

## Program and Curriculum Design Terminology

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### Core Abilities

- Western has adopted seven core abilities that describe a general set of outcomes that must be demonstrated by all graduates.
- Agreed upon by the College and cannot be altered.
- Core abilities must be linked to courses and can be linked to course competencies.

### Program Outcomes

- Describe what a student is expected to demonstrate upon program completion.
- Determined collectively through advisory committee input, state-wide curriculum input, and/or Technical Skill Attainment (TSA) efforts.
- Program outcomes must be linked to courses, and can be linked to course competencies, and external standards.

### Competencies

- Describe what the learner should be able to DO after completing a specific course.
- Competencies must be linked to program outcomes and core abilities.
- One verb per competency.
- Three to six competencies per credit.
- When using the cognitive domain, must be written at the application level or above.

### Learning Objectives

- Describe WHAT the learner will be able to demonstrate.
- Written in clear, measurable, observable, and concise terms.
- Focused on student learning behaviors.
- Two to ten learning objectives per competency. (Western recommends two to six learning objectives per competency.)
- Student will be able to...(verb).

### Performance Standards, Assessment Strategies and Criteria

- Describe HOW the learner will demonstrate what has been learned.
- Includes performance criteria and assessment strategies that will be incorporated by all instructors.
- Criteria describe the specifications by which the performance will be evaluated. Incorporates a WIDS lead-in statement.
- Four to ten performance criteria per competency. (Western recommends four to six performance criteria per competency.)
- Assessment strategies describe how the competency will be assessed (written product, exam, etc.)
- Assessment strategies should be general enough to be used by any instructor.