Moraine Park Technical College

Curriculum Development Handbook

Updated: November 2023

Building curriculum together...

imagine what's next

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Associate Deans will identify and request curriculum projects for the upcoming academic year. The need for new course development or course revision may be identified via the Program Quality Review process, advisory committee recommendations, faculty, student feedback, etc.

- Associate Dean completes the *Curriculum Project Requests* spreadsheet located in their respective program area channel within the [Curriculum Project Development MS Team Site](#).

- Curriculum Coordinator adds projects to the development pipeline based on available budget and department workload capacity. Projects will begin and end on a rolling development model. As one project completes another may begin.

Step 2 - Complete Project

The course development process is an iterative process that requires a time commitment from all stakeholders to ensure a project is successfully completed within the allocated development timeframe.

- Agreements are generated and issued electronically by the Curriculum Coordinator. All stakeholders will digitally sign and submit the agreement.

- The Curriculum Development Agreement represents obligations *in addition to* the faculty contract.

- Instructional Designer manages the project from beginning to end.

- Initial Project meetings identify roles, responsibilities, and expectations of the project (scope of project, due dates, development tools, etc.).

- Instructional Designer provides guidance, support, and feedback to the Content Developer throughout the project.

- All stakeholders must adhere to the iterative dates established for the curriculum development project. Once established, those dates can be changed only with approval from the Curriculum Coordinator and appropriate Associate Dean.

- Instructional Designer provides feedback on submitted materials in a timely manner. The Content Developer completes necessary revisions prior to moving to the next task.

Step 3 - Curriculum Approvals

A project is complete when it is approved by both the Associate Dean and the Curriculum Coordinator.

- Instructional Designer forwards the course design to the Curriculum coordinator and to the Dean/Associate Dean for approval.

- Curriculum Coordinator approves WIDS build, activates WIDS course, and approves final Canvas build.

- Curriculum agreement is paid once the project has been approved by the Associate Dean.

Curriculum Project Types

Annually, Deans and Associate Deans work together to forecast curriculum project needs for the upcoming academic year. All courses will be developed as "Design for Online" rather than separate projects for various modalities. Projects will be managed through the Teaching & Learning Innovation Hub (the "Hub"). Whether funded by the Hub or through other external funding source, the Hub will initiate pay-out upon final approval of completed projects. Curriculum projects for which Content Developers are paid a stipend involve work performed *outside of* regular faculty contract responsibilities.

The following project types indicate whether curricular modifications are paid via a stipend or are covered under the faculty's existing teaching contract. The Dean/Associate Dean is responsible to ensure curriculum for their area is reviewed and maintained annually.

New Development (paid via stipend)

A course that is new or an existing course that requires a complete overhaul of both fixed and flexible course components for reasons such as changes in program outcomes (TSAs), changes to most or all competencies, etc. New development projects include a complete review and build of both WIDS above-the-line and below-the-line components.

For example:
- a new offering at MPTC
- an offering that has never been formally developed
- course credit increase or decrease

Revision Development (paid via stipend)

A course that will require significant modification for reasons such as changes to most or all Performance Assessment Tasks, changes to fully state-aligned programs, modifications to comply with Department of Corrections requirements. Revision development projects include a review and build of the WIDS below-the-line components only.

For example:
- conversion to Department of Corrections-compliant format
- external mandate (state-wide curriculum alignment, accrediting body, etc.)
- state-aligned program in which WIDS above-the-line components are provided.

Ongoing Maintenance (covered under teaching contract)

A course that needs minor changes to learning activities, assessment activities, and student learning materials are part of the faculty's job responsibilities. Faculty are encouraged to work with the Hub in a consultative capacity.
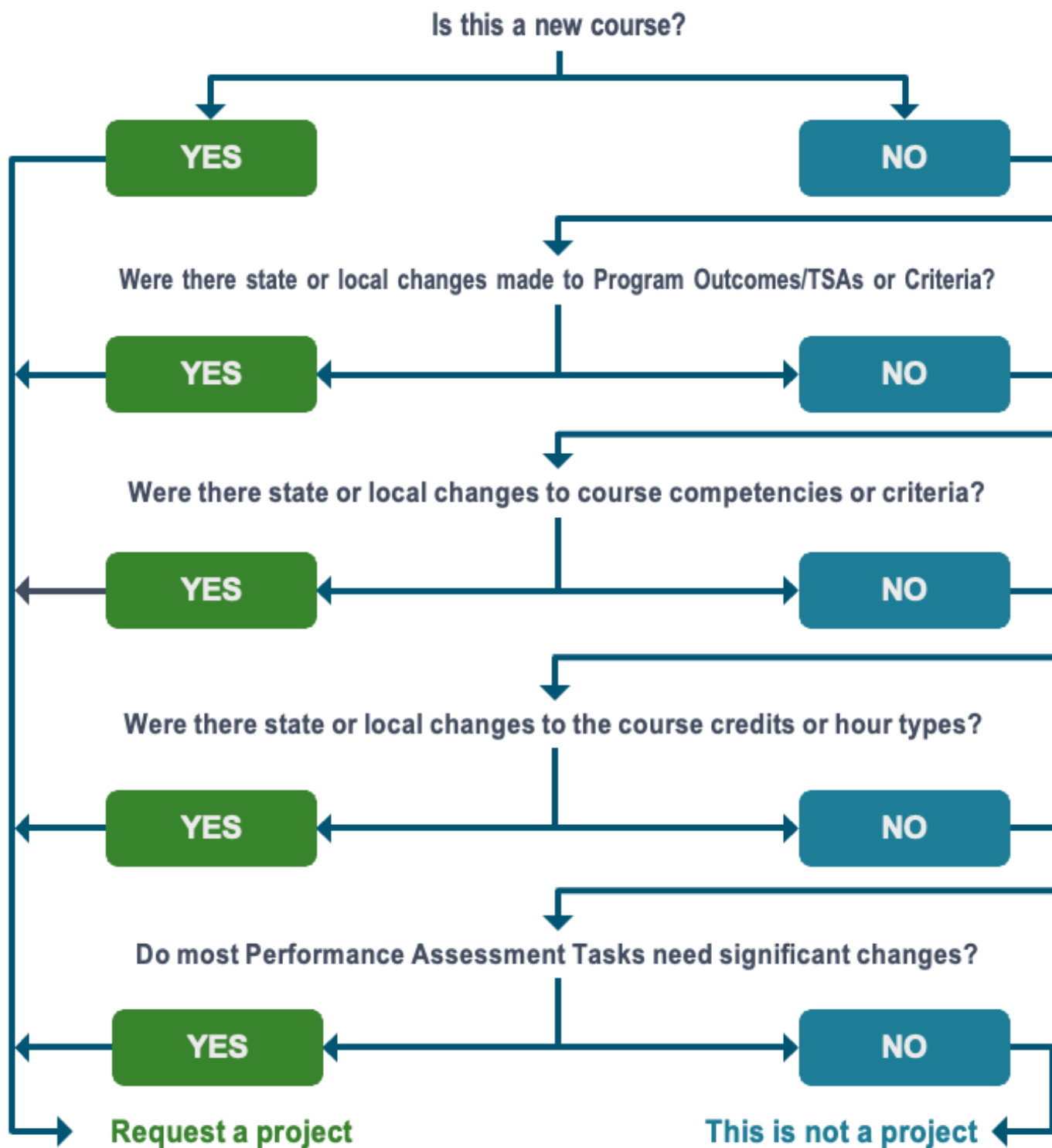
For example:
- textbook change
- minor adjustments to an existing Performance Assessment Task
- lesson-level learning activities, assessment activities, and student learning materials
- alignment across curricular systems (WTCS WIDS, college catalog, MPTC WIDS, Canvas master course, and Canvas class section)

Note: Competencies may not be modified as part of ongoing maintenance.

Use this decision helper to determine whether a course qualifies as a curriculum development project. If it is determined a project request should be made, the Associate Dean needs to have a preliminary conversation with the Curriculum Coordinator and add the course to their *Curriculum Project Requests* spreadsheet for future consideration. If it is determined it is not a project, the Faculty should update their course as part of their teaching contract. Note: both the Canvas Master and WIDS must be updated and maintained.

Is this a new course?

- YES
- NO

Were there state or local changes made to Program Outcomes/TSAs or Criteria?

- YES
- NO

Were there state or local changes to course competencies or criteria?

- YES
- NO

Were there state or local changes to the course credits or hour types?

- YES
- NO

Do most Performance Assessment Tasks need significant changes?

- YES
- NO

Request a project

This is not a project

Introduction

Curriculum development is a process by which learning experiences are designed, developed, and delivered to facilitate knowledge and skill acquisition in an efficient, effective, and appealing way. To guide this process, Moraine Park Technical College uses the Backward Design model for developing curricula. By using the Backward Design model, we are able to ensure courses are in alignment. Alignment is the connection among competencies, learning objectives, assessment activities, and learning activities. In an aligned course, the assessment activities and learning activities match the competencies and learning objectives so students learn what is intend for them to learn and their learning is accurately assessed.

In backward curriculum design, begin with the end in mind. The Backward Design model comprises a three-step approach: (1) identifying desired outcomes students are to master; (2) determining acceptable evidence of student mastery of those outcomes; and (3) designing the learning experiences that will lead to student mastery.

1 Identify Desired Outcomes	→	2 Determine Acceptable Evidence	→	3 Design Learning Experiences

This model of curriculum development can be applied to programs, courses, and individual lessons.

Course-Level Design

Course-level design starts the first of two sequential Backward Design processes within a curriculum project, beginning with the competencies, then moving to the Performance Assessment Tasks, and finally to the Learning Plans.

1 **Identify Desired Outcomes: Competencies**

A course-level desired outcome is called a Competency. In Backward Design, start by identifying course competencies. A course competency identifies a skill a competent individual would use outside the context of the course. It is a high-level result of the learning process that the learner will be able to apply, for example, in the workforce. Each competency must be a statement of what the learner will be able to do – an observable, measurable action – as a result of having successfully completed the course.

2 **Determine Acceptable Evidence: Performance Assessment Tasks**

Once competencies are identified, determine acceptable evidence of student mastery of each competency. Students demonstrate their mastery through authentic assessment via Performance Assessment (PATs). A PAT is a course-level observable performance by which the student demonstrates, and is assessed for mastery of, the targeted competency. Designing PATs consists of creating the tasks that students will complete to demonstrate their mastery of the course competencies.

3 **Design Learning Experiences: Learning Plans**

After determining PATs, it is time to design the learning experiences that will lead to the intended student learning. This process consists of developing Learning Plans. Learning Plans are the week-by-week, day-by-day teaching and learning activities that constitute a course. A Learning Plan is composed of non-graded learning activities (e.g., lectures, instructor commentaries, readings, videos, etc.) and graded assessment activities (e.g., graded assignments/projects, graded discussions, PATs, etc.) in which the student engages.

Lesson-Level Design

The lesson-level design repeats the Backward Design process beginning with the objectives, then moving to the assessments, and finally the learning activities.

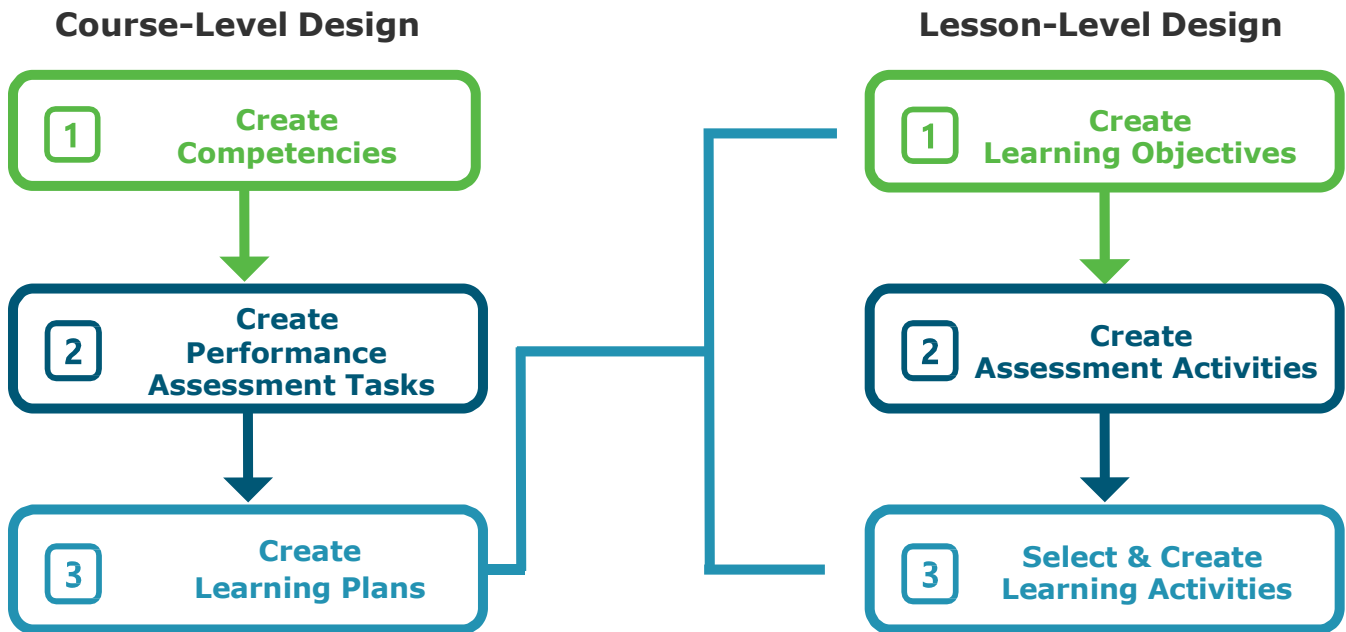**1** ## Identify Desired Outcomes: Learning Objectives

A lesson-level desired outcome is called a lesson learning objective (LO). Lesson LOs define and represent knowledge, skills, or abilities students must acquire on their learning path that build to student mastery of a targeted competency. Each LO is aligned to a course competency and is a statement of what the student will know or be able to do as a result of their engagement in the lesson.

2 ## Determine Acceptable Evidence: Assessment Activities

Once LOs are identified, determine acceptable evidence of student mastery of each LO. Students demonstrate their mastery via lesson assessment activities. An assessment activity (e.g., graded assignments/projects, graded discussions, PATs, etc.) is a graded lesson-level observable performance by which the student demonstrates, and is assessed for mastery of, the targeted LO. Designing assessment activities consists of creating the tasks students will complete to demonstrate their mastery of the lesson learning objectives.

3 ## Design Learning Experiences: Learning Activities

Having determined assessment activities, it is time to design the learning activities that will lead to the student learning defined in the lesson learning objectives. Learning activities are the non-graded individual teaching and learning activities (e.g., lectures, instructor commentaries, readings, videos, etc.) that, with the lesson assessment activities, constitute a lesson.

Summary

The following flowchart illustrates the path on which course elements should be planned and designed.

Course-Level Design

1 Create Competencies

2 Create Performance Assessment Tasks

3 Create Learning Plans

Lesson-Level Design

1 Create Learning Objectives

2 Create Assessment Activities

3 Select & Create Learning Activities

Worldwide Instructional Design System

Course Components

Moraine Park Technical College (MPTC) uses the Worldwide Instructional Design System (WIDS) as its curriculum management system. WIDS established the concept of above-the-line and below-the-line curriculum. At MPTC, curriculum development projects paid via a stipend involve a review of both above-the-line and below-the-line curriculum in WIDS as defined by the WIDS organization. Whether both above-the-line and below-the-line components are developed is determined by the type of curriculum project required: New or Revision.
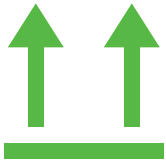
WIDS Above-the-Line

- Course Title
- Course Description
- Credits
- Competencies
- Performance Criteria
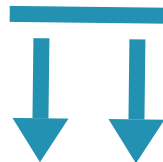
WIDS Below-the-Line

- Performance Assessment Tasks
- Learning Activities
- Scoring Guide (Rating Scale)

At a minimum, a completed curriculum project includes the following: Course Information; Career and Life Skills; External Standards (if applicable); Competencies; Learning Objectives; Performance Criteria, Performance Assessment Tasks and Scoring Guides; Syllabus; Assessment Activities including detailed directions and rubrics; and Learning Plans including instructor commentaries, instructional materials, and learning activities. State-aligned curriculum projects involve the development of only the below-the-line components. All above-the-line components come directly from the Wisconsin Technical College System WIDS repository. The above-the-line components of state-aligned curriculum may not be deleted or modified in any way.

Fixed and Flexible

Basic course components, including the competencies and criteria, are consistent throughout the District. Because WIDS is the official curriculum management system, the fixed components in the WIDS course and the Canvas master course need to mirror one another. Updates to fixed components made to the Canvas master course that are not also reflected in the WIDS course.

The Canvas master course is the starting point of each semester's offerings. The Canvas master course must be copied from semester to semester into individual course sections. While the Canvas master course is the starting point for each course, the instructor does have the ability to make some adjustments to the learning activities and instructional materials within the course. While there is flexibility in the instructional materials and learning activities, it is recommended that the materials incorporated into the Canvas master course be used whenever possible to ensure the course remains in alignment.

Fixed Components

- Course Title, Course Description, Credits, Competencies
- Performance Criteria
- Performance Assessment Tasks
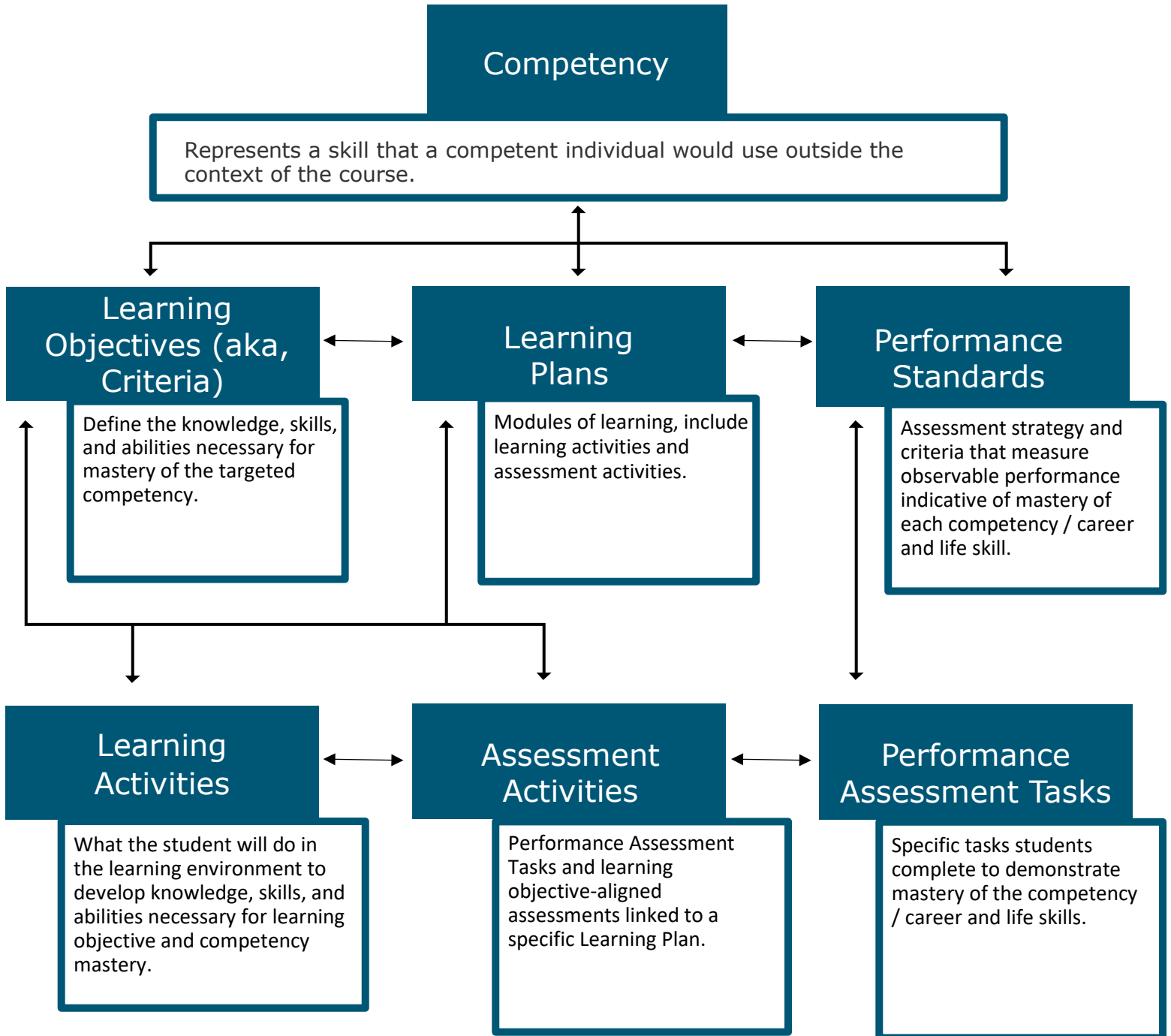- Scoring Guide & Scoring (Rating Scale)

Flexible Components

- Learning Plans
- Learning Activities
- Assessment Activities

Course Design Taxonomy

Each course component plays a crucial role in course design and development. This taxonomy helps identify the purpose of each component and the relationship the components have to one another. The arrows represent a direct dependence between connected components. For example, Performance Assessment Tasks (PATs) are a form of Assessment Activity that exist within a Learning Plans, along with the Learning Activities that address Learning Objectives on the way to students learning a Competency. PATs are assessed against Performance Standards and, ultimately, serve as an indicator of student mastery of a Competency.

Competency

Represents a skill that a competent individual would use outside the context of the course.

Learning Objectives (aka, Criteria)

Define the knowledge, skills, and abilities necessary for mastery of the targeted competency.

Learning Plans

Modules of learning, include learning activities and assessment activities.

Performance Standards

Assessment strategy and criteria that measure observable performance indicative of mastery of each competency / career and life skill.

Learning Activities

What the student will do in the learning environment to develop knowledge, skills, and abilities necessary for learning objective and competency mastery.

Assessment Activities

Performance Assessment Tasks and learning objective-aligned assessments linked to a specific Learning Plan.

Performance Assessment Tasks

Specific tasks students complete to demonstrate mastery of the competency / career and life skills.

Regular and Substantive Interaction

Under Title 34 from the Department of Education, Regular and Substantive Interaction (RSI) is one of the key elements distinguishing distance education from correspondence education and thus one of the central determinants for students' ability to use Title IV funds.

To maintain Federal Financial Aid eligibility under Title IV of the Higher Education Act, institutions must ensure regular interaction between a student and instructor(s) by, prior to the student's completion of a course or competency:

- Providing the opportunity for substantive interactions (consistent with the content under discussion) with the student on a predictable and regular basis commensurate with the length of time and the amount and the amount of content in the course or competency; and
- Monitoring the student's academic engagement and success and ensure that an instructor is responsible for proactively engaging in substantive interaction with the student when needed, or upon request by the student.

Curriculum developed at MPTC must meet minimum requirements for RSI. Student outside effort (SOE) does not count toward RSI.

Regular Interaction	Substantive Interaction
Frequent, predictable, & scheduled	Direct instruction
Institution must ensure & monitor regular interaction, academic engagement, and success	Personalized assessment feedback on coursework
Instructor is responsible for proactively engaging in substantive interaction	Facilitate group discussion
	Must be specific to course content

(Source: U.S. Department of Education 2020 Virtual FSA Training Conference for Financial Aid Professionals)

Examples of Qualifying RSI

Source: https://oscqr.suny.edu/rsi/ (CC BY 4.0)

Course Descriptions

A course description is a succinct statement that describes the significant learning experiences for a course. This description appears both in the College Catalog and in the course syllabus. Both the catalog and syllabus are implicit contracts between the student and the institution; therefore, the description needs to be consistent with course competencies, assessments, teaching methods, and instructional materials. Significant changes made to these aforementioned course components may necessitate changes to the course description.

Course descriptions should:

- Be written from a student-centered perspective
- Use present tense and active voice
- Use brief, competency-based, descriptive phrases that each begin with an active verb
- Be clear, concise, and easy to understand (80-100 words)
- Highlight and align with the competencies of the course

Course descriptions should avoid:

- Use of implied or redundant language (i.e. "This course will…" or "Students should expect to…")
- Use of pronouns such as "I", "you", "we", "he", "she", etc.
- Inclusion of specific software, technology, or textbooks names that may change frequently

Copyright and Accessibility

All instructional materials must be both copyright compliant and meet accessibility standards. The Content Developer will assure MPTC that all projects comply with copyright laws. All materials distributed to students, whether in-class or online, in hard copy or electronic format, must be accessible to those who use adaptive technology software, such as screen readers.

Standardized Syllabi

MPTC requires all instructors to use a standardized syllabus to ensure consistency across the district. This document contains all the required information that must be communicated to students in each course. Instructors will generate and submit a syllabus for each course each semester using the WIDS syllabus tool. These are archived within WIDS and become the official syllabi of record at MPTC. Starting in Fall 2024, the WIDS syllabus tool will fully replace the Standardized Syllabus document identified above. The *Generating, Submitting, and Sharing a WIDS Syllabus* how-to guide has been created to assist instructors in using the WIDS Syllabus Tool. In addition to the syllabus, instructors will provide students with the Guidelines for Success document.

Note: For WIDS courses that need brought into curricular systems alignment, Instructors can standardized syllabus word template until Fall 2024.

Agreement Scope

The Content Developer will identify and write course-level competencies, performance standards, and performance assessments, as well as create lesson-level learning objectives, Learning Plans, and associated learning and assessment activities in consultation with the Instructional Designer. The Content Developer may also be asked to provide guidance and clarification during the WIDS and Canvas builds of the course. The Curriculum Development Agreement represents obligations in addition to the faculty contract.

Agreement Timeline

Each curriculum project has a predetermined start and end date. During the project initial meeting the iterative due date schedule will be discussed. Curriculum projects for which Content Developers are paid a stipend involve work performed outside of regular faculty contract responsibilities.

To ensure success, it is critical that all stakeholders meet benchmarks and iterative due dates within the project. Meeting these benchmarks and iterative due dates supports all project stakeholders and helps ensure their collective ability to complete the project.

Delays to project completion will prevent the commencement of other necessary curriculum development projects and may result in required curriculum being unavailable for a course offering.

- **Stakeholders electronically sign and submit the agreement.** The Curriculum Coordinator initiates the curriculum development agreement prior to the development project. The agreement will be routed electronically for the signature of the Instructional Designer, the Content Developer, the Dean/Associate Dean, and the Curriculum Coordinator. The Content Developer should sign the agreement only if they are able to meet the requirements of the project within the established timeline indicated on the agreement.

- **The Instructional Designer and the Content Developer participate in an initial project meeting during the week of the "Start Date" as indicated for the given project.** In the initial meeting, the Instructional Designers will walk through the Teaching & Learning Innovation Hub's (the "Hub") curriculum design and development process.

- **The project is to be complete no later than 11:59 pm on the project "End Date" indicated on the Curriculum Development Agreement.** It is important that time is allotted for review and revision of final tasks prior to the project end date.

Agreement Payments

Payment will be made to the Content Developer upon approval of final curriculum project by the course program Associate Dean. Work on projects paid via stipend must be completed outside regular work hours covered by MPTC Administrative Policies and Procedures. Materials developed as part of a curriculum project are the property of MPTC.

Project Rates

Agreement payment rates are project-based according to the following payment breakdown. The project rates identified below are for Design for Online. Additional compensation will be made for concurrent modification for DOC deployment.

New Developments

Credits	Project Rate
1	$700
2	$1000
3	$1300
4	$1600
*Add concurrent modification for DOC deployment	+$200

Revision Developments

Credits	Project Rate
1	$350
2	$550
3	$750
4	$950
*Add concurrent modification for DOC deployment	+$200

Note: With state-aligned curriculum, Moraine Park Technical College receives all the above-the-line materials from the state; therefore, all state-aligned curriculum projects are considered revision developments.

Roles and Responsibilities

Project roles rely heavily upon each other to complete curriculum projects. It is the expectation that each role adheres to the deadlines set forth in the agreement and the iterative timeline in MS Planner.

Curriculum Coordinator: The Curriculum Coordinator works with Associate Deans to add projects to the curriculum project pipeline and prioritize projects, initiates agreement routing, provides approval of completed curriculum projects, and initiates project payout.

Associate Dean: The Associate Dean provides the Teaching & Learning Innovation Hub a timely forecast of curricular project needs and identifies the Content Developer for each project. The Associate Dean also reviews and provides final approval of the curriculum design and course map.

Instructional Designer: The Instructional Designer serves as project manager, managing the project from inception through learning management system (LMS) build, monitoring progress in meeting iterative due dates to help ensure projects are completed on time. The Instructional Designer also provides consultation, guidance, mentorship, and feedback to the Content Developer on curriculum design, instructional strategies, and assessment techniques. The Instructional Designer collaborates with the Content Developer in the Canvas build of the course.

Content Developer: The Content Developer provides the content, resources, and content-expert commentary for a curriculum project. As the expert in their field, they identify and write course-level competencies, performance standards, and performance assessment tasks in consultation with the Instructional Designer. In addition, the Content Developer creates lesson-level learning objectives, learning plans, and associated learning and assessment activities in consultation with the Instructional Designer. The Content Developer maintains relevance in local and WTCS curriculum design via working knowledge of WIDS functionality and its implications for curricular design and development. The Content Developer collaborates with the Instructional Designer in the Canvas build of the course.

Systems Administrator: As a learning management system (LMS) expert, the Curriculum Systems Administrator provides consultative support to the Instructional Designer and Content Developer during course design and development. This role also researches, tests, and implements potential third-party tools to use in the LMS.

Getting Started

The Associate Dean identifies the Content Developer to the Curriculum Coordinator for a curriculum development project. Once identified, a curriculum development agreement is emailed to stakeholders prior to the curriculum development. The agreement is then electronically signed and submitted, automatically moving the document through the routing process. Once the agreement is signed by all stakeholders, the Instructional Designer will contact the Content Developer to schedule an initial meeting.

Initial Meeting

In the initial meeting, the Instructional Designers will walk through the Teaching & Learning Innovation Hub's (the "Hub") curriculum design and development process. They will discuss the use of the Backward Design model for curriculum development and the iterative process by which each component of the course design will progress. In addition, information will be shared regarding the purpose and integrated role of each design component, including course competencies; competency criteria; Performance Assessment Tasks; learning objectives; and Learning Plans, including learning and assessment activities. These components will be explored within the context of the Hub's online project management system. Content Developers will become familiar with the tool as well as the responsibilities assigned to each stakeholder.

Iterative Process

The actual curriculum development project is broken into several manageable, highly interdependent tasks. These tasks include the development of course information, course competencies, Performance Assessment Tasks, lesson learning objectives, Learning Plans, and course grading information. With the support and guidance of the Instructional Designer, each task will be completed sequentially, as required within the Backward Design model.

- The Instructional Designer will assign benchmark due dates for each iterative task, providing time between each task for task review and revision to occur.
- Each task will be completed within a design worksheet, which is provided within the project management tool. Each task may be completed with varying degrees of Instructional Designer support.
- As each sequential component is completed, the worksheet will be submitted to the Instructional Designer.
- The Instructional Designer will review the worksheet, making any necessary recommendations for revision. Should revision be necessary, the Instructional Designer will provide commentary directly on the task's design worksheet and may set up a meeting to walk through the recommended revisions.
- Only after the Instructional Designer approves the current task as complete, work on the next iterative task can begin. It is best that Content Developers do not move on to a subsequent task until the current task is approved, as the design of each task reflects and is dependent upon the previous task.

Project Objectives

Overarching Objectives:

- create a course wherein the course competencies define course-level knowledge, skills, and abilities
- create authentic Performance Assessment Tasks that allow students to demonstrate mastery of those competencies
- identify lesson-level learning objectives, representing necessary knowledge, skills, and abilities required to empower student mastery of competencies, and identify the course's Learning Plans – including their learning and assessment activities

Project Approval

The Instructional Designer will submit the course design to the Curriculum Coordinator and to the Dean/Associate Dean for review and approval. Should either identify the need for further revision, the Instructional Designer will work with the Content Developer to address that need.

Meeting Deadlines

Each curriculum project requires a collaborative effort among the Content Developer, Instructional Designer, Systems Administrator, Support Specialist, Associate Dean, and Curriculum Coordinator for successful completion. There are a lot of moving parts with both course design and development that work in tandem to make a complete project.

It is important to recognize the significance of meeting both the iterative due dates and agreement end date and the impact it has on others should due dates be missed. Because of the collaborative nature of course design and development, it is critical that each role adheres to the deadlines set forth in the agreement and the iterative timeline in MS Planner. Meeting these deadlines will ensure the project keeps moving forward to completion.

Design and Development

Curriculum development projects cover both course design and development. Course design and development take place concurrently. Because of the concurrent nature of curriculum projects, it is critical that dates throughout the project are adhered to.
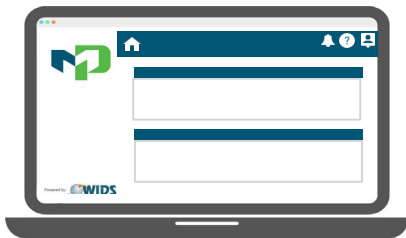
Course design is the planning phase of a curriculum project and includes writing competencies and learning outcomes; writing Performance Assessment Tasks, assessment activities, and rubrics; creating and curating learning activities and instructional materials. These elements are planned out, in detail, using design worksheets. The fixed course components of a course design live in the Worldwide Instructional Design System (WIDS) software.

Course development is the building phase of a curriculum project and includes building all instructional materials, content pages, learning activities, and assessment activities into the Canvas learning environment. A course development lives in the Canvas learning management system.
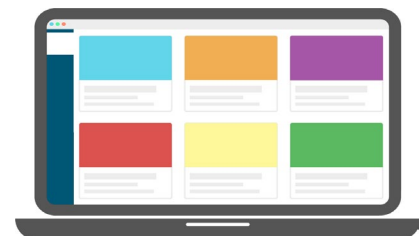
Career and Life Skills

Note: Starting in Fall 2020, Career and Life Skills began replacing the College's general education outcomes known as either Core Abilities or Critical Core Manufacturing skills. The new Career and Life Skills will be implemented through either the course development process or the curriculum review process. This means some courses will still use the old Core Abilities or Critical Core Manufacturing skills while others will be using the new Career and Life Skills. Faculty should not make the switch to Career and Life Skills prior to a scheduled course development or curriculum review. For more information, see the [Academic Program Status List](#) for the status of each program's curriculum review.

Introduction

The five Career and Life Skills below encompass common learning outcomes to be measured across all programs at the college (student learning, program learning, co-curricular and experiential learning activities). This unified set of outcomes reflect what, as a college, we believe students should learn and know to be successful in their chosen career. These skills as a whole, also represent a foundation for students' success in life and their future careers.

- Communication
- Reasoning
- Professionalism
- Engagement
- Awareness

Selecting Skills

Career and Life Skills are mapped to individual courses at program-level. Utilizing a holistic model approach at the program level, Career and Life Skills will be embedded into appropriate courses. This programmatic model also ensures all of the Career and Life Skills are being addressed within the program. Some Career and Life Skills may be measured through co-curricular activities rather than within academic courses. This ensures students are exposed to and will be measured on all of the skills during their time within the program.

Faculty, in consultation with an instructional designer, will determine appropriate assessment(s) for assessing one or more Career and Life Skills and assign the Career and Life Skill(s) to the rubric using Outcomes in Canvas. Emphasis will be placed on significant formative and summative assessments in the course. Emphasis will also be placed on selecting an appropriate number of aligned assessments. This means not every graded assignment will be connected to a Career and Life Skill.

Category Breakdown

Communication

- Written Communication - Students demonstrate mastery of grammar, spelling, punctuation, capitalization, word usage, and sentence structure.
- Interpersonal Skills - Students demonstrate active listening and feedback skills and communicate verbally demonstrating appropriate non-verbal actions, including eye contact and body language.
- Digital Literacy - Students demonstrate professionalism and etiquette in all digital communications.
- Presentation Skills - Students organize and deliver communication according to the purpose and audience.

Reasoning

- Evidence - Students provide evidence and explain your reasoning to support the information presented (for example quantitative evidence - computations and qualitative evidence – peer-reviewed sources and APA formatting).
- Problem Solving - Students evaluate pertinent information to reach an informed conclusion.
- Creativity - Students identify various solutions.
- Critical Thinking - Students distinguish among unique approaches and views considering the human, interpersonal, and factual dimensions.

Professionalism

- Work Collaboratively - Students meet standards for participation.
- Act with Respect - Students demonstrate respect for policies, procedures, and others.
- Meet Deadlines - Students prioritize responsibilities to meet deadlines.
- Follow Directions - Students adhere to instructions.

Engagement

- Student Life or College Committees - Students actively participate in student life or on a college work team or committee.
- Service Learning - Students actively participate in a service-learning project.
- Volunteerism - Students engage in volunteer activities on campus or in the community.
- Networking - Students network with other individuals in your program/chosen career field.

Awareness

- Acknowledge Personal Prejudice and Biases - Students demonstrate positivity through words and actions accepting that your personal beliefs and attitudes may be different from others.
- Appreciate Others' Perspectives - Students demonstrate consideration for other individuals regardless of differences.
- Value Individual Strengths and Differences - Students include the strengths and opinions of others to complete projects.
- Demonstrate Local and Global Awareness - Students demonstrate an understanding of and curiosity for local and world events and views.

Alignment: The connection between competencies, learning objectives, assessment activities, and learning activities. In an aligned course, the assessment activities and learning activities match the competencies and learning objectives so students learn what you intend for them to learn and that learning is accurately assessed.

Assessment Activities: Course activities used to measure student achievement of lesson-level learning objectives. (Examples: Graded discussions, quizzes, exams, projects, demonstrations, etc.).

Competencies: Define the course-level knowledge, skills, or abilities that a competent individual would use outside the context of the course.

Design for Online: A course development model that establishes fully online deployment as the default design and development modality for every course. All curriculum development projects will employ this model.

Distance Education: Instruction is delivered by one or more types of technology, including the internet, various wired and wireless media, or audio conference to students who are separated from the instructor(s). These technologies "support regular and substantive interaction between the students and the instructor or instructors, either synchronously or asynchronously."

Learning Activities: Course activities in which students will participate within the context of the learning environment to develop the knowledge, skills, and abilities necessary for learning objective mastery and, ultimately, competency mastery. (Examples: instructor commentaries, textbook readings, PowerPoint presentations, hands-on practice, etc.).

Learning Plans: Also called *Learning Modules*, these are modules of instruction, which include learning materials, learning activities, and assessment activities.

Learning Objectives: Define the lesson-level knowledge, skills, and abilities necessary for mastery of the targeted competency. Objectives guide decisions about learning activities to include in the course.

New Development: Course that requires complete WIDS above and below-the-line development.

Performance Assessment Task (PAT): High-level (course-level) observable performance by which the student demonstrates mastery of the targeted competency.

Performance Standards: Assessment strategy and criteria for observable performance indicative of mastery of a competency.

Regular and Substantive Interaction (RSI): One of the key elements distinguishing distance education from correspondence education and thus one of the central determinates for students' ability to use Title IV funds.

Regular Interaction: Interaction between a student and instructor(s), providing the opportunity for substantive interactions with the student on a predictable and regular basis while monitoring the student's academic engagement and success.

Revision Development: Course that requires revisions to WIDS below-the-line components.

Rubric: An assessment tool (scoring guide) that uses a grading scale with assessment criteria, provides feedback to the student, and displays grading criteria for the student in a specific assessment activity such as a test, project, or assignment.

State-Aligned Curriculum: Courses that share standardized WIDS above-the-line components which create consistency and quality of programs and courses throughout WTCS colleges (e.g., Nursing, Early Childhood Education, Radiography, etc.).

Student Outside Effort (SOE): Activities that would typically be considered "homework or assignments" for students to complete on their own time and scheduled away from class time. These activities do not count toward RSI.

Substantive Interaction: Engaging students in teaching, learning, and assessment, consistent with the content under discussion.

Syllabus: A documented agreement between the instructor and students that defines student expectations and responsibilities.