



PREPARING APPLIED GENERAL EDUCATION COURSE RECOMMENDATION FORM

#1

Compare the course and/or course materials to the checklist on page 1:

- Have you included the Official Course Syllabus (OCS)?
 - If you have any updates to the OCS that will be in place for the coming Fall, please make sure to provide these in addition to the current OCS.
- Does the OCS confirm the appropriate basic skill levels?
- Is the course/are the courses three (3) or more semester hours?
- Is this course transferable as an equivalent course or as general credit designated for Gen Ed to at least 4 of our top 8 public university transfer partners? (CMU, EMU, FSU, GVSU, MSU UM-Ann Arbor, UM-Flint, WMU)
(*Informational only – not required for approval*)
- Is this course already [MTA-approved](#)? If so, **stop—no further action is needed!**
- Have you calculated the average number of sections of this course that run Fall & Spring Semesters?

#2

1. Check to be sure that student learning outcomes from the course are aligned to one or more of LCC's [Essential learning Outcomes \(ELO\)](#).
2. Provide a written, narrative description of the alignment of each applicable student learning outcome with the key aspects of specific ELO(s), including the appropriate level(s) from Bloom's Taxonomy (see below)
3. Enhance the description by
 - citing the specific student learning outcome(s) that address each key aspect of specific ELO(s)
and/or
 - describing how students learn these key things; i.e., what teaching methodologies and/or assignments are used
and/or
 - conveying how the assessment tool(s) shows alignment with key aspects of specific ELO(s). (Please note that a single tool could cover one, some, or all of the learning outcomes. Conversely, there could be a different assessment methodology for each outcome.)

Bloom's Taxonomy Action Verbs

Select the action that states how the student will be assessed.

Bloom's Taxonomy and Assessment				
Level	Definition	Some* Examples of Learning Outcome Verbs	Some* Examples of How It is Measured	
			Direct Measures	Indirect Measures
1	Knowledge The student can recognize and recall relevant knowledge from long-term memory.	Remember; Understand; Identify; Select; List; Describe; Recall; Recognize; State; Define; Memorize; Repeat; Reproduce	Test; Quiz; Exam <i>Plus any direct measures listed in rows 2-6</i>	<ul style="list-style-type: none"> • Course Grade • Survey • Interview • Course Evaluation • Self-Assessment
2	Comprehension The student can construct meaning from verbal, written, & graphic messages.	Classify; Compare; Explain; Infer; Interpret, Summarize; Contrast; Illustrate; Match; Interpret; Paraphrase; Discuss	List; Outline; Demonstration; Outline; Story <i>Plus any direct measures listed in rows 3-6</i>	
3	Application The student can use information in a new way.	Use; Apply; Implement; Diary; Interview; Journal; Perform; Present; Simulate; Calculate; Solve; Discover; Manipulate; Modify; Operate; Prepare	Demonstration; Journal; Diary; Illustration; Performance; Presentation; Simulation; Blog; Process; Project <i>Plus any direct measures listed in rows 4-6</i>	
4	Analysis The student can distinguish between parts, how they relate to each other, and to the overall structure and purpose.	Analyze; Chart; Graph; Survey; Attribute; Deconstruct; Integrate; Organize; Outline; Structure; Examine; Break down; Separate	Chart; Checklist; Database; Report; Spreadsheet; Debate; Lab; Essay; Paper <i>Plus any direct measures listed in rows 5-6</i>	
5	Synthesis The student can solve a problem by putting information together that requires new, creative thinking.	Construct; Design; Devise; Invent; Make; Plan; Produce; Propose; Manage; Create; Arrange	Media product; Painting; Plan; Song; Story; Debate; Portfolio; Capstone <i>Plus any direct measures listed in row 6</i>	
6	Evaluation The student can make judgments and justify decisions.	Attribute; Deconstruct; Integrate; Organize; Outline; Structure; Evaluate; Judge; Appraise; Argue; Defend	Chart; Checklist; Database; Graph; Report; Spreadsheet; Debate; Project; Portfolio; Field Work; Internship; Lab; Critique; Capstone	

*The list of examples of outcome verbs and measures is not comprehensive.

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