# **Justification**

(Provide a justification for the course explaining its role in existing or prosed new curricula [e.g., required course/elective option/Pathways], student interest, and/or the importance of the course to addressing trends in the field or to addressing gaps. A sample justification is provided under the Curriculum Committee Manual webpage of the BMCC Senate.)

# **Borough of Manhattan Community College**

**The City University of New York**

**Department of \_\_\_\_\_\_\_\_\_\_\_**

# **Title of Course:**

**Course Prefix and Number: XXX 000**

**Class Credits:**

**Lecture Hours: Laboratory Hours:** (If applicable) **Recitation Hours:** (If applicable)

# **Course Description:**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Basic Skills** (if applicable)**: \_\_\_\_\_\_\_\_\_**

**Prerequisites and/or Corequisites** (if applicable): **\_\_\_\_\_\_\_\_\_**

**Curriculum: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

# **Student Learning Outcomes**

(Course proposals may go below or above 5 learning outcomes -- the number of outcomes depends upon the needs of the course as it relates to the program requirements).

| **Course Student Learning Outcomes**  **Students will be able to…**  (Use Active Verbs from Bloom’s Taxonomy) | **Measurements**  (means of assessment for student learning outcomes listed in first column) |
| --- | --- |
| **1.** | **1.** |
| **2.** | **2.** |
| **3.** | **3.** |
| **4.** | **4.** |
| **5.** | **5.** |

## **BMCC General Education Learning Outcomes**

(Below are the college’s general education learning outcomes, the outcomes that are checked in the left-hand column indicate goals that will be covered and assessed in this course. Check at least one. You may delete outcomes that are not applicable to your course.)

|  | **General Education Learning Outcomes** | **Measurements**  (means of assessment for general education goals listed in first column) |
| --- | --- | --- |
|  | **Communication Skills-** Students will be able to write, read, listen and speak critically and effectively. |  |
|  | **Quantitative Reasoning-** Students will be able to use quantitative skills and the concepts and methods of mathematics to solve problems. |  |
|  | **Scientific Reasoning-** Students will be able to apply the concepts and methods of the natural sciences. |  |
|  | **Social and Behavioral Sciences-** Students will be able to apply the concepts and methods of the social sciences. |  |
|  | **Arts & Humanities-** Students will be able to develop knowledge and understanding of the arts and literature through critiques of works of art, music, theatre or literature. |  |
|  | **Information & Technology Literacy-** Students will be able to collect, evaluate and interpret information and effectively use information technologies. |  |
|  | **Values-** Students will be able to make informed choices based on an understanding of personal values, human diversity, multicultural awareness and social responsibility. |  |

# **Course Details**

## **SAMPLE Required Texts**

(For Curriculum Committee, please provide a sample of required course materials that may be used in the course.)

## **SAMPLE Other Resources**

(For Curriculum Committee, please provide a sample of resource that may be used in the course. If there are resources that must be housed in the college (e.g., materials that must be owned by the library or laboratory equipment) for completion of the course, please indicate here.)

## **SAMPLE Use of Technology (If Applicable)**

(For Curriculum Committee, please provide a sample of how technology will be used in the course. If applicable, please identify any technology (e.g., hardware/software) that will be required for use by students and/or that the college may need to purchase for students to successfully complete the course.)

## **SAMPLE Evaluation and Requirements of Students**

(For Curriculum Committee, please provide a breakdown of sample assignments that will be used to evaluate students along with a percentage, out of 100, for each sample assignment.)

# **BMCC Policies**

## **Class Participation**

Participation in the academic activity of each course is a significant component of the learning process and plays a major role in determining overall student academic achievement. Academic activities may include, but are not limited to, attending class, submitting assignments, engaging in in-class or online activities, taking exams, and/or participating in group work. Each instructor has the right to establish their own class participation policy, and it is each student’s responsibility to be familiar with and follow the participation policies for each course.

## **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 Web site, www.bmcc.cuny.edu. For further information on integrity and behavior, please consult the college bulletin (also available online).

## **Gender Inclusivity**

BMCC community members have the right to use and be referred to according to their preferred name, title, and/or personal pronouns. Everyone also has the right to use all spaces according to their self-identification, including restrooms and locker rooms. To learn more about how to change your preferred name and affirm your gender identity at CUNY (including requesting a new ID card and/or email address), go here: <https://www.bmcc.cuny.edu/student-affairs/lgbtq/>

Anyone who has experienced harassment related to gender or sexual identification, who needs assistance, or who wishes to file a complaint, can contact the Office of Compliance and Diversity: <https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity/>

# **Free BMCC Student Support Services**

BMCC is committed to the health and well‐being of all students. It is common for everyone to seek assistance at some point in their life, and there are free and confidential services on campus that can help.

## **Advocacy and Resource Center (ARC)**

<https://www.bmcc.cuny.edu/student-affairs/arc/> room S230, 212‐220‐8195, [arc@bmcc.cuny.edu](mailto:arc@bmcc.cuny.edu). If you are having problems with food or housing insecurity, finances, health insurance or anything else that might get in the way of your studies at BMCC, contact the Advocacy and Resource Center (formerly Single Stop) for assistance. Please contact us at [arc@bmcc.cuny.edu](mailto:arc@bmcc.cuny.edu), call 212-220-8195, or come by the office at room S230. You may also contact the Office of Student Affairs, S350, 212‐220‐8130, [studentaffairs@bmcc.cuny.edu](mailto:studentaffairs@bmcc.cuny.edu), for assistance.

## **Counseling Center**

[www.bmcc.cuny.edu/counseling](http://www.bmcc.cuny.edu/counseling), room S343, 212‐220‐8140, [counselingcenter@bmcc.cuny.edu](mailto:counselingcenter@bmcc.cuny.edu). Counselors assist students in addressing psychological and adjustment issues (i.e., depression, anxiety, and relationships) and can help with stress, time management and more. This is a free and confidential resource available to all BMCC students. We offer in-person, zoom and phone appointments. Appointments can be made by calling or filling out the form on the homepage.

## **Learning Resource Center: Tutoring and Other Academic Support**

<https://www.bmcc.cuny.edu/students/lrc/>, room S510 (LRC, Writing Center, ESL Lab, Reading Lab), S534 (Math Lab), and F511, 212-220-1383.

Participation in out-of-class academic support services contributes to the learning process and reinforces in-class learning. Students who attend tutoring have a higher pass rate in courses than students who do not attend tutoring. LRC services include in-person and online tutoring for most courses, and special supplemental instruction (SI) sessions for some select course sections. They also provide assistance with classroom technology. The LRC has academic coaches who help students improve their study skills.

## **Office of Accessibility**

[www.bmcc.cuny.edu/accessibility](http://www.bmcc.cuny.edu/accessibility), room N360 (accessible entrance: 77 Harrison Street), 212-220-8180, [accessibility@bmcc.cuny.edu](mailto:accessibility@bmcc.cuny.edu).

Students who need academic accommodations in connection with a disability must initiate the request with BMCC’s Office of Accessibility (OA). Students need to register with the Office of Accessibility in order to officially disclose their disability status to the College and to determine eligibility for appropriate reasonable accommodations (including any prior IEPs or 504s). Please contact the OA at the start of the semester (or as soon as possible) to coordinate any accommodation request/s: [www.bmcc.cuny.edu/accessibility](https://www.bmcc.cuny.edu/accessibility)

## **Office of Compliance and Diversity**

<https://www.bmcc.cuny.edu/about-bmcc/compliance-diversity>, room S701, 212-220-1236.

BMCC is committed to promoting a diverse and inclusive learning environment free of unlawful discrimination/harassment, including sexual harassment, where all students are treated fairly. For information about BMCC's policies and resources, or to request additional assistance in this area, please visit or call the office, or email olevy@bmcc.cuny.edu, or twade@bmcc.cuny.edu. If you need immediate assistance, please contact BMCC Public safety at 212-220-8080.

# **Sample Course Topics and/or Calendar**

(Please provide a sample course schedule that would demonstrate how students would complete the course work over a 15-week semester. This could be a list of topics covered over 15 weeks or a weekly or modular calendar with activities and learning goals.)