Checklist for creating learning outcomes

- ☐ Have I discussed my LOs with the program director, academic dean?
- ☐ Have I considered how my course LOs contribute to the BBA or MSc program LOs?
- ☐ Have I compared my course LOs to other course LOs in the same semester?
- ☐ Have I compared my course LOs to other courses in the same subject area in preceding or following semesters?
- ☐ Have I focused on outcomes, not processes, i.e., have I focused on what the students are able to demonstrate rather than on what I have done in my teaching?
- ☐ Have I begun each outcome with a Bloom's taxonomy cognitive action verb?
- ☐ Have I used only one Bloom's taxonomy cognitive action verb per learning outcome?
- ☐ Have I avoided terms like *know*, *understand, learn, be familiar with*, *be exposed to, be acquainted with*, and *be aware of*?
- ☐ Are my outcomes observable and measurable?
- ☐ Are my outcomes capable of being assessed?
- ☐ Have I included learning outcomes across the range of levels of Bloom's Taxonomy?
- ☐ Do all the outcomes fit within the aims and content of the module?
- ☐ Have I the recommended number of outcomes (1-2 LOs per 15 contact hours)?
- ☐ Is it realistic for students to achieve the learning outcomes within the time and resources available?