Borough of Manhattan Community College
The City University of New York

CURRICULUM COMMITTEE OF THE ACADEMIC SENATE

Procedures Manual

Revised: May, 2014
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1. **PURPOSE OF THE MANUAL**

   1. It is assumed that meetings of the Curriculum Committee will be conducted in accordance with the Faculty Governance Plan and By-laws and with Robert’s Rules of Order. The purpose of this manual is to provide written documentation of recommended procedures developed by members of this Committee to facilitate the work of the Committee.

2. **MAINTENANCE OF THE MANUAL**

   1. At the beginning of each academic year all members of the Curriculum Committee of the Academic Senate shall access a copy of this manual containing procedures governing Curriculum Committee activities. An electronic copy of the manual is located at http://www.bmcc.cuny.edu/academicsenate/committees.jsp. A URL of the manual address will be sent to all members at the beginning of the academic year for web access.

   2. As changes and additions to the procedures are made, it will be the responsibility of the Secretary of the Committee to assure that they are all noted in the minutes and included in an updated version of the manual by the end of the academic year.

   3. At the end of each academic year, the Secretary of the Curriculum Committee will present a copy of the updated manual to the Dean for Academic Programs and Instruction, the Chair of the Academic Senate, and to the College Archivist.

3. **AMENDMENTS & CHANGES TO PROCEDURES**

   1. Additions and changes to the procedures are made by a majority vote of the members of the Curriculum Committee present at the meeting.

4. **ORGANIZATION OF COMMITTEE**

   1. The Committee on Committees will assign members of the Academic Senate to serve on the Curriculum Committee.

5. **CHARGE OF THE COMMITTEE**

   1. According to the current BMCC Governance Plan: “The Curriculum Committee formulates and evaluates current requirements for degrees. The Committee maintains a continuing review of the operation of the college curriculum and of pertinent developments in this field. Its function includes the evaluation and review of proposals for the modification of curricula.”  
     
     *(Governance Plan, Article I Section V, paragraph C3)*
6. **ELECTIONS**

1. At the first meeting of the Curriculum Committee for the academic year, a Secretary, a Chairperson, and a Representative to the Executive Committee of the Academic Senate will each be elected by a majority vote of the Committee members present.

7. **DUTIES OF THE CHAIRPERSON**

1. Become familiar with pertinent curricula issues.

2. Establish calendar for the year, including dates, time, and location of each meeting.

3. Advise Departmental Chairpersons of procedures for submitting proposals.

4. Review proposals submitted to determine if procedures have been followed and if they are substantively complete. If not, contact Chairperson or faculty member for any additional information needed, incomplete or missing forms, missing signatures, etc.

5. Prepare realistic working agenda for Curriculum Committee meeting and send to all members a minimum of one (1) week before the next scheduled meeting. Include copies of all proposals to be presented. Proposals should be listed on the agenda in the order in which they are received by the Chairperson of the Curriculum Committee. Any proposals not presented, discussed and voted on, during previous meetings should be listed prior to any new proposals.

6. Notify the Department Chairperson of the Committee’s decisions on the proposal presentation as soon as possible following the meeting. If the proposal was not approved, a brief explanation will be provided to the academic Department Chairperson by the Curriculum Committee Chair.

7. Assure that the Secretary of the Curriculum Committee has presented all the actions of the Committee to the Curriculum Committee Representative to the Executive Committee and to the Secretary of the Academic Senate.

8. Contact the Secretary of the Academic Senate to verify that items to be included on the Academic Senate meeting agenda have been received.

9. Attend the Academic Senate meeting to present the curriculum proposals listed on the agenda. (Members of the Departments whose proposals are being presented should also be present to answer any questions raised by those attending the meeting.)
10. At the end of the academic year (Spring semester) the Chair will sign off on all Faculty Senate approved courses and send a synopsis of said courses to the office of Academic Affairs. A print copy of all completed submissions approved by both the Curriculum Committee and Faculty Senate will be put into a binder by the secretary of the curriculum committee.

8. **DUTIES OF THE SECRETARY**

1. Prepare minutes of the Committee meetings and distribute those minutes to the members of the Committee, and to the Faculty generally, before the next scheduled meeting.

2. Provide, collect, and tally ballots during all votes by the Committee.

3. Provide the Curriculum Committee Representative to the Executive Committee with copies of all materials that are to be submitted to the Executive Committee for consideration for inclusion in the next Academic Senate agenda.

4. Assemble a complete, chronologically organized set of the Agendas, Minutes and Appended Documents generated by the Committee during the entire Academic year, and present it to the Chair of the Academic Senate, the incoming Secretary of the Curriculum Committee and to the College Archivist.

5. Update the Curriculum Committee Procedures Manual at the end of the Academic Year to reflect any additions or changes made during the year. Present a copy of the Manual to the appropriate officer of Academic Affairs, the Chair of the Academic Senate, the incoming Secretary of the Curriculum Committee, and the College Archivist.

9. **SUBMISSION OF CURRICULUM PROPOSALS & CHANGES**

1. The deadline for submitting curriculum proposals or changes to be considered during the current academic year shall be the Friday following the second Wednesday in March. All proposals submitted by this date shall be considered during that academic year. Proposals submitted after the deadline may be considered at the discretion of the Curriculum Committee Chair.

2. Any proposals to be submitted must have been approved by the sponsoring academic department. Copies of the department minutes must be submitted with the proposal. If more than one department is approving the proposal, minutes for each department must accompany the proposal.

3. All proposals submitted to the Curriculum Committee that impact significantly on any other Department must be communicated to the departmental Curriculum Committee (if not formed, the departmental P & B) of the affected Department and occurrence of that meeting must be reflected in writing by the affected Departmental Chair(s).
4. The required Curriculum and Course Change forms (Appendices) may be obtained online. The College forms for a Course Outline (Appendices) must be attached if a new course is being presented. In addition, syllabi accompanying new course proposals will indicate specific student learning outcomes for the course being proposed (revised 2/2004).

5. The proposal must be signed by the Chair of the Academic Department. The signatures of the Dean of Academic Affairs and the Scheduling Officer simply attest to their having received a copy of the proposal and to having advised the Chair of said Academic Department as to matters of format and course code, respectively.

The signature of the Chair of the Academic Department along with attestations of the Dean of Academic Affairs and the Scheduling Officer are required for submission of the application to the Chairperson of the Curriculum Committee. The Chairperson of the Curriculum Committee signs the proposal following the approval of the Curriculum Committee and after approval by the Faculty Senate.

6. A completed electronic PDF file containing all relevant documents must be delivered to the Chair of the Curriculum Committee at least two weeks prior to the Curriculum meeting at which the proposal will be presented in order to give all members adequate time to review the proposals and to request additional information if needed. Note that all supporting documents for curriculum proposals and changes must not contain any personal data including but not limited to social security numbers, addresses, dates of birth, and phone numbers. Such information must be omitted or redacted from any documents, forms, or communications submitted to the Academic Senate Curriculum Committee for consideration.

7. If articulation agreements with other colleges are applicable, confirmation of the agreements must be provided in writing.

8. Representatives from the Academic Department will be invited to attend the Curriculum Committee meeting when the proposal is being discussed.

9. New course and program goals as well as course and program changes should reflect the goals for all curricula passed by Faculty Council in May, 1988 which are:

   a. Students should be able to communicate their thoughts in an organized, coherent manner both orally and in writing.

   b. Students should be able to analyze problems, identify probable causes and suggest possible solutions.

   c. Students should acquire knowledge of the past and demonstrate an understanding of its relationship to the present and future.

   d. Students should be able to transfer previous learning to new situations and demonstrate faculty for acquiring new knowledge.

10. New course and program goals as well as course and program changes should
reflect the General Education goals for all curricula passed by Academic Senate in May, 2006 which are:

a. Communication Skills Outcome Assessment: Students will write, read, listen and speak critically and effectively. Outcome Objectives: Students will express ideas clearly in written form, employ critical reading skills to analyze written material, exhibit active listening skills, and give an effective oral presentation.

b. Quantitative Skills Outcome Assessment: Students will use quantitative skills and the concepts and methods of mathematics to solve problems. Outcome Objectives: Students will use quantitative skills to solve problems, interpret quantitative information, and translate problem situations into their symbolic representations.

c. Scientific Reasoning Outcome Assessment: Students will understand and apply the concepts and methods of the natural sciences. Outcome Objectives: Students will demonstrate scientific literacy; and apply the scientific method in a lab setting.

d. Social and Behavioral Sciences Outcome Assessment: Students will understand and apply the concepts and methods of the social sciences. Outcome Objectives: Students will demonstrate an understanding of the unique theories and methods of a social or behavioral science and analyze and interpret a social, economic, political, cultural, philosophical or historical issue.

e. Arts and Humanities Outcome Assessment: Students will develop knowledge and understanding of the arts and literature. Outcome Objectives: Students will critique a particular work of art or literature.

f. Information and Technology Literacy Outcome Assessment: Students will collect, evaluate, and interpret information and effectively use information technologies. Outcome Objectives: Students will conduct research using appropriate research strategies and make effective use of technology.

g. Values Outcome Assessment: Students will make informed choices based on an understanding of personal values, multicultural awareness and social responsibility. Outcome Objectives: Students will demonstrate awareness of one's own values and beliefs while showing respect for the ideas, values and beliefs of others, demonstrate an appreciation of social and cultural diversity, appreciate personal and social responsibilities, and demonstrate commitment to lifelong learning.

10. PRESENTATION OF CURRICULUM PROPOSALS AND CHANGES

1. The Department requesting the Curriculum or Course change will be invited to make a presentation to the members of the Committee. The presenter for the
Department will identify himself or herself to the Chairperson of the Curriculum Committee.

2. Members of the presenting Department may participate in the presentation.

3. In order to preserve impartiality and objectivity in the deliberations, the presentation of the proposal will be done by a member of the presenting Department other than a current member of the Curriculum Committee.

4. Representatives from each Department believing that their Department will be affected by the changes may also be present.

5. A majority of the members of the Curriculum Committee present at the meeting may request that a discussion take place with any affected Department before any action is taken by the Committee.

6. After all presentations scheduled for the day have been completed, the Committee will meet in closed session to further discuss the changes and cast their votes.

11. VOTING

1. All voting will be by secret ballot. Ballots will be counted and recorded by the Secretary. No proxy votes shall be cast. A simple majority of votes is needed and is defined as more than half of the votes cast by a majority of members present (see Robert’s Rules of Order and Faculty Senate Parliamentarian).

12. AFTER THE COMMITTEE HAS VOTED ON A PROPOSAL

1. The presenter and the Academic Department Chairperson will be notified as soon as possible by the Curriculum Committee Chairperson when the Committee has voted on the proposal. If the proposal was not approved, a brief explanation will be provided to the Academic Department Chairperson. If the proposal is approved, the chairperson will sign off on all documentation regarding any new course or curriculum proposal with the intention to be presented to Academic Senate.

2. The approved proposal signed by the Curriculum Committee chair will be forwarded to the Academic Senate Secretary for inclusion in the agenda for the next Executive Committee meeting.

3. The elected Curriculum Committee representative to the Executive Committee will present the proposal for inclusion in the agenda of the next Academic Senate meeting.

4. The actions taken by the Curriculum Committee and the Executive will be included in the agenda for the next Academic Senate meeting at which time the membership will vote on the proposed curriculum change.
5. If the proposal is approved by the Academic Senate, it will be forwarded to the College Office of Academic Affairs, which will submit it for approval via the Chancellor’s Report.
APPENDIX A: NEW CURRICULUM FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW CURRICULUM

Attach a copy of the new curriculum to this sheet as well as any new course or course revisions required as part of this new curriculum.

1. Name of Department(s): ____________________________

2. Name of new curriculum: __________________________

3. Degree to be granted: ______________________________

4. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year): __________________________

5. Will this curriculum require special materials, equipment or space?
   _____Yes   _____No     If yes, attach an explanation.

6. Are any old curricula being dropped?   _____Yes   _____No.   If yes, please list.

7. Date effective: ____________________________

8. Attach articulation agreement(s) with senior colleges.

9. Attach justification that the curriculum revision reflects the goals for all curricula passed by Faculty Council in May, 1988

10. Attach justification that the curriculum revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

11. Attach department(s) minutes approving this proposal

Signatures

1A. ____________________________________________
   Department Chairperson or Program Director     Date

1B. ____________________________________________
   Department Chairperson or Program Director     Date

1C. ____________________________________________
   Department Chairperson or Program Director     Date

2. ____________________________________________
   Scheduling Officer (Advised as to Course Code)     Date

3. ____________________________________________
   Dean of Academic Affairs (Advised as to format)     Date

4. ____________________________________________
   Chairperson of Curriculum Committee     Date
   (After the approval of the Curriculum Committee)
APPENDIX B: CURRICULUM REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
CURRICULUM REVISION

Attach a copy of the new and old curricula to this sheet as well as any new course or course revisions required as part of this curriculum revision. Use a two column format comparing the old and new curricula.

1. Name of Department(s):__________________________________________________________

2. Name of old curriculum:__________________________________________________________

3. ____________ This course is being withdrawn. (Go to 7)

4. Name of new curriculum:__________________________________________________________

5. Reason for Name Change and/or Curriculum Change:_____________________________________

6. Degree to be granted:______________________________________________________________

7. Estimated enrollment in curriculum (number of students estimated to begin this curriculum per academic year):
______________________________________________________________________________

8. Semester curriculum revision will first be effective:____________________________________

9. Will this curriculum revision require special materials, equipment or space that were not required for the old curriculum? _____Yes _____No If yes, attach an explanation.

10. Number of courses added:_________________________________________________________

11. Number of courses dropped:_______________________________________________________

12. Number of course revisions required as part of this revision:_____________________________

13. Attach justification that the curriculum revision reflects the goals for all curricula passed by Faculty Council in May 1988

14. Attach justification that the curriculum revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

15. Attach department(s) minutes approving this proposal

Signatures

1A.__________________________________________________________
Department Chairperson or Program Director
Date

1B.__________________________________________________________
Department Chairperson or Program Director
Date

1C.__________________________________________________________
Department Chairperson or Program Director
Date

2.__________________________________________________________
Scheduling Officer (Advised as to Course Code)
Date

3.__________________________________________________________
Dean of Academic Affairs (Advised as to format)
Date

4.__________________________________________________________
Chairperson of Curriculum Committee
(After the approval of the Curriculum Committee)
Date
APPENDIX C: NEW COURSE FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

Curriculum Proposal
NEW COURSE

Attach proposed course syllabus to this form. Also attach a copy of the course description as it will appear in the catalog.

1. Name of Department: _______________________________________________________________

2. Name of New Course: _____________________________________________________________

3. Course Number: _________________________________________________________________

4. Prerequisites: __________________________________________________________________

Corequisites: __________________________________________________________________

Basic Skills: __________________________________________________________________

5. Hours per week: Lecture: _______________ Lab: _______________

6. Credits: __________________________________________________________________

7. Course is required in the following curricula _________________________________________

________________________________________________________________________________

8. Will special materials, space, and/or equipment be required? _____Yes _____No

9. Estimated enrollment per semester: ________________________________________________

10. Date effective: __________________________________________________________________

11. Attach course articulation agreement(s) with a senior college.

12. Attach justification that the new course reflects the goals for all curricula passed by Faculty Council in May 1988

13. Attach justification that the new course reflects the General Education goals for all curricula passed by Faculty Council in May, 2006

14. Attach department(s) minutes approving this proposal

Signatures

1. Department Chairperson or Program Director                               Date

2. Scheduling Officer (Advised as to Course Code)                Date

3. Dean of Academic Affairs (Advised as to format)          Date

4. Chairperson of Curriculum Committee
   (After the approval of the Curriculum Committee)     Date
APPENDIX D: COURSE REVISION FORM

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York
Curriculum Proposal

COURSE REVISION

1. Name of Department:______________________________________________________

2. Name and Number of course:______________________________________________

3. This course is being withdrawn. (Go to 5)

4. Course revised. Check appropriate items.
   _______ Change course number from ________________ to ______________________
   _______ Change course title from __________________ to ____________________
   _______ Change course hours from ________________ to ____________________
   _______ Change course credit from ________________ to ____________________
   _______ Change basic skills requirements from __________________ to __________
   _______ Change prerequisites from __________________ to __________________
   _______ Change co-requisites from __________________ to __________________
   _______ Change course description. Attach a copy of old and new description.

   __________________ Pathways Common Core Category:__________________________
   __________________ Other (Specify) ___________________________________________

5. Reason(s) for change(s):__________________________________________________

6. Date effective:____________________________________________________________

7. Attach justification that the course revision reflects the goals for all curricula passed by Faculty Council in May, 1988

8. Attach justification that the course revision reflects the General Education goals for all curricula passed by Faculty Council in May, 2006.

9. Attach department(s) minutes approving this proposal.

Signatures
1. ___________________________________________________________ Date
   Department Chairperson or Program Director

2. ___________________________________________________________ Date
   Scheduling Officer (Advised as to Course Code)

3. ___________________________________________________________ Date
   Dean of Academic Affairs (Advised as to format)

4. ___________________________________________________________ Date
   Chairperson of Curriculum Committee
   (After the approval of the Curriculum Committee)
## APPENDIX E: COURSE SYLLABUS TEMPLATE

BOROUGH OF MANHATTAN COMMUNITY COLLEGE  
The City University of New York

**Department of _______**

<table>
<thead>
<tr>
<th>Title of Course</th>
<th>Class Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>XXX</td>
<td>Laboratory Hours per Week</td>
</tr>
</tbody>
</table>

**Semester**

**Instructor Information (Phone#, Office#, email)**

**Credits**

**Course Description**

**Basic Skills**

**Prerequisites**

**Co requisites**

**Student Learning Outcomes (e.g. “Students will be able to…..”) and Measurements for Assessment**

---

**Required Text (supply ISBNs)**

**Other Resources**

**Use of Technology (If Applicable)**

### Evaluation and Requirements of Students

**College Attendance Policy**

At BMCC, the maximum number of absences is limited to one more hours as indicated in the BMCC college catalog. For example, you may be enrolled in a three-hour class. In that class, you would be allowed 4 hours of absence (not 4 days). In the case of excessive absences, the instructor has the option to lower the grade or assign an F or WU grade.

**Academic Adjustments for Students with Disabilities**

Students with disabilities who require reasonable accommodations or academic adjustments for this course must contact the Office of Services for Students with Disabilities. BMCC is committed to providing equal access to all programs and curricula to all students.

**BMCC Policy on Plagiarism and Academic Integrity Statement**

Plagiarism is the presentation of someone else’s ideas, words or artistic, scientific, or technical work as one’s own creation. Using the idea or work of another is permissible only when the original author is identified. Paraphrasing and summarizing, as well as direct quotations, require citations to the original source. Plagiarism may be intentional or unintentional. Lack of dishonest intent does not necessarily absolve a student of responsibility for plagiarism.

Students who are unsure how and when to provide documentation are advised to consult with their instructors. The library has guides designed to help students to appropriately identify a cited work. The full policy can be found on
BMCC’s website, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).
APPENDIX F: CUNY COMMON CORE COURSE SUBMISSION FORM

CUNY Common Core
Course Submission Form

Instructions: All courses submitted for the Common Core must be liberal arts courses. Courses may be submitted for only one area of the Common Core. All courses must be 3 credits/3 hours unless the college is seeking a waiver for a 4-credit Math or Science course (after having secured approval for sufficient 3-credit/3-hour Math and Science courses). All standard governance procedures for course approval remain in place.

<table>
<thead>
<tr>
<th>College</th>
<th>Borough of Manhattan Community College</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number</td>
<td></td>
</tr>
<tr>
<td>Course Title</td>
<td></td>
</tr>
<tr>
<td>Department(s)</td>
<td></td>
</tr>
<tr>
<td>Discipline</td>
<td></td>
</tr>
<tr>
<td>Subject Area</td>
<td></td>
</tr>
<tr>
<td>Credits</td>
<td></td>
</tr>
<tr>
<td>Contact Hours</td>
<td></td>
</tr>
<tr>
<td>Pre-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Co-requisites (if none, enter N/A)</td>
<td></td>
</tr>
<tr>
<td>Catalogue Description</td>
<td></td>
</tr>
<tr>
<td>Special Features (e.g., linked courses)</td>
<td></td>
</tr>
<tr>
<td>Sample Syllabus</td>
<td>Syllabus must be included with submission, 5 pages max</td>
</tr>
</tbody>
</table>

Waivers for 4-credit Math and Science Courses

All Common Core courses must be 3 credits and 3 hours.

Waivers for 4-credit courses will only be accepted in the required areas of Mathematical and Quantitative Reasoning and Life and Physical Sciences. Such waivers will only be approved after a sufficient number of 3-credit/3-hour math and science courses are approved for these areas.

If you would like to request a waiver please check here: □ Waiver requested

If waiver requested:
Please provide a brief explanation for why the course will be 4 credits.

If waiver requested:
Please indicate whether this course will satisfy a major requirement, and if so, which major requirement(s) the course will fulfill.
Indicate the status of this course being nominated:

- current course
- revision of current course
- a new course being proposed

CUNY COMMON CORE Location

Please check below the area of the Common Core for which the course is being submitted. (Select only one.)

<table>
<thead>
<tr>
<th>Required</th>
<th>Flexible</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>World Cultures and Global Issues</td>
</tr>
<tr>
<td>Mathematical and Quantitative</td>
<td>US Experience in its Diversity</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Individual and Society</td>
</tr>
<tr>
<td>Life and Physical Sciences</td>
<td>Creative Expression</td>
</tr>
<tr>
<td>Scientific World</td>
<td></td>
</tr>
</tbody>
</table>

Learning Outcomes

In the left column explain the assignments and course attributes that will address the learning outcomes in the right column.

I. Required Core (12 credits)

A. English Composition: Six credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
- Write clearly and coherently in varied, academic formats (such as formal essays, research papers, and reports) using standard English and appropriate technology to critique and improve one's own and others' texts.
- Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
- Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
- Formulate original ideas and relate them to the ideas of others by employing the conventions of ethical attribution and citation.

B. Mathematical and Quantitative Reasoning: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

- Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
- Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
- Represent quantitative problems expressed in natural language in a suitable mathematical format.
- Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
- Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
- Apply mathematical methods to problems in other fields of study.
### C. Life and Physical Sciences: Three credits

A course in this area must meet all the learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a life or physical science.</td>
</tr>
<tr>
<td>• Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.</td>
</tr>
<tr>
<td>• Use the tools of a scientific discipline to carry out collaborative laboratory investigations.</td>
</tr>
<tr>
<td>• Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.</td>
</tr>
<tr>
<td>• Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.</td>
</tr>
</tbody>
</table>

### II. Flexible Core (18 credits)

Six three-credit liberal arts and sciences courses, with at least one course from each of the following five areas and no more than two courses in any discipline or interdisciplinary field.

#### A. World Cultures and Global Issues

A Flexible Core course must meet the three learning outcomes in the right column.

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.A) must meet at least three of the additional learning outcomes in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring world cultures or global issues, including, but not limited to, anthropology, communications, cultural studies, economics, ethnic studies, foreign languages (building upon previous language acquisition), geography, history, political science, sociology, and world literature.</td>
</tr>
<tr>
<td>• Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.</td>
</tr>
<tr>
<td>• Analyze the historical development of one or more non-U.S. societies.</td>
</tr>
<tr>
<td>• Analyze the significance of one or more major movements that have shaped the world’s societies.</td>
</tr>
<tr>
<td>• Analyze and discuss the role that race, ethnicity, class, gender, language, sexual orientation, belief, or other forms of social differentiation play in world cultures or societies.</td>
</tr>
<tr>
<td>• Speak, read, and write a language other than English, and use that language to respond to cultures other than one’s own.</td>
</tr>
</tbody>
</table>
### B. U.S. Experience in its Diversity

A Flexible Core course **must meet the three learning outcomes** in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.B) **must meet at least three of the additional learning outcomes** in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the U.S. experience in its diversity, including, but not limited to, anthropology, communications, cultural studies, economics, history, political science, psychology, public affairs, sociology, and U.S. literature.
- Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
- Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
- Explain and evaluate the role of the United States in international relations.
- Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
- Analyze and discuss common institutions or patterns of life in contemporary U.S. society and how they influence, or are influenced by, race, ethnicity, class, gender, sexual orientation, belief, or other forms of social differentiation.

### C. Creative Expression

A Flexible Core course **must meet the three learning outcomes** in the right column.

- Gather, interpret, and assess information from a variety of sources and points of view.
- Evaluate evidence and arguments critically or analytically.
- Produce well-reasoned written or oral arguments using evidence to support conclusions.

A course in this area (II.C) **must meet at least three of the additional learning outcomes** in the right column. A student will:

- Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring creative expression, including, but not limited to, arts, communications, creative writing, media arts, music, and theater.
- Analyze how arts from diverse cultures of the past serve as a foundation for those of the present, and describe the significance of works of art in the societies that created them.
- Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
- Demonstrate knowledge of the skills involved in the creative process.
- Use appropriate technologies to conduct research and to communicate.
### D. Individual and Society

A Flexible Core course **must meet the three learning outcomes** in the right column.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.D) **must meet at least three of the additional learning outcomes** in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the relationship between the individual and society, including, but not limited to, anthropology, communications, cultural studies, history, journalism, philosophy, political science, psychology, public affairs, religion, and sociology.</td>
</tr>
<tr>
<td>• Examine how an individual's place in society affects experiences, values, or choices.</td>
</tr>
<tr>
<td>• Articulate and assess ethical views and their underlying premises.</td>
</tr>
<tr>
<td>• Articulate ethical uses of data and other information resources to respond to problems and questions.</td>
</tr>
<tr>
<td>• Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.</td>
</tr>
</tbody>
</table>

### E. Scientific World

A Flexible Core course **must meet the three learning outcomes** in the right column.

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Gather, interpret, and assess information from a variety of sources and points of view.</td>
</tr>
<tr>
<td>• Evaluate evidence and arguments critically or analytically.</td>
</tr>
<tr>
<td>• Produce well-reasoned written or oral arguments using evidence to support conclusions.</td>
</tr>
</tbody>
</table>

A course in this area (II.E) **must meet at least three of the additional learning outcomes** in the right column. A student will:

<table>
<thead>
<tr>
<th>Learning Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify and apply the fundamental concepts and methods of a discipline or interdisciplinary field exploring the scientific world, including, but not limited to: computer science, history of science, life and physical sciences, linguistics, logic, mathematics, psychology, statistics, and technology-related studies.</td>
</tr>
<tr>
<td>• Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.</td>
</tr>
<tr>
<td>• Articulate and evaluate the empirical evidence supporting a scientific or formal theory.</td>
</tr>
<tr>
<td>• Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.</td>
</tr>
<tr>
<td>• Understand the scientific principles underlying matters of policy or public concern in which science plays a role.</td>
</tr>
</tbody>
</table>
APPENDIX G: Action Words for Bloom’s Taxonomy

<table>
<thead>
<tr>
<th>Knowledge</th>
<th>Understand</th>
<th>Apply</th>
<th>Analyze</th>
<th>Evaluate</th>
<th>Create</th>
</tr>
</thead>
<tbody>
<tr>
<td>define</td>
<td>explain</td>
<td>solve</td>
<td>analyze</td>
<td>reframe</td>
<td>design</td>
</tr>
<tr>
<td>identify</td>
<td>describe</td>
<td>apply</td>
<td>compare</td>
<td>criticize</td>
<td>compose</td>
</tr>
<tr>
<td>describe</td>
<td>interpret</td>
<td>illustrate</td>
<td>classify</td>
<td>create</td>
<td>create</td>
</tr>
<tr>
<td>label</td>
<td>paraphrase</td>
<td>modify</td>
<td>contrast</td>
<td>plan</td>
<td>plan</td>
</tr>
<tr>
<td>list</td>
<td>summarize</td>
<td>use</td>
<td>distinguish</td>
<td>combine</td>
<td>combine</td>
</tr>
<tr>
<td>name</td>
<td>classify</td>
<td>calculate</td>
<td>infer</td>
<td>appraise</td>
<td>formulate</td>
</tr>
<tr>
<td>state</td>
<td>compare</td>
<td>change</td>
<td>separate</td>
<td>judge</td>
<td>invent</td>
</tr>
<tr>
<td>match</td>
<td>differentiate</td>
<td>choose</td>
<td>explain</td>
<td>support</td>
<td>hypothesize</td>
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<tr>
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<td>discuss</td>
<td>demonstrate</td>
<td>select</td>
<td>compare</td>
<td>hypothesize</td>
</tr>
<tr>
<td>select</td>
<td>distinguish</td>
<td>discover</td>
<td>categorize</td>
<td>decide</td>
<td>substitute</td>
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<tr>
<td>examine</td>
<td>extend</td>
<td>experiment</td>
<td>connect</td>
<td>discriminate</td>
<td>write</td>
</tr>
<tr>
<td>locate</td>
<td>predict</td>
<td>relate</td>
<td>differentiate</td>
<td>recommend</td>
<td>compile</td>
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<td>memorize</td>
<td>associate</td>
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<td>discriminate</td>
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<td>quote</td>
<td>contrast</td>
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<td>divide</td>
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<tr>
<td>recall</td>
<td>convert</td>
<td>complete</td>
<td>order</td>
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<tr>
<td>reproduce</td>
<td>demonstrate</td>
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<td>point out</td>
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http://uwf.edu/cutla/SLO/ActionWords.pdf