

## **Examples**

### **Assurance of Student Learning – Section II.1 & II.2: New/Revised Course Proposal Format**

---

The following explanation and examples can help guide completion of Sec. II.1 & II.2 of EIU's New/Revised Course Proposal Format. Please consider these examples and not requirements for a successful proposal.

---

There is a general misunderstanding that the point of section II.2 is to describe how the students will be graded. Instead, the goal of section II.2 is to document how the individual student learning objectives listed in II.1 will be assessed by specific course requirements.

#### The proposal format

Under section II.1, list ONLY the student learning objectives that will in fact be assessed, and only those whose “assessment measurement” (e.g. test, paper, presentation) is explicitly stated in section II.2. NEVER include a learning objective in section II.1 unless the procedure for assessing the objective is in fact listed in section II.2; and do not assess something in II.2 that is not listed in II.1.

#### Selecting objectives to list in II.1

When picking learning objectives, be strategic, not idealistic. Proposals are more successful when they include objectives that are tied to course content and are readily measurable. There is really no need to include more than three to five objectives, because more than that multiplies the possibility for mistakes. Make sure that the objectives relate to progressively higher levels of knowledge/thinking (moving from demonstrating knowledge to the application and finally the evaluation of information).

#### Language of II.1

When crafting objectives, use language that readily identifies the objective as assessable. In describing the objectives, use the verbs [students will] list, describe, identify, compare/contrast, analyze/apply, evaluate. These verbs relate to established educational theories such as Bloom's Taxonomy and critical thinking hierarchies (Level 1: Knowledge; Level 2: Comprehension; Level 3: Application; Level 4: Analysis; Level 5: Synthesis; Level 6: Evaluation).

Try to avoid verbs that are difficult to assess such as “understand” or “demonstrate” because these goals are difficult to evaluate.

Please see the illustrative examples of Sec. II.1 & II.2 adapted from courses approved during Spring 2010:

## New Course Proposal – College of Sciences

### GEG 3320: Natural Resource Conservation

(for the complete course proposal, see: <http://www.eiu.edu/~eiucaa/eLibrary/GEG3320.pdf>)

#### PART II: ASSURANCE OF STUDENT LEARNING

1. List the student learning objectives of this course:
  - a. discuss that the Earth's natural resources are limited
  - b. analyze the spatial distributions of natural resources on the planet
  - c. evaluate decisions that humans make and how those decisions impact the environment
  - d. synthesize the efforts humans have put forth in order to help better protect our natural resources
  - e. interpret perspectives on our natural surroundings and realize the strains we put on them
  - f. develop a research idea based on a selected natural resource and/or species impacted by changes in natural resource and turn that proposal into a professional-style paper presentation
  
2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

Learning Objectives	4 Exams	4 Quizzes	Proposal	Presentation
A	X	X	X	X
B	X	X	X	X
C	X	X	X	X
D	X	X	X	X
E	X	X	X	X
F			X	X

# **Revised Course Proposal – Lumpkin College of Business and Applied Sciences FCS 4250: Designing and Managing Learning Environments in Early Childhood Programs**

(for the complete course proposal, see: <http://www.eiu.edu/~eiucaa/elibrary/FCS4250.pdf>)

## **PART II: ASSURANCE OF STUDENT LEARNING**

### **1. List the student learning objectives of this course:**

Students enrolled in this course will:

1. articulate how learning environments entail more than lesson planning,
2. categorize norms for learning environments in early childhood programs,
3. integrate state agency standards for early childhood programs into learning environment compliance,
4. evaluate curriculum model guidelines for developing learning centers,
5. explain accreditation criteria for environments,
6. design child-choice learning centers and areas,
7. evaluate an outdoor learning environment, and
8. identify developmentally appropriate furnishings/equipment/materials for the quality learning environment.

### **2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

- Students will periodically engage in group discussions and provide brief written or electronic reports to the class. In addition, students may be required to write very brief response papers to subjects of discussions, films, or application instructions. (Objectives 1-5)
- Students will design and present a learning environment for an early childhood center and present it electronically to the class. The design will include graphic design, furnishings, arrangement, cost estimates and detailed description. This assignment will serve as the capstone of the course. (Objectives 4, 6, 8)
- Students will complete an evaluation of an outdoor learning environment based on developmentally appropriateness, agency/accreditation standards, safety, and affordability. (Objectives 3, 7)

## New Course Proposal – College of Arts and Humanities

### FLG 3314: German Novella

(for the complete course proposal, see: <http://www.eiu.edu/~eiucaa/eLibrary/FLG3314.pdf>)

#### PART TWO: ASSURANCE OF STUDENT LEARNING

**1. List the student learning objectives of this course:**

Students will:

- Identify criteria for a novella
- Analyze novellas according to criteria
- Demonstrate understanding of the importance of the novella in German Literary History
- Identify major authors of the genre
- Develop German vocabulary for literary criticism

**2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:**

	exams	report	class participation	final paper
identify criteria	x	x	x	x
Analysis	x	x	x	x
literary history	x		x	x
major authors	x		x	
develop vocabulary	x	x	x	x