

SAMPLE- SLO Syllabus Attachment

What are Student Learning Outcomes (SLOs) and why do they matter?

Student Learning Outcomes (SLOs) are broad, measurable goals of student learning.

Faculty members develop SLOs in order to provide evidence of specific, demonstrated learning that occurs as a result of classroom activities and assignments. These goals are broader than course objectives, may reflect holistic outcomes expected after a course of study, and focus on higher level thinking skills. Child and Family Education SLOs are assessed through a variety of measures, including exam questions, oral and written assignments, and projects/products such as portfolios, reports, or curriculum plans. Our SLOs represent skills important for those planning to work in early childhood settings.

Assessments of SLOs are used by faculty members to analyze student learning needs, evaluate course and program effectiveness, make decisions regarding course textbooks and assignments, and to enhance the development and learning of students. SLO assessments are not used for the purpose of issuing final grades, but simply to see if a group of students met expected goals for learning.

The following SLO's will assessed in CFE 101:

SLO #1: Students' will plan a high quality early childhood classroom environment based upon recognized early childhood program models, theories, and research practices.

SLO #1 will be assessed by the instructor's evaluation of the Environmental Observation and Plan assignment, using a rubric developed by department faculty. Plans will include a diagram/ model of a high quality early childhood classroom and a comprehensive listing of appropriate furnishings, equipment, and supplies.

SLO #2: Students will write individual analyses of ethical dilemmas based upon the National Association for the Education of Young Children's Code of Ethical Conduct and will role play at least one dilemma with a partner.

SLO #2 will be assessed by the instructor's evaluation of the written and role played analyses, using a rubric developed by department faculty. Analyses will incorporate possible solutions, communication strategies, and opportunities for advocacy.

