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

**STEP 1:**
Faculty identify high level program competencies that a student must master and be able to apply to the real world upon completion of an entire academic program.

Faculty who are the 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.

**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

**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

**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)