



The Outcomes/Objectives section of the Official Course Outline should contain the course outcomes, labeled A, B, C,... with supporting objectives aligned beneath each outcome, numbered 1, 2, 3, etc. Each course could have one or more outcomes, with several objectives to support each outcome.

What is a course outcome?

The course outcomes are goals the students will achieve upon completion of the course. It answers the question “what can a student do “out there” that we are responsible for “in here”. The course outcomes need to describe how students will apply the knowledge learned in the course in the work world or to succeed in upper level coursework. An outcome should summarize succinctly the scope of the course and contain the what, who, how, and where.

How do I write a course outcome?

Course outcomes should be written using measurable language, beginning with one or more higher level verbs that indicate application of knowledge, mastery of certain skill sets, or use of critical thinking and problem solving skills.

- Use measurable higher level verbs such as analyze, design, interpret, utilize, synthesize, formulate, plan, write, correlate, evaluate, research, create, critique, apply, and adapt.
- Avoid using lower-level verbs such as list, explain, calculate, identify, describe, demonstrate, recognize, summarize, discuss, define, recall, paraphrase, know about, and locate when writing course outcomes. These types of verbs are more appropriately used when writing supporting objectives.
- Do not use verbs that do not set concrete, measurable outcomes, such as understand, appreciate, and value.

Course outcomes should be clear enough to be understood by anyone who has an interest in the course and complex enough to provide direction for the entire course.

For example, one of the outcomes from ENG-1010 College Composition I is:

Write college-level essays, compositions, interpretive papers, research papers, and other assignments/exam responses, using correct grammar, appropriate rhetorical strategies, and appropriate proofreading/revising techniques.

This describes how students will apply knowledge learned in ENG-1010 College Composition I in other college courses. As ENG-1010 serves as a prerequisite to many courses at the College, the course outcomes demonstrate how this course is preparing students to succeed in much of their other coursework.

Another example of a course outcome, from VT-2401 Veterinary Pathology I, describes the technical skills a student will have mastered upon course completion:

Perform veterinary hematology and chemistry diagnostic tests and identify laboratory results which are indicative of emergency situations that need to be brought to the immediate attention of the attending veterinarian.

In each of these courses, the course outcomes are then supported by a set of objectives.

What is a supporting objective?

The supporting objectives describe learning activities required of the students which will help them to achieve the course outcome. Objectives begin with a verb and must be measurable. Objectives can describe behaviors that reflect knowledge and comprehension. (See [Blooms Taxonomy](#)).

Objectives can include three components:

- (1) Behavior
- (2) Conditions
- (3) Standards

Behavior: A re-statement of the actual task which specifies the behavior a student will be required to demonstrate. It should be precise, observable and/or measurable.

Conditions: Informs the student what tools or references will be available as well as what limits or restrictions will be imposed when the student is required to demonstrate mastery of a task.

Standards: How well the student must perform the behavior in order to achieve the objective. All standards should be based on actual performance level needed to be successful.

For example, the objectives that support the outcome listed above for ENG-1010 College Composition I are as follows:

1. Demonstrate correct application of standard English syntax.
2. Write about assigned and self-invented topics.
3. Apply appropriate methodology and content from other disciplines to assigned and self-invented writing assignments.
4. Write an assignment reflecting his or her understanding of organization, logic, adequate development, coherence, and significance.
5. Integrate new facts and ideas with personal experience in assigned and self-invented writing assignments.
6. Use appropriate rhetorical strategies such as the following: description, narration, process, example, classification/division, definition, comparison/contrast, cause/effect, problem solution to write multi-paragraph essays of varying lengths.
7. Demonstrate an awareness of purpose and audience.
8. Choose appropriate external sources when writing shorter, researched essays.
9. Employ the citation of external sources in order to avoid plagiarism and to support persuasive writing.

10. Demonstrate ethical choices in dealing with ideas borrowed from external sources, including paraphrase, summary, and quotation, in order to avoid plagiarism.

What should the course outcomes and supporting objectives look like when incorporated into the Official Course Outline?

Below are the Outcomes/Objectives sections of ENG-1010 College Composition I and VCPH-1260 Introduction to Digital Photography as they appear in the Official Course Outline. Items marked A, B, C represent course outcomes; items marked 1, 2, 3 represent supporting objectives.

Note: section label and header information is automatically programmed into CurricUNET, so you do not need to enter it. This sample shows the format you should use to enter the outcomes/objectives into CurricUNET.

ENG-1010 College Composition I:

- A. Write compositions using appropriate rhetorical strategies that may include but are not limited to summary, analysis, report, reflection, narration, proposal, persuasion, and argumentation, with opportunities for response and revision.
 1. Develop a thesis.
 2. Demonstrate competent written organization, logic, and development.
 3. Integrate concepts from sources with one's personal experience in assigned writing.
 4. Apply appropriate methodology and content from other disciplines to writing assignments.
 5. Differentiate between primary and secondary sources.
 6. Recognize and define plagiarism in order to avoid any form of it in one's writing.
 7. Use digital environments to support writing tasks such as drafting, reviewing, revising, editing and sharing texts.
 8. Write a minimum of 5000 total words (roughly 20 pages of written work).
Electronic or other projects of equivalent rigor and substance may be included, but the primary focus of the course must be the composing of formal written work, on which 70% of the final grade in the course must be based.
- B. Read, interpret, and analyze, both verbally and in writing, various kinds of texts that may include but are not limited to nonfiction essays, articles, reports, literature, advertisements, photographs, other forms of visual art, and videos.
 1. Evaluate assigned selections on the basis of criteria appropriate for that genre.
 2. Distinguish between main points and supporting details.
 3. Identify themes, images, and motifs.
 4. Identify the objectivity and reliability of information found in texts.
 5. Identify purpose and audience of selected texts.
- C. Apply proofreading, editing, and revising techniques to all writing assignments and written communication.
 1. Edit and proofread essays for effective syntax, organization, logic, development, coherence, and significance.
 2. Demonstrate that college level writing is a process that requires constant revision and editing.
 3. Utilize various forms of collaboration to prepare written work.

VT-2402 Veterinary Pathology III

- A. Perform veterinary hematology and chemistry assays using a variety of technologies.
 - 1. Set-up, operate, and maintain electronic cell counters and other equipment used to perform hematology tests.
 - 2. Perform a complete blood count including determination of hemoglobin, packed cell volume, total protein, WBC count, RBC count, and platelet count.
 - 3. Describe the function, structure, and appearance of each type of blood cell seen on a smear.
 - 4. Perform a blood smear evaluation including determination of a differential cell count, evaluation of erythrocyte, leukocyte and platelet morphology and estimation of platelet and leukocyte numbers for a dog, cat, horse or cow.
 - 5. Identify blood cell parasites and inclusions, and other cellular changes, such as lymphocyte activation and neutrophil toxicity, that indicate disease.
 - 6. Differentiate artifacts from significant findings on blood smear examinations.
 - 7. Perform calculations necessary to determine absolute leukocyte values and correction of the total white blood cell count for nucleated red blood cells.
 - 8. Perform a reticulocyte count and calculate reticulocyte numbers as a percentage, absolute number and corrected percentage.
 - 9. Calculate hematologic indices and explain their significance.
 - 10. Set-up, operate and maintain chemistry analyzers, and other common types of equipment used to perform blood chemistry assays.
 - 11. Perform chemistry assays using automated chemistry analyzers, point-of-care analyzers, and glucometers.