



Cognitive domain: “What do you want your graduates to *know*?”

Affective domain: “What do you want your students to *care* about?”
or “What do you want students to *value*?”

Psychomotor (or Behavioral) domain: “What do you want your graduates to be able to *do*?”

Learning Outcomes in the Cognitive Domain involve knowledge and the development of intellectual skills. This includes the recall or recognition of specific facts, procedural patterns, and concepts that serve in the development of intellectual abilities and skills.

- *Basic Outcome:* Recognize abnormal social, emotional and mental behaviors in their patients and possess the ability to intervene and refer these individuals as necessary.
- *Condition-Audience-Behavior-Degree model:* Given a sentence written in the past or present tense, the student will rewrite the sentence in future tense with no errors in tense or tense contradiction (Application level in Bloom’s taxonomy).

Learning Outcomes in the Affective Domain involve the manner in which people deal with things emotionally, such as feelings, values, appreciations, and attitudes.

- Embrace the need to practice within the limits of state and national regulation using moral and ethical judgment, while working collaboratively with other health care providers, referring patients appropriately when such referral is warranted.
- Students will be able to advocate for the advancement of art and culture and its social and economic impact on a local community through a community volunteer internship experience.

Learning Outcomes in the Behavioral Domain involves physical movement, coordination, and the use of motor skills. Development of these skills requires practice and is measured in terms of speed, precision, distance, and techniques in execution.

- Evaluate pain levels in acute illnesses and injuries and prescribe appropriate remedies.
- Students will be able to connect online data sources with G.I.S. software programs for the analysis and presentation of specific geographic research problems.



LEARNING ACTIVITIES	VERBS
A) Verbs describing student acquisition and preparation of tools, materials, and texts of various types (including digital and archival):	access, acquire, collect, accumulate, extract, gather, locate, obtain, retrieve
B) Verbs indicating what students do to certify information, materials, texts, etc.:	cite, document, record, reference, source
C) Verbs indicating the modes of student characterization of the objects of knowledge or materials of production, performance, exhibit:	categorize, classify, define, describe, determine, frame, identify, prioritize, specify
D) Verbs describing what students do in processing data and allied information:	calculate, determine, estimate, manipulate, measure, solve, test
D1) Verbs further describing the ways in which students format data, information, materials:	arrange, assemble, collate, organize, sort
E) Verbs describing what students do in explaining a position, creation, set of observations, or a text:	articulate, clarify, explicate, illustrate, interpret, outline, translate, elaborate, elucidate
F) Verbs falling under the cognitive activities we group under "analyze:"	compare, contrast, differentiate, distinguish, formulate, map, match, equate
G) Verbs describing what students do when they "inquire:"	examine, experiment, explore, hypothesize, investigate, research, test
H) Verbs describing what students do when they combine ideas, materials, observations:	assimilate, consolidate, merge, connect, integrate, link, synthesize, summarize
I) Verbs that describe what students do in various forms of "making:"	build, compose, construct, craft, create, design, develop, generate, model, shape, simulate
J) Verbs that describe the various ways in which students utilize the materials of learning:	apply, carry out, conduct, demonstrate, employ, implement, perform, produce, use
K) Verbs that describe various executive functions students perform:	operate, administer, control, coordinate, engage, lead, maintain, manage, navigate, optimize, plan
L) Verbs that describe forms of deliberative activity in which students engage:	argue, challenge, debate, defend, justify, resolve, dispute, advocate, persuade
M) Verbs that indicate how students value objects, experiences, texts, productions, etc.:	audit, appraise, assess, evaluate, judge, rank
N) Verbs that reference the types of communication in which we ask students to engage:	report, edit, encode/decode, pantomime (v), map, display, draw/ diagram
O) Verbs, related to modes of communication, that indicate what students do in groups:	collaborate, contribute, negotiate, feed back
P) Verbs that describe what students do in rethinking or reconstructing:	accommodate, adapt, adjust, improve, modify, refine, reflect, review

From C. Adelman, (2015, February), *To Imagine a Verb: The Language & Syntax of Learning Outcomes Statements (Occasional Paper #24)*, National Institute for Learning Outcomes Assessment, pp. 17-19, online: http://learningoutcomesassessment.org/documents/Occasional_Paper_24.pdf