

Writing Student Learning Outcomes for New Course Proposals

Goals: usually are broad aims of the course as it relates to the overall program

SLOs: are student learning outcomes – SLOs generally are of three types:

Cognitive SLO – What do you want your students to **know**?

The successful student of this course will be able to VERB (choose a verb that reflects the [APPROPRIATE LEVEL OF BLOOM's TAXONOMY](#) for the level of the course) ***DIRECT OBJECT*** when given ***MATERIAL OR SITUATION TESTED***.

*For example, "The successful student of Introduction to Psychology will be able to **apply** behavioral, cognitive, biological, and social **theories** of human behavior to findings from **applied and experimental psychological research**."*

- Learning activities: lectures, discussion boards, case studies
- Assessment Tool: final essay questions embedded in two exams – graded according to rubric provided by instructor

Behavioral SLO – What do you want your students to **be able to do**?

The successful student of this course will be able to VERB (choose a verb that reflects the [APPROPRIATE LEVEL OF BLOOM's TAXONOMY](#) for the level of the course) ***DIRECT OBJECT*** when given ***MATERIAL OR SITUATION TESTED***.

*For example, "The successful student of Introduction to Psychology will be able to **deliver a three-minute presentation about a career in psychology**."*

- Learning activities: oral presentation
- Assessment Tool: rubric provided by instructor – competency in communication skills and command of content graded

Affective SLO – What do you want your students to **value**?

Example: The successful student of this course will value sociocultural differences in the definition of abnormal behavior.

Learning activities: Small-group meeting with local counselor

- Assessment Tool: Reflective journal entry