

Additional Guidelines for Curriculum Components

Competencies: statements that describe significant and essential learning that students will achieve and can reliably demonstrate at the end of a course or program. Competencies identify what students will *know* and *do*.

- Must be measurable and observable, clear and concise, and describe learner's performance.
- Often a major skill or ability needed to perform a task or solve a problem effectively/efficiently.
- Using Bloom's Taxonomy, a domain (psychomotor (only assign when a specific type of physical dexterity is required for the skill), cognitive, or affective) and level are assigned.
- Begin with a single action verb based upon Bloom's Taxonomy; use levels at "application" or above. Avoid the use of "remember" and "understand" levels in the cognitive domain.
- Avoid the use of the verb "know" as it is not measurable or observable.

Learning Objectives: the increments of learning that make up the journey to achieving an overall competency; include all of the skills and concepts students must acquire to master the competency:

- Describe a supporting skill, knowledge or attitude leading to mastery of a competency.
- Are written "at or below" the Bloom's taxonomy level of the corresponding competency.
- Use of "remembering" and "understanding" levels of Bloom's Taxonomy is allowed under learning objectives.
- Serve as benchmarks for performance.
- Consider the following:
 - What do learners need to know in order to demonstrate the corresponding competency?
 - List facts, concepts, procedures, processes, and principles that support the competency.
 - Eliminate any pre-requisite skills or content.
 - Avoid too much detail – combine objectives if necessary.
- Examples:
 - Examine the...
 - Differentiate between...
 - Identify the characteristics of...
 - Describe the role of...
 - Identify valid sources for...
 - Determine the ...
 - Assess the value of....

Performance Standards: Describe HOW the learner will demonstrate what has been learned. They include both Assessment Strategies and "Success" Criteria.

Assessment Strategies

- Describe how you will assess the competency.
- Define the product or process to demonstrate the mastery of a competency.

- Can be formative (formal or informal assessment procedures) or summative (performance or demonstration).
- The final measure of competence is whether the learner can perform each competency, not practice it; therefore, homework assignments and class discussions are usually not included.
- Are primarily “authentic” and performance-based, which means that learners apply the knowledge in performance of the competency.
- Examples: Competency will be demonstrated with... (Assessment Strategy *Suggestions* in WIDS Library: (notice homework/worksheet is not an assessment strategy))

Case Study	On-the-job Performance	Project	Simulation
Clinical Evaluation	Oral Presentation	Presentation	Skill Demonstration
Critique	Oral Test	Reflection	Written Objective Test
Demonstration	Paper	Report	
Drawing/Illustration	Performance	Research Paper	
Essay	Portfolio	Scenario Response	
Interview	Product	Self-Assessment	

Criteria: the “look-fors” that indicate successful learning. “Success” Criteria clearly tells students how you expect them to demonstrate their learning.

- Specifications by which the performance will be evaluated.
- Balance of procedural (performance) skills and analytical (knowledge) skills
- Defines the content to be included in the assessment, the format used, and skills demonstrated.
- Specific to items learned.
- May use WIDS library and select a standard lead-in to each statement.
- Use lead-ins found in WIDS:
 - “Your performance will be successful when...”
 - “You will know when you are successful when...”
 - “Your performance will be satisfactory when...”
 - “Your performance will meet expectations when...”
- Avoid statements regarding minimum scores needed on assessments. (i.e. ...you score 78% or higher on the exam. That statement does not explain exactly what students need to demonstrate to earn the score of 78% or higher.
- Examples of criteria that follow a lead-in statement:
 - you chose the correct modes of patient transfer and transportation
 - you identify all items on the preoperative checklist
 - you follow the procedure for informed consent and site verification
 - you introduce self to patient
 - you compare patient ID band/patient chart with surgery schedule
 - you request patient to verbally state name and pertinent information
 - you perform...
 - you load...
 - you gather factual information and apply it to...
 - you construct...
 - you analyze...
 - you articulate...