

**Performance objectives** show what students will be able to do with the course content when they have successfully completed the course.

Each performance objective should begin with an active verb that demonstrates a measurable, higher-level cognitive process from Bloom's Taxonomy. The numbered list of objectives should accomplish the following:

- Emphasize how students will be able to think critically about the course content and relate it to their own lived experiences and cultural contexts upon successful completion of the course.
- Establish the level of rigor expected of students.
- Adequately cover theory, principles, and concepts; skills and applications are used to reinforce and develop concepts.

**Examples:**

- ✚ Describe and diagnose the operation of the battery, starting, and charging systems. *(From AUTO 135 Auto Electronic Fundamentals)*
- ✚ Identify the risk factors and signs of child abuse, explain the mandated reporting procedures, and propose ways to prevent child abuse. *(From CHLD 205 Health, Safety, and Nutrition)*
- ✚ Differentiate between monetary and fiscal policies and their appropriate use in influencing aggregate economic performance. *(From ECON 100 Survey of Economics)*
- ✚ Compose grammatically accurate, structurally varied sentences within paragraphs or essays written with a range of purposes, such as to inform, to narrate, to analyze, and to argue. *(From NCESL 53 Advanced Grammar for Writing for Non-Native Speakers of English)*