general education outcomes are linked to course competencies (if applicable)
2.8.     program outcomes are linked to course competencies (if applicable)

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

**Assessment Strategies**

3.1.     by developing or revising competencies for a course or other learning experience

**Criteria**

3.1.     each competency supports at least one program outcome (if applicable)
3.2.     each competency requires learners to apply skills, knowledge, or attitudes to perform tasks, deliver services, develop products, make decisions, or solve problems
3.3.     each competency begins with one action verb that calls for a single measurable, observable performance
3.4.     each competency is written clearly, concisely, and precisely
3.5.     each competency is classified by domain and level
3.6.     competencies are sequenced in the order they should be learned so that skills build on one another
3.7.     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)

## 4.     Create a performance based assessment plan for a course

**Assessment Strategies**

4.1.     by developing performance standards for each competency

**Criteria**

4.1.     the assessment plan includes authentic assessment strategies for each competency
4.2.     the assessment strategies require learners to perform a task, develop a product, make a decision, or solve a problem
4.3.     the assessment strategies measure learners' ability to meet a competency
4.4.     the assessment strategies name the product or process that will be assessed
4.5.     the assessment plan includes criteria under which performance will be measured
4.6.     criteria communicate to the learner the expectations of how a competency is met
4.7.     criteria include a description of one or more of the following: format; resources given; resources denied; environment; information given; deadlines if appropriate
4.8.     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
4.9.     each criterion begins with the name of the product if it assesses a product or the word "learner" or "you" if it assesses process
4.10.    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
4.11.    criteria are detailed enough to form the basis for the checklist and/or rubric used to assess competency performance

## 5.     Create performance assessment tasks

**Assessment Strategies**

5.1.     by creating at least one performance assessment task (e.g. checklist, rubric, scoring guide) that assesses one or more of your competencies and/or other learning outcomes

**Criteria**

5.1.     performance assessment tasks are criterion-referenced
5.2.     performance assessment tasks identify one or more target competencies and/or other learning outcomes (e.g. core abilities, program outcomes, or general education outcomes)
5.3.     performance assessment tasks match performance indicated by competencies, requiring that learners fulfill the criteria and assessment strategies described in the performance standards
5.4.     performance assessment tasks require learners to apply knowledge, skills, or attitudes to hypothetical or real life/work tasks
5.5.     the performance checklist or rubric includes criteria, ratings, rating scale and minimum requirements

## 6.     Write learning objectives for each competency

**Assessment Strategies**

6.1.     by developing learning objectives that address each competency

**Criteria**

6.1.     learning objectives include supporting skills, concepts, procedures, processes, and/or principles that

learners need to perform the competency
- 6.2. learning objectives each begin with one action verb that calls for a single measurable, observable performance
- 6.3. learning objectives number 2 to 10 per competency

## 7. Design a learning plan

**Assessment Strategies**
- 7.1. by designing learning plans for a course

**Criteria**
- 7.1. learning plan addresses one to three (1-3) related competencies
- 7.2. learning plan includes a title and overview or introduction
- 7.3. learning plan includes a series of learning activities that help learners master the competency or group of related competencies
- 7.4. learning activities begin with an action verb
- 7.5. learning activities support the learning cycle (motivate, comprehend, practice, apply)
- 7.6. learning activities are varied and require active learner involvement
- 7.7. learning activities support thinking processes that go beyond remembering and comprehension and address application, analysis, synthesis, and evaluation
- 7.8. learning activities address a variety of learning styles such as multiple intelligence, right and left brain, or visual, auditory and kinesthetic
- 7.9. learning activities contain more learner-centered and learner-directed activities than teacher-centered and teacher-directed activities
- 7.10. learning activities and support materials reflect respect for diversity and freedom from bias
- 7.11. learning plan reflects universal design (anticipate any accommodations ahead of time)
- 7.12. learning activities address all of the learning objectives
- 7.13. learning plan includes assessment activities
- 7.14. assessment activities tell learners what they must do to demonstrate the target competency

## 8. Prepare a syllabus

**Assessment Strategies**
- 8.1. Syllabus for a specific course or other learning experience

**Criteria**
- 8.1. syllabus includes course information including number, title, description, credits and type of instruction
- 8.2. syllabus lists course co/prerequisites if needed
- 8.3. syllabus lists required textbooks and supplies
- 8.4. syllabus includes a grading rationale and a grading scale if grades will be assigned
- 8.5. syllabus lists course and/or organizational guidelines for success (e.g. ADA statement, attendance, academic honesty, submitting assessment assignments, receiving feedback, etc.)
- 8.6. syllabus includes section information (if applicable)
- 8.7. syllabus includes instructor contact information
- 8.8. syllabus includes a list of the core abilities and course competencies
- 8.9. syllabus includes a schedule or timeline (if applicable)

## 9. Utilize a quality review process to validate curriculum

**Assessment Strategies**
- 9.1. Plan for Curriculum Review

**Criteria**
- 9.1. plan validates if curriculum aligns to program outcomes
- 9.2. plan evaluates curriculum effectiveness
- 9.3. plan includes steps for curriculum improvement
- 9.4. plan identifies evidence-based justification for curriculum improvement
- 9.5. plan includes curriculum modifications (if applicable)