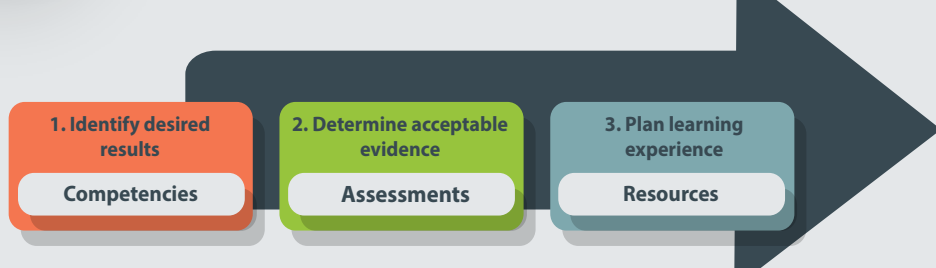


STEP-BY-STEP PROCESS FOR UW FLEXIBLE OPTION CURRICULUM DEVELOPMENT

Faculty and staff use the [backward design model](#) and tested disciplinary strategies for supporting student learning.

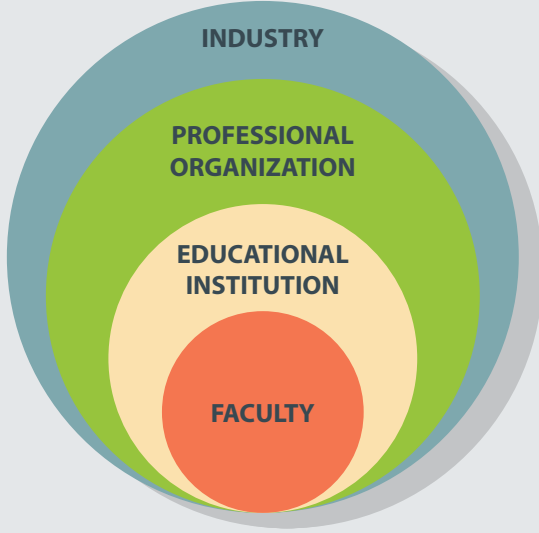


STEP 1:

Faculty identify high level program competencies that a student must master and be able to apply in the real world upon completion of an entire academic program.

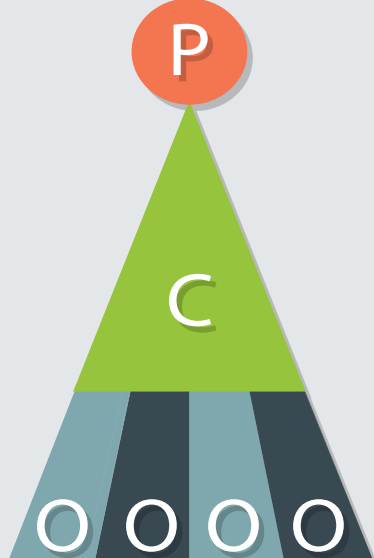


Faculty, who are the central subject matter experts, also seek input from other sources.



STEP 2:

Faculty break down program level competencies into assessment competencies and then into more granular learning outcomes.



PROGRAM COMPETENCIES

- Capture scope of entire degree or certificate
- Business degree operations management competency example: Design and evaluate processes in all areas of business, including operations, supply chain, marketing, human resources, and management systems and structures

ASSESSMENT COMPETENCIES

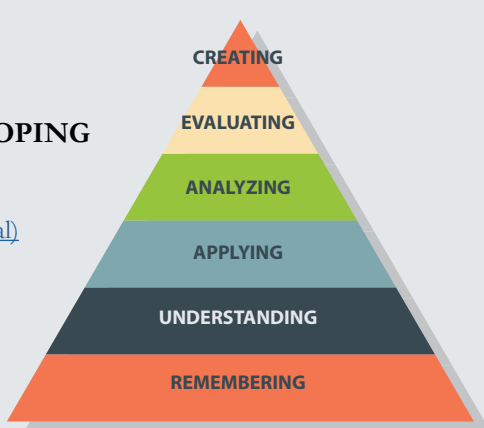
- Define specific skills, behaviors, and knowledge that students must master
- Business degree operations management competency example: Articulate strategic role of operations in the business context

OUTCOMES

- Geared for students so they know what to study and how to prepare for assessments
- Business degree operations management competency example: Outline competitive priorities and explain the role of operations in supporting them

RESOURCES HELPFUL IN DEVELOPING ASSESSMENT COMPETENCIES:

- [Bloom's Taxonomy \(right\)](#)
- [Common Sense Education Bloom's \(Digital\) Taxonomy video](#)
- [Fink's Taxonomy \(see Figure 1, page 9\)](#)



STEP 3:

Faculty develop authentic assessments requiring the application of knowledge and skills.



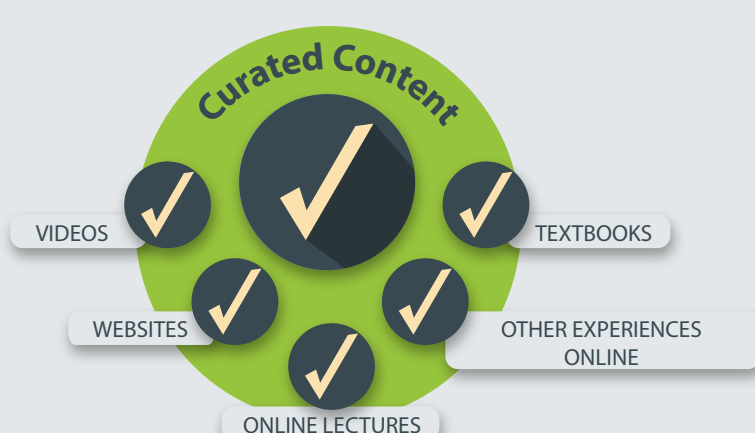
Faculty develop robust rubrics that:

- Support assessment as learning rather than simply assessment of learning
- Often outline grading criteria in the form of lists or matrices
- Have explicit measurable outcomes of competency mastery
- Ensure consistency and transparency among graders
- Are most often used with subjective assignments such as essays, papers, reports, and presentations

Resource: [RCampus Rubric Gallery](#)

STEP 4:

Faculty locate, evaluate, and curate content students can use to meet learning outcomes, in addition to specific software or equipment required to complete an assignment.



Faculty considerations in use of open educational resources:

- Quality
- Relevance
- Ease of use
- Interaction
- Accessibility

University of Wisconsin-Extension resources:

- [Open Educational Resources](#)
- [Curating Open Educational Resources](#)
- [ADA Compliance \(Sections 508 & 504\)](#)
- [Copyright and Fair Use](#)
- [OERs: A Curator's Perspective blog post](#)