

# Course Goals

- The course goals are broad statements about the purpose of the course that focus on what the learner will experience in the course.
- Please remember that explicit, detailed, and careful explanations of course goals are critical to the Common Academic Program (CAP) course evaluation process. For courses which may have multiple sections or may have different topics across sections a uniform set of course goals is required.

# Sample Course Goals

- This course is designed to facilitate an understanding of the complexities involved in ethical problem solving.
- The purpose of this course is to provide the student with a greater understanding of the effect of engineering innovation on the social structure, particularly as it relates to issues of social justice.

# The Difference Between Goals and Learning Objectives

## Goals

- Broad statements
- General intentions
- Intangible
- Abstract
- Generally hard to measure

## Learning Objectives

- Specific
- Precise
- Tangible
- Concrete
- Measureable

# Course Learning Objectives

- The course learning objectives should describe more specifically what the learners will be able to do at the end of the course. The course learning objectives also provide the reasons for teaching. The A (audience) B (behavior) C (condition) D (degree) model is often used to help a person write the course learning objective(s).
- Example: Students who complete this course will be able to use a structured process to solve ethical dilemmas.

# Learning Domains

- Affective
- Psychomotor
- Cognitive

Most courses in the College of Arts and Sciences will have learning objectives within the cognitive domain. Therefore, action verbs to utilize in course learning objectives for the cognitive domain are listed on the following six slides.

# Level One Cognitive Domain

REMEMBERING

Action Verbs

*Recall of information*

match

remember

list

memorize

define

recognize

arrange

relate

label

recall

name

repeat

order

reproduce

# Level Two Cognitive Domain

## UNDERSTANDING

*Interpret information  
in one's own words*

## Action Verbs

classify

discuss

express

indicate

recognize

restate

select

tell

describe

explain

identify

locate

report

review

sort

translate

# Level Three Cognitive Domain

## APPLYING

*Use knowledge or generalization in a new situation*

## Action Verbs

demonstrate

dramatize

apply

choose

employ

illustrate

interpret

operate

prepare

practice

schedule

sketch

solve

use



# Level Four Cognitive Domain

## ANALYZING

## Action Verbs

*Break down knowledge  
into parts and show  
relationships among parts*

discriminate

differentiate

analyze

appraise

calculate

categorize

compare

contrast

criticize

diagram

distinguish

examine

inventory

question

experiment

test

# Level Five Cognitive Domain

## EVALUATING

## Action Verbs

*Making judgments based on criteria and standards*

appraise

argue

assess

attack

choose

compare

defend

estimate

evaluate

judge

predict

rate

score

select

support

value

# Level Six Cognitive Domain

## CREATING

*Bring together parts of knowledge to form a whole and build relationships for new situations*

## Action Verbs

arrange	assemble
collect	compose
construct	create
design	formulate
manage	organize
plan	prepare
propose	set up
synthesize	write