



# Curriculum Committee Processing Guidebook

*October, 2020*

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Updated: 10/07/2020

# **Curriculum Committee Processing Guidebook**

## ***Purpose***

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This standing committee of the Academic Senate provides leadership and support related to academic courses and curricula to ensure that academic standards are maintained.

This Guidebook will provide you with an overview for the process of completing:

- New Program of Study Proposal
- New Course Proposal
- Revised Course Proposal
- Expedited Course Proposal
- Program of Study Discontinuation
- General Education – Applied Degrees and Michigan Transfer Agreement (MTA) Proposals

You have a number of resources available to assist you along the way, including an LMS video and knowledgeable folks who are prepared to answer your questions.

## ***Charge of the Committee***

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1. Evaluate proposed new and/or revised academic programs of study and courses to ensure alignment with the college's mission and consistency across the college's divisions.
2. Review courses submitted for Michigan Transfer Agreement and/or General Education – Applied Degrees.
3. Provide updates about tools and processes used to review new and revised courses and/or curricula.
4. Provide updates as needed about innovation and accreditation criteria related to courses and/or curricula.
5. Collaborate with the Academic Senate and other standing committees on relevant issues.
6. Regularly report the CC's progress to the Academic Senate, retain committee approved meeting minutes, and maintain a representative membership.
7. The Chair of the CC may form subcommittees as necessary to facilitate the work of the CC.

## ***Curriculum Committee Processing Support Team***

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### **CHAIR:**

Michelle Curtin  
Nursing, Health and Human Services / President, Academic Senate  
[LCC-CC-CC\\_Chair@star.lcc.edu](mailto:LCC-CC-CC_Chair@star.lcc.edu)  
517-483-1027

### **VICE-CHAIR:**

Rafeeq McGiveron  
Project Manager, Provost's Office  
[mcgiver@star.lcc.edu](mailto:mcgiver@star.lcc.edu)  
517-483-1906

- Contact for General Education – Applied Degrees and MTA Proposals

### **TECHNICAL REVIEW TEAM (TRT) CHAIR:**

Mark Kelland  
Psychology, Arts & Sciences  
[kellanm@star.lcc.edu](mailto:kellanm@star.lcc.edu)  
517-483-1143

### **ADMINISTRATIVE SUPPORT:**

Penny Tucker  
Administrative Assistant, Academic Affairs  
[tuckerp3@star.lcc.edu](mailto:tuckerp3@star.lcc.edu)  
517-483-1618

### **COURSE INFORMATION MANAGEMENT TEAM (CIMT) REPRESENTATIVES:**

The CIMT Representatives will be the point people for processing of proposals.

Laurie Kinne  
Arts & Sciences  
[kinnel@star.lcc.edu](mailto:kinnel@star.lcc.edu)  
517-483-1524

Kelly Ellis  
Health & Human Services  
[ellisk@star.lcc.edu](mailto:ellisk@star.lcc.edu)  
517-483-9747

Betsy Raleigh  
Technical Careers  
[raleighe@star.lcc.edu](mailto:raleighe@star.lcc.edu)  
517-483-1364

The Programs also have the full support of your Program Director, Associate Dean, and Dean. They are willing and able to assist with any questions, needs, and concerns.

Keep in mind that curriculum committee processes are a team collaboration and should not be done in a silo. Be sure to include all faculty, both full-time and part-time in the process. You should also be soliciting input from your stakeholders as part of this process. Talk to your Advisory Committees, transfer partners, K-12 partners, students, and the faculty who teach courses in your program. Their input will provide you with valuable insight and provide a holistic view of your program.

### ***Definitions***

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- **Curriculum Committee (CC)** – a subcommittee of the Academic Senate charged with providing “leadership and support related to academic courses and curricula to ensure that academic standards are maintained.”
- **Technical Review Team (TRT)** – a subcommittee of the CC charged with the detailed review of the forms submitted for new courses and/or new curricula. This committee may include resource members who are not members of the CC itself.
- **Director of Assessment** – an individual responsible for review and input for all new/revised course outcomes and assessment criteria.
- **Course Information Management Team (CIMT)** – a college-wide committee charged with managing data, information, and processes to coordinate and implement aspects of academic course scheduling and instruction.
- **Course cancellation** means the course will no longer be active and no longer offered to students. A cancelled course can be made active again in the future, if needed. If it is made active again but with extensive revisions, a new course code will be recommended.
- **Program of Study discontinuation** means that the degree or certificate will no longer be offered for study at LCC. In rare cases, a program of study can be made active again.

### ***Process Overview***

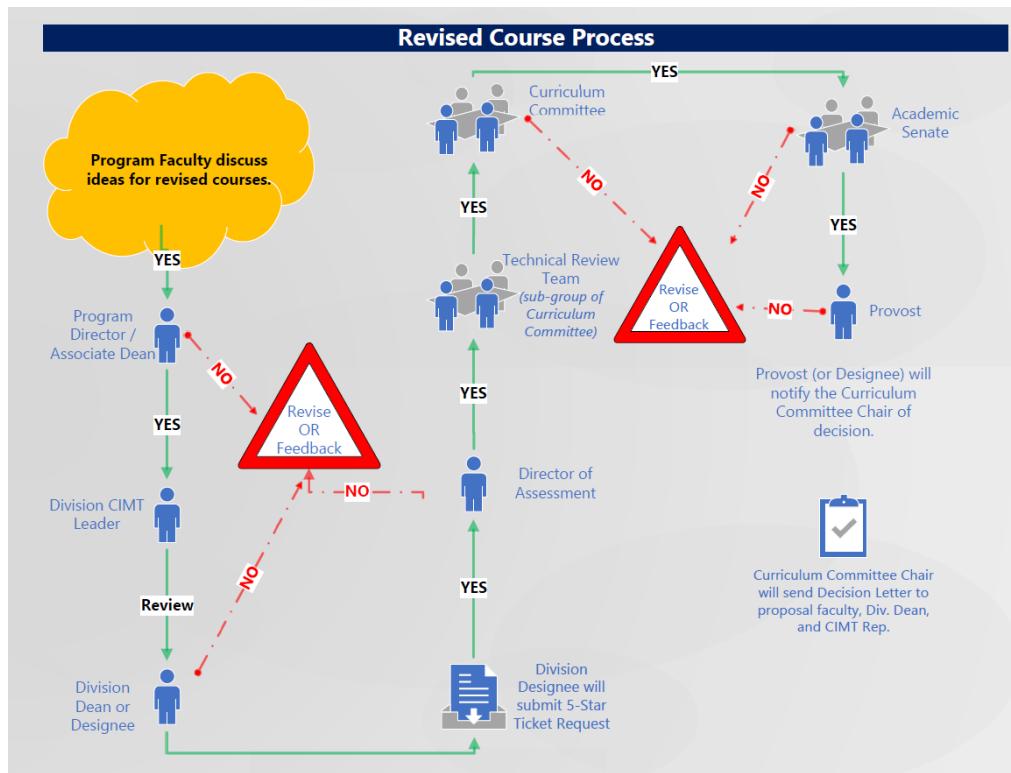
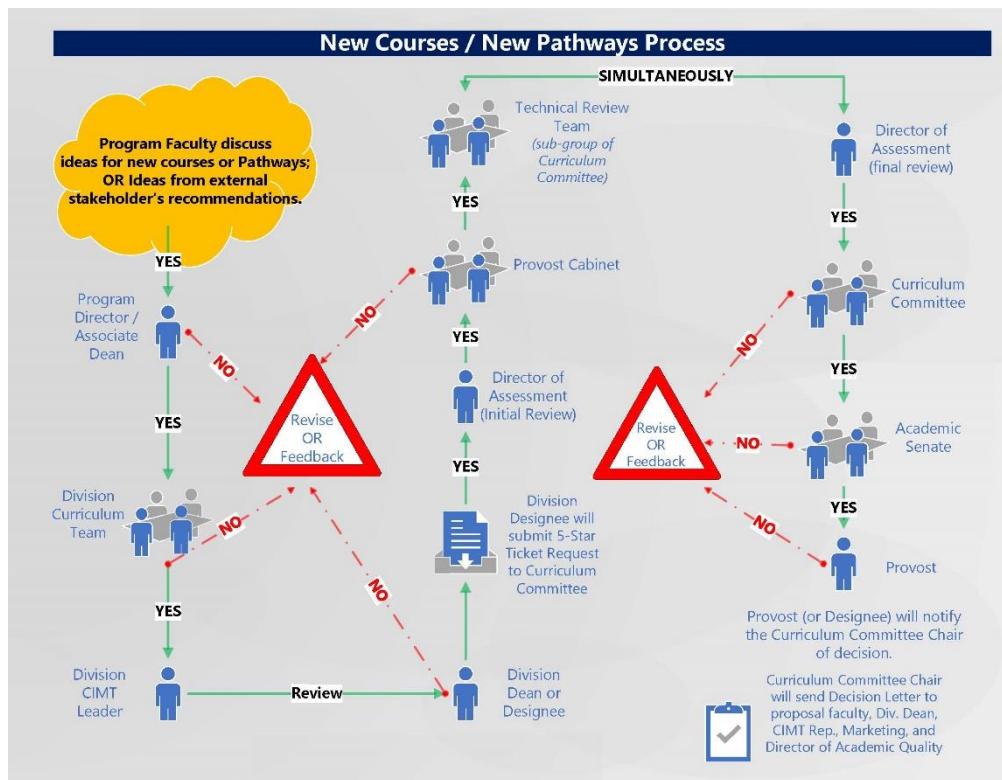
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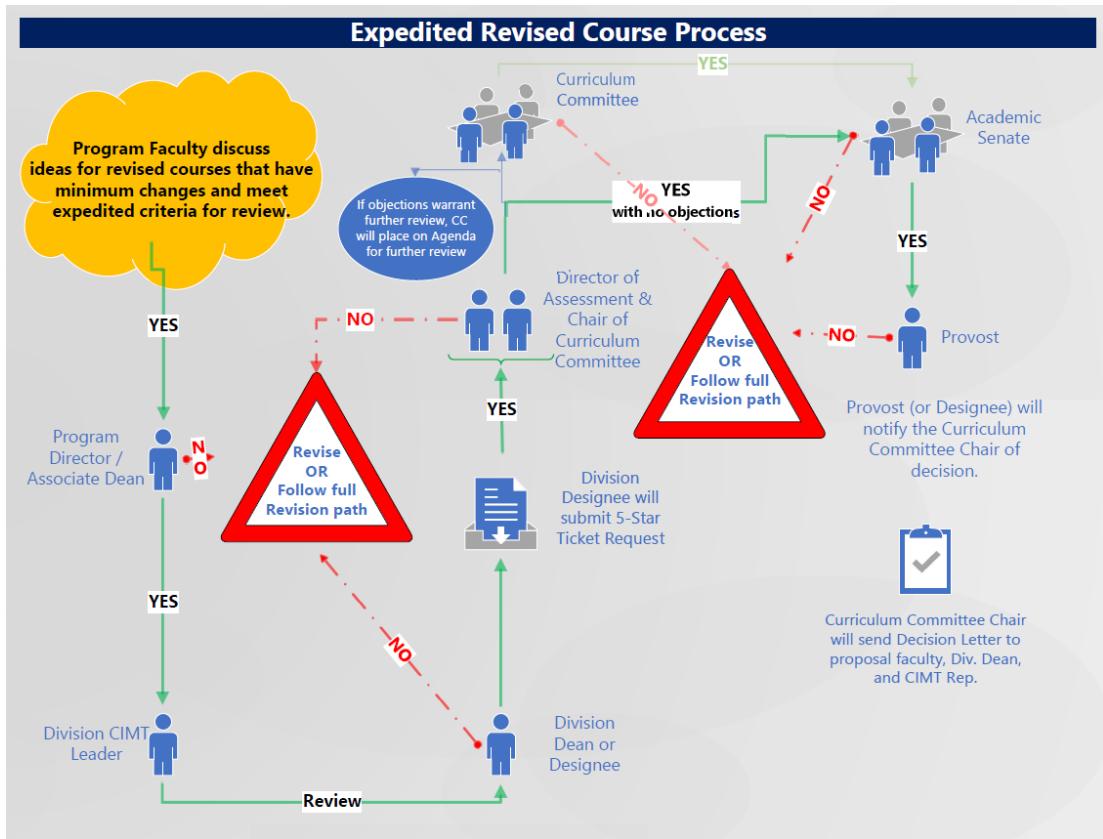
The curriculum committee processes are designed to facilitate an in-depth analysis of your program to gauge the effectiveness and progress toward meeting the needs of your students and stakeholders. All proposals will be reviewed by a faculty-led committee in order to ensure consistency across the various divisions of the college.

The process is broken down into several steps. The timeline is open framework, meaning any proposals submitted between July 1 and June 30 will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the course and curriculum changes to be reflected in the pathways for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

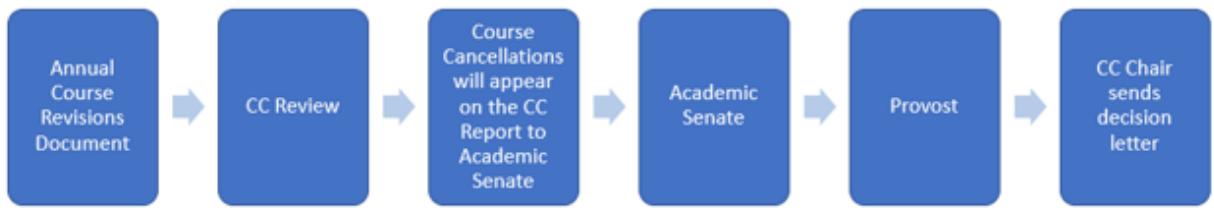
Your proposal process will begin with discussions among program faculty and program director. At that time, a point person will contact your Division CIMT member to obtain the appropriate worksheet and additional resources (if needed). Once the worksheet is completed, it will be

submitted via email to the Division CIMT representative. The CIMT representative will then complete the appropriate 5Star Ticket form. Below are flow charts outlining the processes. When the proposal has been fully approved through the Provost, the requesting party along with administrative team, will receive an approval letter from the Chair of the Curriculum Committee.





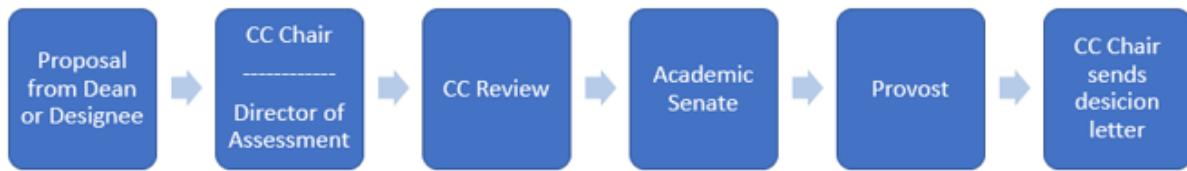
## Course Cancellations



## Curriculum Discontinuations



## General Education Process



### Worksheets

Worksheets are available to assist in gathering the information requested in the 5Star ticket form. The worksheets can be obtained by your Division CIMT representative or on the [Curriculum Committee webpage](#), Forms tab.

### Resources & Information

Proposals that need to be submitted via 5-Star include a Resources-Information document with details on gathering data required for the form. A complete Resources-Information document is available from the Division CIMT representative and on the [Curriculum Committee webpage](#), Forms tab. (NOTE: Please check back to these locations prior to starting a new proposal as updates may have occurred since last proposal completion.)

## New Program of Study Proposal

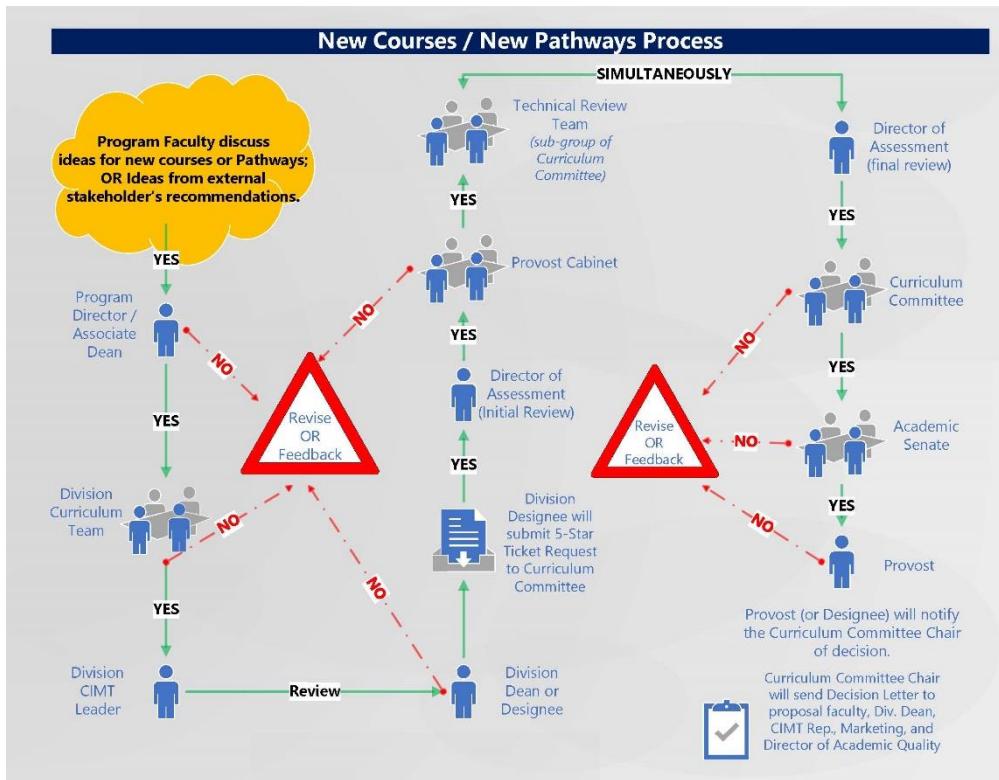
### Submission Deadline

The proposal timeline is open framework, meaning any proposals submitted between July 1 and June 30 will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the pathway to be posted for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### Responsibilities

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket from by the Division CIMT representative. Further review and completion is outlined in the flow chart below.

### Process



### Forms

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from the [Curriculum Committee webpage](#), Forms tab.

For additional guidance, see [Appendix A: Resources-Information](#).

## New Course Proposal

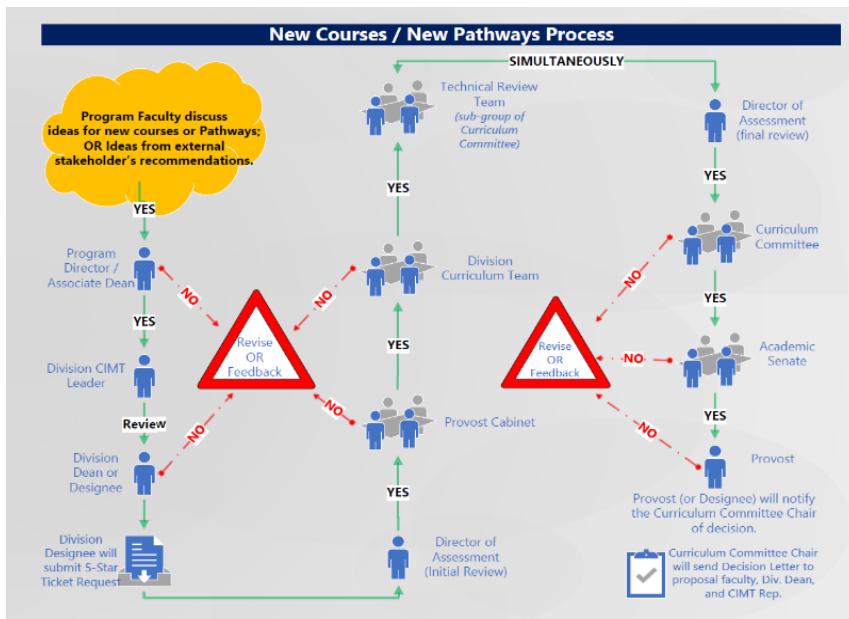
### Submission Deadline

The proposal timeline is open framework, meaning any proposals submitted between July 1 and June 30 will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the new course to be reflected in the pathways for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### Responsibilities

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket from by the Division CIMT representative. Further review and completion is outlined in the flow chart below.

### Process



### Forms

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from the [Curriculum Committee webpage](#), Forms tab.

For additional guidance, see [Appendix A: Resources-Information](#).

## **Revised Course Proposal**

If the course would have the following changes, the proposal must go through the full review process.

1. More than 20% of the course learning outcomes would be modified, deleted or added.
2. The Bloom's taxonomy level for a course learning outcome would change.
3. The course description has been revised so that the description is no longer aligned with the current learning outcomes for the course.
4. The course description and/or learning outcomes have been revised in the past 3 years.
5. Any change to the evaluation methods. This does not include weighting or percentages changes.

The Director of Assessment and the Chair of the Curriculum Committee (or designee) will determine if the course revisions are substantial enough to warrant a new course code.

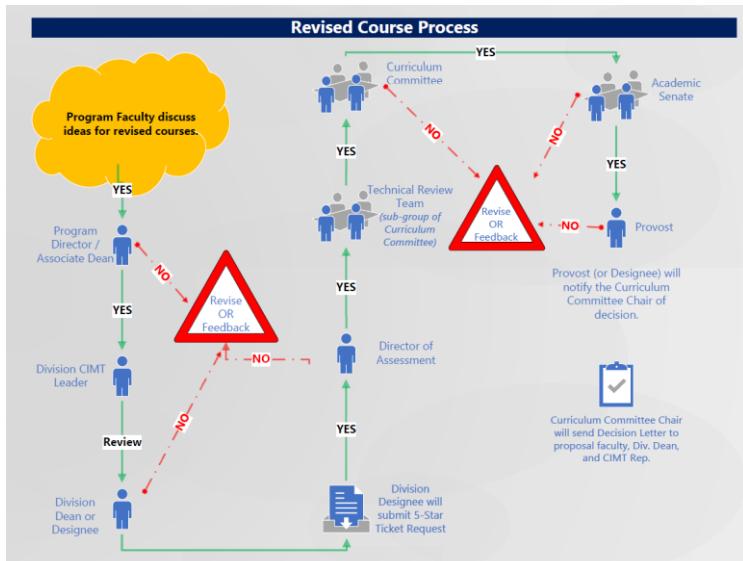
### **Submission Deadline**

The proposal timeline is open framework, meaning any proposals submitted between July 1 and June 30 will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the course revisions to be reflected in the pathways and syllabi for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### **Responsibilities**

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket form by the Division CIMT representative. Further review and completion is outlined in the flow chart below.

### **Process**



### Forms

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from [Curriculum Committee webpage](#), Forms tab.

For additional guidance, see [Appendix A](#): Resources-Information or [Appendix B](#) to determine which course revision worksheet to complete.

## ***Expedited Revised Course Proposal***

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This type of review is for small modifications of a course that do not impact the overall intent or learning outcomes of the course. This review is conducted by the Director of Assessment and the Chair of the Curriculum Committee. It consists a review of the current course syllabus and the proposed course syllabus. If a course is approved for expedited review, the course will move from the Director of Assessment and Chair of the Curriculum Committee directly to the Curriculum Committee for review.

Expedited review is applicable only for courses in which the following conditions exist:

1. Less than 20% of the course learning outcomes would be modified, deleted or added.
2. No changes would occur to the Bloom's taxonomy level of the learning outcomes.
3. If only making changes to the course description, the revised description would still aligns to the current learning outcomes.
4. The course description and/or learning outcomes have not been revised in the past 3 years.
5. Weights or percentages of evaluation methods may change.

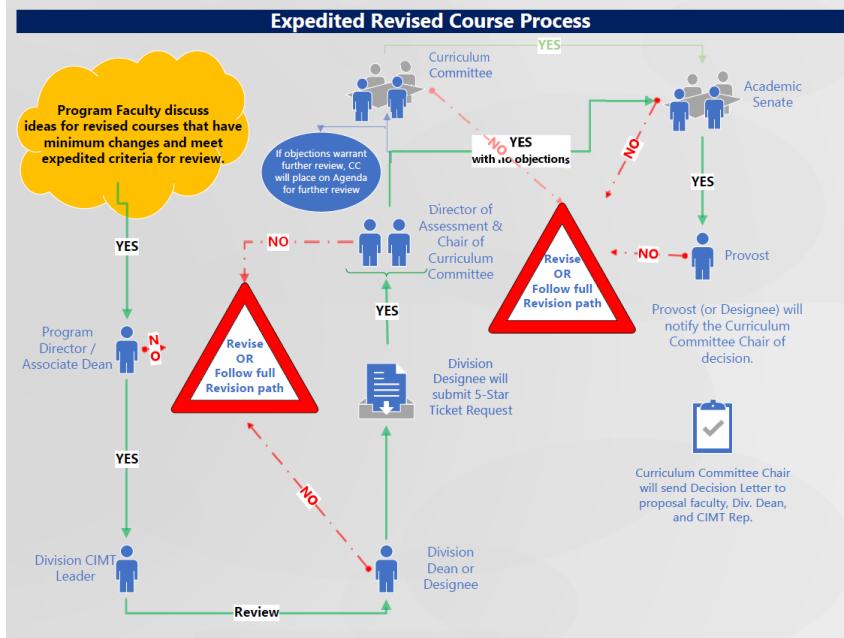
### **Submission Deadline**

The proposal timeline is open framework, meaning any proposals submitted between July 1 and June 30 will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the course revisions to be reflected in the pathways and syllabi for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### **Responsibilities**

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket form by the Division CIMT Representation. Further review and completion is outlined in the flow chart below.

## Process



## Forms

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from [the Curriculum Committee webpage](#), Forms tab.

For additional guidance, see [Appendix A](#): Resources-Information or [Appendix B](#) to determine which course revision worksheet to complete.

## **Course Cancellation**

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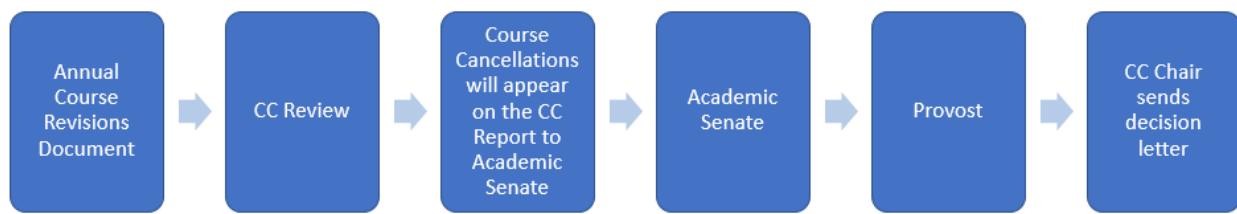
### Submission Deadline

The proposal timeline is open framework, meaning proposals submitted at any time will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: In order for the course to be removed from pathways for the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### Responsibilities

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket from by the Division CIMT representative. Further reviewed and completion will be based on the flow chart.

### Process



### Forms

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from the [Curriculum Committee webpage](#), Forms tab.

## ***Program of Study Discontinuation Proposal***

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### **Submission Deadline**

The proposal timeline is open framework, meaning proposals submitted at any time will be reviewed by the Curriculum Committee, Academic Senate, and Provost in a timely manner. If approved, updates will be available for the next curricular year. Note: To ensure that the pathway is not published in the next academic year, CIMT has established deadlines. Please consider those deadlines when submitting your proposals.

### **Responsibilities**

The completion of the worksheet will be the responsibility of the department/program designee, followed by the completion of the 5Star Ticket from by the Division CIMT representative. Further review and completion is outlined in the flow chart below.

### **Process**



### **Forms**

This worksheet can be obtained from your Divisional CIMT representative or can be accessed from the [Curriculum Committee webpage](#), Forms tab.

## ***General Education – Applied Degrees Proposal***

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General Education requirements help our graduates gain four valuable Essential Learning Outcomes (ELOs): knowledge of human cultures and the physical world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning. For programs that do not require the Michigan Transfer Agreement (MTA), our applied and technical degrees from 2020-2021 onward require General Education in five categories:

- 1) English Composition
- 2) English Composition (second course)/Communication or Applied Communication
- 3) Humanities and Fine Arts or Social Science or Applied Social Science
- 4) Mathematics or Applied Mathematics
- 5) Natural Science or Applied Science and Technology Lab

### **Submission Deadline**

The deadline to submit these proposals for the next (or “following”) curricular year is October 1.

### **Responsibilities**

The completion of the worksheet will be the responsibility of the department/program designee. The designee will be responsible for submitting the completed form(s) via email to [Academic Affairs](mailto:AcademicAffairs@star.lcc.edu) ([tuckerp3@star.lcc.edu](mailto:tuckerp3@star.lcc.edu)) and copied to the Divisional CIMT representative. Further review and completion is outlined in the flow chart below.

### **Process**



### **Forms**

To assist in identifying courses appropriate for General Education – Applied Degrees, please refer to the documents listed below:

- [Process for Including New Non-MTA Courses for Applied General Education](#)
- [Preparing the Applied General Education Course Recommendation Form](#)
- [Applied Communication Course Recommendation Form](#)
- [Applied Mathematics Course Recommendation Form](#)
- [Applied Science Course Recommendation Form](#)
- [Applied Social Science Course Recommendation Form](#)

**Courses currently on General Education – Applied Degrees do not need to be resubmitted.**

These forms can also be found on the [Curriculum Committee webpage](#), Forms tab.

## Resources

- [Essential Learning Outcomes \(ELOs\)](#)

Please contact Curriculum Committee Chair Michelle Curtin and Vice-Chair Rafeeq McGiveron at [LCC-CC-CC\\_Chair@star.lcc.edu](mailto:LCC-CC-CC_Chair@star.lcc.edu) if you have any questions.

## ***Michigan Transfer Agreement (MTA) Proposals***

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This proposal is designed to facilitate transfer from one institution to another. Courses currently on MTA will remain on MTA. This update will only review newly proposed courses that would make valuable additions to the MTA list.

### **Submission Deadline**

The deadline to submit these proposals for the next (or “following”) curricular year is October 1.

### **Process**



For each course submitted, please provide the following information:

- The official course syllabus
- Completed [MTA Course Recommendation Form](#)

### **Forms**

To assist in identifying courses appropriate for the MTA, please refer to the documents listed below:

- [2020-2021 LCC Michigan Transfer Agreement](#), as example
- [LCC MTA Guidelines-2019.09.17](#)
- [Michigan Transfer Agreement Frequently Asked Questions](#)
- [Michigan Transfer Agreement Guidelines](#)

## ***Appendix A: Resources-Information***

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[Classification of Instructional Program \(CIP\) Code](#)

[Standard Occupational Classification \(SOC\) System](#)

[Additional Degree & Program Web Page Information](#)

[Financial Aid Eligibility](#)

[Perkins Grant Funding Information](#)

[Curricular/Employment Information](#)

[Evidence of Current/Projected Need](#)

[Course Fees](#)

[Basic Skills Toolkit](#)

[Grading Scale](#)

[Bloom's Taxonomy Action Verbs](#)

[Essential Learning Outcomes \(ELOs\)](#)

[Program Pathway Template](#)

### **Classification of Instructional Program (CIP) Code**

The Classification of Instructional Programs (CIP) is a coding scheme of instructional programs. Its purpose is to facilitate the organization, collection, and reporting of fields of study and program completions.

Under this definition, instructional programs included in the CIP must meet all of the following operational criteria:

- 1) An instructional program must be offered by, through, or under the auspices of an education institution or other recognized provider.
- 2) The program must consist of more than one isolated course or learning experience and must not be a haphazard collection of unrelated courses or experiences.
- 3) There must be a set of structured learning experiences, defined by an institution or other provider, leading to a completion point that is formally certified by a degree, another formal award, or some other form of recognition.

CIP codes include up to six digits (xx.xxxx). Please provide the full six digit code on the proposal.

Determine the CIP code in two steps:

- 1.) If the new certificate/degree is related to other existing programs-of-study, start by running an ARGOS report to compare CIP codes of the related curricula: ARGOS – Student – ACS-Taxonomy-Program Information – Program Published Information 1518 – Program Published Information – Program Inventory. Use the List from “Banner Major Validation Table” to locate the certificate/degree by code or description.
- 2.) Visit the [National Center for Education Statistics \(NCES\) website](#)

Start with “Browse all CIP codes” under “Search Options” clicking on categories as relevant to locate a six digit code that best describes your curriculum. The codes at the end of each category, ##.##99 – Other, should be used only when no other related classification fits.

## Standard Occupational Classification (SOC) System

The SOC System is a United States government system of classifying occupations. It is used by U.S. federal government agencies collecting occupational data, enabling comparison of occupations across data sets.

Find the program SOC code(s) by accessing the CIP to SOC crosswalk.

1. Click on the [National Center for Education Statistics](#) link.
2. On the National Center for Education Statistics website, click on the *CIP 2020 to SOC 2018 Crosswalk* link Located under Downloads.
3. Open the Excel file to find your program.

Select one to four SOC codes that align with the CIP code and the occupations associated with your program of study. These codes will be used to obtain the occupational data published on the Degrees and Programs webpage for this degree/certificate.

The screenshot shows the IPEDS website interface. At the top, there's a navigation bar with links for 'Search Options', 'FAQs', 'Resources', 'Help', 'Contact', and 'CIP Wizard'. Below this is a main content area titled 'Resources'. Under 'Resources', there's a section for '2010-2020 CIP Conversion'. This section contains a list of links under 'General' and 'Online'. Two specific links are highlighted with red arrows: 'View CIP 2020 to SOC 2018 Crosswalk' (under 'Online') and 'Download CIP 2020 to SOC 2018 Crosswalk' (under 'Download'). Further down, there's a section titled 'Archive and Historical' with a '2010 RESOURCES' heading, containing similar lists of links.

## Additional Degree & Program Web Page Information

- Format Option courses will be offered in the degree/certificate (select all that apply):  
 In Person  Hybrid  Online

- Additional information regarding format options of courses (if necessary):

For example, if tracks or subspecialties within a program of study are offered in different format, list here. If the program of study may be completed 100% online, include that information here.

#### **Format**

**In person:** 2-Year Track

**Hybrid:** 2nd Degree &

Advanced Standing tracks

Example: Nursing, RN Options, AAS

- Provide a brief Overview for the website including accreditation information and career information.
- Admission Requirements:
  - A general statement will appear for all programs of study.
  - LCC is an open enrollment college serving all those who are excited to learn. Applicants seeking financial aid must have earned a high school diploma, GED/State Certification, or have completed Homeschool graduation requirements.
  - If the program of study has a selective admission process, check the box and the following statement will be included. Please provide the program name and contact information:
    - **(Enter Program Name)** is a selective admissions program with additional requirements for admission. For detailed admissions requirements, contact **(Enter Contact Name/Email/Phone)** for assistance.
- Program of Study examples on LCC's webpage:
  - [Art History](#)
  - [Nursing, RN Options, AAS](#) (selective admissions process)
  - [Computer Information Technologies](#)

## **Financial Aid Eligibility**

In order for a program-of-study to be eligible for financial aid it must meet one of the following two criteria:

1. Associates degree program (automatic under blanket approval)  
or
2. Meets all of the following (program by program submission required):
  - leads to a certificate or other recognized educational credential
  - prepares students for gainful employment in a recognized occupation
  - is at least 15 weeks, and
  - provides at least 16 semester credit hours

## **Perkins Grant Funding Information**

The Carl D. Perkins Vocational and Technical Education Act of 2006 was signed into law on August 12, 2006. The Act provides an increased focus on the academic achievement of career and technical education students, strengthens the connections between secondary and postsecondary education, and improves state and local accountability.

How are Occupational Programs defined?

Perkins IV defines career and technical education as organized educational activities that offer a sequence of courses that provides individuals with the academic and technical knowledge and skills the individuals need to prepare for further education and for careers in current or emerging employment sectors. Career and technical education includes competency-based applied learning that contributes to student's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills.

If the new Program of Study is Occupational and Perkins funds will be requested, contact [Academic Affairs](#), 517-483-1618, to begin the application process.

## **Curricular/Employment Information**

If potential jobs are provided as a rationale for the course, corresponding state and/or regional data from the [Bureau of Labor Statistics](#), [O-Net](#) or EMSI\* reports should be provided. If you include information concerning specific employer needs, provide full contact information. There is also a [State of Michigan](#) resource. Other sources may be used in addition. Include a description of how the:

- Need for the course was determined
- Course was designed to meet local market needs

\*EMSI is a program that can generate various reports by different inquiries (i.e. type of job, job title along with employment opportunities). To obtain further information, contact CDS.

## **Evidence of Current/Projected Need**

Data from one or more of these resources:

- [O\\*NET](#) is a resource to research jobs related to the proposed program
- [Bureau of Labor Statistics](#)
- [Michigan employment](#) data
- EMSI is a program that can generate various reports by different inquiries (i.e. type of job, job title along with employment opportunity).

To obtain further information, contact [CDS](#), 517-483-1123.

## **Course Fees**

If this course has a course fee associated with it, please complete the [Course Fee Request Form](#) and submit it to the CIMT member for your division. Because course fees need to be reviewed and approved by the Board, it is recommended that the form be submitted at the same time the Course Proposal form is submitted to the CC.

## **Basic Skills Toolkit**

To review current file, select the [Basic Skills Toolkit](#) link.

## **Grading Scale**

<b>College Grading Standards</b>	<b>Recommended Guidelines for Student Grades</b>
4.0 --- Excellent	4.0 --- 91 – 100%
3.5 -----	3.5 --- 86 – 90%
3.0 --- Good	3.0 --- 81 – 85%
2.5 -----	2.5 --- 76 – 80%
2.0 --- Satisfactory	2.0 --- 71 – 75%
1.5 -----	1.5 --- 66 – 70%
1.0 --- Poor	1.0 --- 60 – 65%
0.0 -----	0.0 --- 0 – 59%

## Bloom's Taxonomy Action Verbs

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

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
<b>Bloom's Definition</b>	Remember previously learned information.	Demonstrate an understanding of the facts.	Apply knowledge to actual situations.	Break down objects or ideas into simpler parts and find evidence to support generalizations.	Compile component ideas into a new whole or propose alternative solutions.	Make and defend judgments based on internal evidence or external criteria.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Define</li> <li>• Describe</li> <li>• Duplicate</li> <li>• Identify</li> <li>• Label</li> <li>• List</li> <li>• Match</li> <li>• Memorize</li> <li>• Name</li> <li>• Order</li> <li>• Outline</li> <li>• Recognize</li> <li>• Relate</li> <li>• Recall</li> <li>• Repeat</li> <li>• Reproduce</li> <li>• Select</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Classify</li> <li>• Convert</li> <li>• Defend</li> <li>• Describe</li> <li>• Discuss</li> <li>• Distinguish</li> <li>• Estimate</li> <li>• Explain</li> <li>• Express</li> <li>• Extend</li> <li>• Generalized</li> <li>• Give example(s)</li> <li>• Identify</li> <li>• Indicate</li> <li>• Infer</li> <li>• Locate</li> <li>• Paraphrase</li> <li>• Predict</li> <li>• Recognize</li> <li>• Rewrite</li> <li>• Review</li> <li>• Select</li> <li>• Summarize</li> <li>• Translate</li> </ul>	<ul style="list-style-type: none"> <li>• Apply</li> <li>• Change</li> <li>• Choose</li> <li>• Compute</li> <li>• Demonstrate (not the ability to...)</li> <li>• Discover</li> <li>• Dramatize</li> <li>• Employ</li> <li>• Illustrate</li> <li>• Interpret</li> <li>• Manipulate</li> <li>• Modify</li> <li>• Operate</li> <li>• Practice</li> <li>• Predict</li> <li>• Prepare</li> <li>• Produce</li> <li>• Relate</li> <li>• Schedule</li> <li>• Show</li> <li>• Sketch</li> <li>• Solve</li> <li>• Use</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Analyze</li> <li>• Appraise</li> <li>• Breakdown</li> <li>• Calculate</li> <li>• Categorize</li> <li>• Compare</li> <li>• Contrast</li> <li>• Criticize</li> <li>• Diagram</li> <li>• Differentiate</li> <li>• Discriminate</li> <li>• Distinguish</li> <li>• Examine</li> <li>• Experiment</li> <li>• Identify</li> <li>• Illustrate</li> <li>• Infer</li> <li>• Model</li> <li>• Outline</li> <li>• Point out</li> <li>• Question</li> <li>• Relate</li> <li>• Select</li> <li>• Separate</li> <li>• Subdivide</li> <li>• Test</li> </ul>	<ul style="list-style-type: none"> <li>• Arrange</li> <li>• Assemble</li> <li>• Categorize</li> <li>• Collect</li> <li>• Combine</li> <li>• Comply</li> <li>• Compose</li> <li>• Construct</li> <li>• Create</li> <li>• Design</li> <li>• Develop</li> <li>• Devise</li> <li>• Explain</li> <li>• Formulate</li> <li>• Generate</li> <li>• Plan</li> <li>• Prepare</li> <li>• Rearrange</li> <li>• Reconstruct</li> <li>• Relate</li> <li>• Reorganize</li> <li>• Revise</li> <li>• Rewrite</li> <li>• Set up</li> <li>• Summarize</li> <li>• Synthesize</li> <li>• Tell</li> <li>• Write</li> </ul>	<ul style="list-style-type: none"> <li>• Appraise</li> <li>• Argue</li> <li>• Assess</li> <li>• Attach</li> <li>• Choose</li> <li>• Compare</li> <li>• Conclude</li> <li>• Contrast</li> <li>• Defend</li> <li>• Describe</li> <li>• Discriminate</li> <li>• Estimate</li> <li>• Evaluate</li> <li>• Explain</li> <li>• Judge</li> <li>• Justify</li> <li>• Interpret</li> <li>• Relate</li> <li>• Predict</li> <li>• Rate</li> <li>• Select</li> <li>• Summarize</li> <li>• Support</li> <li>• Value</li> </ul>

# THE ESSENTIAL LEARNING OUTCOMES

The Lansing Community College Academic Senate adopted these ELO's as our institutional learning outcomes on October 4, 2014.<sup>\*\*</sup>

Beginning in school, and continuing at successive levels across their college studies, students should prepare for twenty-first-century challenges by gaining:

## **KNOWLEDGE OF HUMAN CULTURES AND THE PHYSICAL AND NATURAL WORLD**

- Through study in the sciences and mathematics, social sciences, humanities, histories, languages, and the arts

*Focused by engagement with big questions, both contemporary and enduring*

## **INTELLECTUAL AND PRACTICAL SKILLS, INCLUDING**

- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

*Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance*

## **PERSONAL AND SOCIAL RESPONSIBILITY, INCLUDING**

- Civic knowledge and engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning

*Anchored through active involvement with diverse communities and real-world challenges*

## **INTEGRATIVE AND APPLIED LEARNING, INCLUDING**

- Synthesis and advanced accomplishment across general and specialized studies

*Demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems*

\*\*The AAC&U developed this listing through a multiyear dialogue with hundreds of colleges and universities about needed goals for student learning; analysis of a long series of recommendations and reports from the business community; and analysis of the accrediting requirements for engineering, business, nursing, and teacher education. The findings are documented in AAC&U publications: *Greater Expectations: A New Vision for Learning as Nation Goes to College* (2002), *Taking Responsibility for the Quality of the Baccalaureate Degree* (2004), and *College Learning for the New Global Century* (2007). For further information, see [www.aacu.org/leap](http://www.aacu.org/leap).



## Title with Degree

Curriculum Code:

Effective:

### **Description**

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### **Additional Information**

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For AA and AS degrees - A student must earn a minimum grade of 2.0 in all courses.

### **Contact Information**

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### **General Education – Applied Degrees, Recommended Choices**

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(For the full list of options, see General Education)

- English Composition – *Select one*  
Code, Title, credits / billing hours
- English Composition (second course)/Communications or Applied Communications – *Select one*  
Code, Title, credits / billing hours
- Humanities and Fine Arts or Social Sciences or Applied Social Sciences – *Select one*  
Code, Title, credits / billing hours
- Mathematics or Applied Mathematics – *Select one*  
Code, Title, credits / billing hours
- Natural Sciences Lab or Applied Science and Technology Lab – *Select one*  
Code, Title, credits / billing hours

OR

### **General Education – Transfer (MTA) Courses, Recommended Choices**

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(For the full list of options, see General Education)

- English Composition – *Select one*  
Code, Title, credits / billing hours
- English Composition (second course) or Communications – *Select one*  
Code, Title, credits / billing hours

- Humanities and Fine Arts – *Select two, each from a different discipline*  
Code, Title, credits / billing hours  
Code, Title, credits / billing hours
  - Mathematics – *Select one*  
Code, Title, credits / billing hours
  - Natural Sciences – *Select two, each from a different discipline, one must be a lab course*  
Code, Title, credits / billing hours  
Code, Title, credits / billing hours
  - Social Sciences – *Select two, each from a different discipline*  
Code, Title, credits / billing hours  
Code, Title, credits / billing hours

OR

Program of Study Required Courses will meet this requirement.

### ***Program of Study Required Courses***

### **Limited Choice/Elective Courses**

Course Code	Course Title	Credit / Billing Hours

### **Limited Choice/Elective Courses**

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Course Code	Course Title	Credit / Billing Hours

### **Total Credit Hours**

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credits / billing hours

### **Recommended Course Sequence for Applied Degrees**

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Semester I	Semester II
English Composition Mathematics or Applied Mathematics	English Comp (second course) / Communications or Applied Communications Natural Sciences Lab or Applied Science and Technology Lab
Semester III	Semester IV
Humanities and Fine Arts or Social Sciences or Applied Social Sciences	

OR

### **Recommended Course Sequence for Transfer (MTA) Degrees**

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Semester I	Semester II
English Composition Mathematics	English Comp (second course)/Communications Natural Sciences

Semester III	Semester IV
Humanities and Fine Arts Natural Sciences Social Sciences	Humanities and Fine Arts Social Sciences

## ***Appendix B: Revised Course Proposal vs Expedited Revised Course Proposal***

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### **Expedited Curriculum Review Process**

This type of review is for small modifications of a course that do not impact the overall intent or learning outcomes of the course. This review is conducted by the Director of Assessment and the Chair of the Curriculum Committee. It consists a review of the current course syllabus and the proposed course syllabus. If a course is approved for expedited review, the course will move from the Director of Assessment and Chair of the Curriculum Committee directly to the Curriculum Committee for review.

*Expedited review* is applicable only for courses in which the following conditions exist:

1. Less than 20% of the course learning outcomes would be modified, deleted or added.
2. No changes would occur to the Bloom's taxonomy level of the learning outcomes.
3. If only making changes to the course description, the revised description would still aligns to the current learning outcomes.
4. The course description and/or learning outcomes have not been revised in the past 3 years.
5. Weights or percentages of evaluation methods may change.

If the course would have the following changes, the proposal must go through the full review process.

1. More than 20% of the course learning outcomes would be modified, deleted or added.
2. The Bloom's taxonomy level for a course learning outcome would change.
3. The course description has been revised so that the description is no longer aligned with the current learning outcomes for the course.
4. The course description and/or learning outcomes have been revised in the past 3 years.
5. Any change to the evaluation methods. This does not include weighting or percentages changes.

The Director of Assessment and the Chair of the Curriculum Committee (or designee) will determine if the course revisions are substantial enough to warrant a new course code.