

**Borough of Manhattan Community College
The City University of New York**

**CURRICULUM COMMITTEE
OF THE
ACADEMIC SENATE**

Procedures Manual

Revised: February 3, 2016

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1. PURPOSE OF THE MANUAL

1. The Curriculum Committee of the Academic Senate will be conducted in accordance with the Faculty Governance Plan and By-laws and Robert's Rules of Order. The purpose of this manual is to document the policy and procedures approved by the Curriculum Committee of the Academic Senate.

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 Curriculum Committee to assure that they are all noted in the minutes and included in an updated version of the manual.
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 Affairs, 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. The BMCC Governance Plan states: "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 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. The Chairperson of the Curriculum Committee will notify the respective academic department chairperson of curriculum proposal applications that are incomplete and cannot be amended in time (i.e. seven days prior to the next scheduled meeting) and therefore will not be scheduled for consideration by the Curriculum Committee.
5. Prepare a realistic working agenda for Curriculum Committee meetings. Notify Curriculum Committee members at least one calendar week prior to each meeting of the agenda--accompanied with copies of the curriculum 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. With the exception of curriculum proposals and revisions that are withdrawn from consideration—curriculum proposals and revisions that are tabled or not voted on will be listed first (in their original order) on the next Curriculum Committee meeting's agenda.
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 all certified Curriculum Committee vote tallies on curriculum proposals and revisions are duly reported before the close of each Curriculum Committee meeting. Assure that the certified vote tallies, actions, and recommendations of the Curriculum Committee are duly reported: (a) by the secretary of the Curriculum Committee into the Curriculum Committee minutes; (b) by the Curriculum Committee Representative to the Academic

Senate Executive Committee; and (c) by the Academic Senate Executive Committee to 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 curriculum proposals and revisions on the Academic Senate agenda. The Chairperson will advise members of the Departments whose proposals are being presented to Academic Senate to be present at the scheduled Academic Senate meeting.
10. Assure that a complete, chronologically organized set of the Agendas, Minutes, Appended Documents, and the revised curriculum committee manual generated by the Committee during the academic year is presented to the Chairperson of the Academic Senate, the incoming Secretary of the Curriculum Committee and College Archivist.

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. Tally all Curriculum Committee anonymous balloting with a second member of the Curriculum Committee selected by the Chairperson of the Curriculum Committee. Read all certified Curriculum Committee vote tallies of curriculum proposals and revisions into the minutes prior to the close of each Curriculum Committee meeting. In the absence of the Secretary, the Curriculum Committee representative to Executive Committee will serve as the Secretary. In the absence of the Curriculum Committee representative to Executive Committee the Chairperson of the Curriculum Committee will select a committee member to serve as secretary.
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, Appended Documents, and the revised curriculum committee manual generated by the Committee during the Academic year, and present it to the Chair of the Academic Senate, the incoming Secretary of the Curriculum Committee and College Archivist.
5. During the course of the academic year, the Secretary will notify the Academic Senate and academic department chairpersons of revisions to the Curriculum

Committee manual as they are approved by the Curriculum Committee. The Secretary is responsible for the timely reporting/posting of Curriculum Committee agenda, minutes, and manual on the BMCC Academic Senate Website.

9. DUTIES OF THE CURRICULUM COMMITTEE REPRESENTATIVE TO THE ACADEMIC SENATE EXECUTIVE COMMITTEE

1. The Curriculum Committee Representative to the Academic Senate Executive Committee will faithfully present and represent the duly reported minutes of Curriculum Committee meetings to the Academic Senate Executive Committee.
2. The Curriculum Committee Representative to the Academic Senate Executive Committee will report to the Chairperson of Curriculum Committee within 72-hours whether the action items reported in the minutes of Curriculum Committee were accepted without revision by the Academic Senate Executive Committee and placed on the subsequent meeting agenda of the Academic Senate. The Curriculum Committee Representative to the Academic Senate Executive Committee will report to the Chairperson of Curriculum Committee within 72-hours whether the Academic Senate Executive Committee excluded or altered Curriculum Committee action items for the subsequent meeting agenda of the Academic Senate. In turn, the Curriculum Committee Chairperson will report said changes to the members of the Curriculum Committee within 72 hours.

10. 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 Chairperson.
2. Curriculum proposals and revisions submitted to the Curriculum Committee must be approved by their respective academic departments. Copies of academic department minutes approving submitted curriculum proposals and revisions must be submitted with the proposal. If more than one academic department is submitting a curriculum proposal or revision--minutes from each academic department approving the curriculum proposal or revision must accompany the proposal. In the event that the recorded minutes for the respective academic department's(s') curriculum proposal or revision are subsequently revised, the respective academic department chairperson will notify the Curriculum Committee chairperson and secretary in writing within 48 hours.
3. Curriculum proposals and revisions submitted to the Curriculum Committee that impact on another academic department must be communicated in writing to the

- impacted academic department chairperson(s). The academic department(s) submitting their curriculum proposal and/or revision will conduct an informational conference with the impacted academic department(s) prior to the Curriculum Committee's consideration of their curriculum proposal and/or revision. A memorandum to all parties (i.e. respective academic departments) acknowledging the informational conference occasion will be submitted to the chairperson and secretary of the Curriculum Committee and in turn become part of the completed curriculum proposal and/or revision.
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. A curriculum proposal or revision must be signed by the chairperson of the academic department. The signatures of the Dean of Academic Affairs (or his/her superior) and the Scheduling Officer (or comparable associate) simply attest to their having received a copy of the proposal and to having advised the chairperson submitting the curriculum proposal and/or revision as to matters of format and course code. In the event either or both the Dean of Academic Affairs and the Scheduling Officer fail to sign the academic department's(s') curriculum proposal or revision—the chairperson of the proposing academic department(s) must submit verification that the Dean of Academic Affairs and/or the Scheduling Officer were duly notified. The Curriculum Committee Chairperson determines whether the conditions of this requirement—that is that the Dean of Academic Affairs (or his/her superior) and the Scheduling Officer (or comparable associate) were duly notified of a curriculum proposal.
 6. A completed electronic PDF file containing all relevant documents should be delivered to the Chairperson and Secretary of the Curriculum Committee ten calendar days prior to the Curriculum Committee 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. 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. Faculty representatives from the academic department(s) proposing or revising curriculum as well as academic department(s) impacted by curriculum proposals or revisions will be invited to Curriculum Committee meetings when said proposals and/or revisions are scheduled for consideration.
 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.

11. The Chairperson of the Curriculum Committee approves (signs) the curriculum proposal or revision following the approval of the Academic Senate.

11. 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 Curriculum 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 by a member of the presenting Department other than a current member of the Curriculum Committee.
4. Faculty representatives from departments believing that their department will be affected by the proposed curriculum change(s) will be included in the presentation of the curriculum proposal or revision.
5. Following the presentation of the curriculum proposal or revision, a majority of the members of the Curriculum Committee present at the meeting can request that an initial or subsequent discussion take place with impacted academic department(s) prior to the Curriculum Committee vote on the curriculum proposal or revision.
6. After all presentations scheduled for the meeting have been completed, the Committee will meet in closed session to deliberate and cast their anonymous votes.

12. 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).

13. 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.
2. The approved proposal will be forwarded to the Academic Senate Secretary for inclusion in the agenda for the next Academic Senate Executive Committee meeting.
3. The Curriculum Committee representative to the Executive Committee will present the curriculum proposal or revision as approved by the Curriculum Committee for inclusion in the agenda of the next Academic Senate meeting.
4. Actions taken by the Curriculum Committee and the Executive Committee will be reported in the agenda for the next Academic Senate meeting. Curriculum Committee academic department curriculum proposal(s) and/or revision(s) presented to the Executive Committee and subsequently excluded or altered (to any degree) by the Executive Committee will be reported to the Chairperson of the Curriculum Committee within 72 hours of the Executive Committee meeting. The Chairperson then will report said changes to the members of the Curriculum Committee within 72 hours.
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*.

APENDICES

APPENDIX A: NEW CURRICULUM FORM

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

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

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 Date
(After the approval of the Curriculum Committee)

APPENDIX D: COURSE REVISION FORM

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. _____
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 E: COURSE SYLLABUS TEMPLATE

COURSE SYLLABUS TEMPLATE

BOROUGH OF MANHATTAN COMMUNITY COLLEGE

The City University of New York

Department of _____

Title of Course _____ Class Hours _____

XXX _____ Laboratory Hours per Week _____

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.

College	Borough of Manhattan Community College
Course Prefix and Number	
Course Title	
Department(s)	
Discipline	
Subject Area	
Credits	
Contact Hours	
Pre-requisites (if none, enter N/A)	
Co-requisites (if none, enter N/A)	
Catalogue Description	
Special Features (e.g., linked courses)	
Sample Syllabus	Syllabus must be included with submission, 5 pages max
<p>Waivers for 4-credit Math and Science Courses</p> <p>All Common Core courses must be 3 credits and 3 hours.</p> <p>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.</p>	
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.)

Required

- English Composition
- Mathematical and Quantitative Reasoning
- Life and Physical Sciences

Flexible

- World Cultures and Global Issues
- US Experience in its Diversity
- Creative Expression
- Individual and Society
- Scientific World

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:

	<ul style="list-style-type: none"> • Read and listen critically and analytically, including identifying an argument's major assumptions and assertions and evaluating its supporting evidence.
	<ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • Demonstrate research skills using appropriate technology, including gathering, evaluating, and synthesizing primary and secondary sources.
	<ul style="list-style-type: none"> • Support a thesis with well-reasoned arguments, and communicate persuasively across a variety of contexts, purposes, audiences, and media.
	<ul style="list-style-type: none"> • 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:

	<ul style="list-style-type: none"> • Interpret and draw appropriate inferences from quantitative representations, such as formulas, graphs, or tables.
	<ul style="list-style-type: none"> • Use algebraic, numerical, graphical, or statistical methods to draw accurate conclusions and solve mathematical problems.
	<ul style="list-style-type: none"> • Represent quantitative problems expressed in natural language in a suitable mathematical format.
	<ul style="list-style-type: none"> • Effectively communicate quantitative analysis or solutions to mathematical problems in written or oral form.
	<ul style="list-style-type: none"> • Evaluate solutions to problems for reasonableness using a variety of means, including informed estimation.
	<ul style="list-style-type: none"> • Apply mathematical methods to problems in other fields of study.

C. Life and Physical Sciences: Three credits	
A course in this area <u>must meet all the learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> Identify and apply the fundamental concepts and methods of a life or physical science.
	<ul style="list-style-type: none"> Apply the scientific method to explore natural phenomena, including hypothesis development, observation, experimentation, measurement, data analysis, and data presentation.
	<ul style="list-style-type: none"> Use the tools of a scientific discipline to carry out collaborative laboratory investigations.
	<ul style="list-style-type: none"> Gather, analyze, and interpret data and present it in an effective written laboratory or fieldwork report.
	<ul style="list-style-type: none"> Identify and apply research ethics and unbiased assessment in gathering and reporting scientific data.
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 <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.A) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Analyze culture, globalization, or global cultural diversity, and describe an event or process from more than one point of view.
	<ul style="list-style-type: none"> Analyze the historical development of one or more non-U.S. societies.
	<ul style="list-style-type: none"> Analyze the significance of one or more major movements that have shaped the world's societies.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Speak, read, and write a language other than English, and use that language to respond to cultures other than one's own.

B. U.S. Experience in its Diversity	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.B) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Analyze and explain one or more major themes of U.S. history from more than one informed perspective.
	<ul style="list-style-type: none"> Evaluate how indigenous populations, slavery, or immigration have shaped the development of the United States.
	<ul style="list-style-type: none"> Explain and evaluate the role of the United States in international relations.
	<ul style="list-style-type: none"> Identify and differentiate among the legislative, judicial, and executive branches of government and analyze their influence on the development of U.S. democracy.
	<ul style="list-style-type: none"> 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 <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.C) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Articulate how meaning is created in the arts or communications and how experience is interpreted and conveyed.
	<ul style="list-style-type: none"> Demonstrate knowledge of the skills involved in the creative process.
	<ul style="list-style-type: none"> Use appropriate technologies to conduct research and to communicate.

D. Individual and Society	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.D) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Examine how an individual's place in society affects experiences, values, or choices.
	<ul style="list-style-type: none"> Articulate and assess ethical views and their underlying premises.
	<ul style="list-style-type: none"> Articulate ethical uses of data and other information resources to respond to problems and questions.
	<ul style="list-style-type: none"> Identify and engage with local, national, or global trends or ideologies, and analyze their impact on individual or collective decision-making.
E. Scientific World	
A Flexible Core course <u>must meet the three learning outcomes</u> in the right column.	
	<ul style="list-style-type: none"> Gather, interpret, and assess information from a variety of sources and points of view.
	<ul style="list-style-type: none"> Evaluate evidence and arguments critically or analytically.
	<ul style="list-style-type: none"> Produce well-reasoned written or oral arguments using evidence to support conclusions.
A course in this area (II.E) <u>must meet at least three of the additional learning outcomes</u> in the right column. A student will:	
	<ul style="list-style-type: none"> 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.
	<ul style="list-style-type: none"> Demonstrate how tools of science, mathematics, technology, or formal analysis can be used to analyze problems and develop solutions.
	<ul style="list-style-type: none"> Articulate and evaluate the empirical evidence supporting a scientific or formal theory.
	<ul style="list-style-type: none"> Articulate and evaluate the impact of technologies and scientific discoveries on the contemporary world, such as issues of personal privacy, security, or ethical responsibilities.
	<ul style="list-style-type: none"> Understand the scientific principles underlying matters of policy or public concern in which science plays a role.

APPENDIX G: Action Words for Bloom's Taxonomy

Action Words for Bloom's Taxonomy					
Knowledge	Understand	Apply	Analyze	Evaluate	Create
define	explain	solve	analyze	reframe	design
identify	describe	apply	compare	criticize	compose
describe	interpret	illustrate	classify	evaluate	create
label	paraphrase	modify	contrast	order	plan
list	summarize	use	distinguish	appraise	combine
name	classify	calculate	infer	judge	formulate
state	compare	change	separate	support	invent
match	differentiate	choose	explain	compare	hypothesize
recognize	discuss	demonstrate	select	decide	substitute
select	distinguish	discover	categorize	discriminate	write
examine	extend	experiment	connect	recommend	compile
locate	predict	relate	differentiate	summarize	construct
memorize	associate	show	discriminate	assess	develop
quote	contrast	sketch	divide	choose	generalize
recall	convert	complete	order	convince	integrate
reproduce	demonstrate	construct	point out	defend	modify
tabulate	estimate	dramatize	prioritize	estimate	organize
tell	express	interpret	subdivide	find errors	prepare
copy	identify	manipulate	survey	grade	produce
discover	indicate	paint	advertise	measure	rearrange
duplicate	infer	prepare	appraise	predict	rewrite
enumerate	relate	produce	break down	rank	role-play
listen	restate	report	calculate	score	adapt
observe	select	teach act	conclude	select	anticipate
omit	translate	administer	correlate	test	arrange
read	ask	articulate	criticize	argue	assemble
recite	cite	chart	deduce	conclude	choose
record	discover	collect	devise	consider	collaborate
repeat	generalize	compute	diagram	critique	collect
retell	give examples	determine	dissect	debate	devise
visualize	group	develop	estimate	distinguish	express
	illustrate	employ	evaluate	editorialize	facilitate
	judge	establish	experiment	justify	imagine
	observe	examine	focus	persuade	infer
	order	explain	illustrate	rate	intervene
	report	interview	organize	weigh	justify
	represent	judge	outline		make
	research	list	plan		manage
	review	operate	question		negotiate
	rewrite	practice	test		originate
	show	predict			propose
	trace	record			reorganize
	transform	schedule			report
		simulate			revise
		transfer			schematize
		write			simulate
					solve
					speculate
					structure
					support
					test
					validate

APPENDIX H: LIFE EXPERIENCE CREDIT APPLICATION

LIFE EXPERIENCE CREDIT APPLICATION

BOROUGH OF MANHATTAN COMMUNITY COLLEGE
The City University of New York

1. Name of Department: _____

2. Name and Number of course: _____

3. Date effective: _____

4. Kindly attach department(s) minutes approving this proposal.

5. SIGNATURES:

A. _____

Department Chairperson or Program Director Date

B. _____

Department Chairperson or Program Director (CROSS-LISTED) Date

C. _____

Scheduling Officer (Advised of Application) Date

D. _____

Dean of Academic Affairs (Advised of Application) Date

E. _____

Chairperson of Curriculum Committee Date

(Following approval of Academic Senate)

6. Course Description:

7. Eligibility criteria including disqualification criteria (include documentation required of applicant):

9. Qualification standards and process:

8. Append all forms required of the student applicant as well as for assessing qualification.