

Common Problems Checklist

If you are submitting a new course proposal, **please review this document so as to avoid common problems** that can cause frustrating, unnecessary delays in the approval process. These problems usually arise because of a lack of clarity about what kind of information is desired in response to the prompts on the form. That form requests responses to 28 prompts, named below:

Recommended Prefix	Degree Type	Repeatable Credit?	Rationale and Placement in Curriculum
Course Level Number	Delivery Method(s) Co-Listing	Amount of Credit S/U Only?	Course Objectives Course Textbook(s) and/or Other Assigned Reading
Category of Instruction Lab Code Course Title Transcript Title	Co-Listing Explanation Effective Term Effective Year Rotating Topic?	Contact Type Weekly Contact Hours Prerequisites Co-requisites	Weekly Schedule of Topics Links and Policies Grading Scheme Instructor(s)

The CLAS Curriculum Committee has found that responses to the following five prompts are frequently problematic

- Course Description
- Prerequisites
- Course Objectives
- Links and Policies
- Grading Scheme

The problems arise primarily as a result of a lack of clarity about what kind of information is needed. In addition, there is often confusion about whether a syllabus should be attached to the request in addition to completing the standard form. In light of these problems, the CLAS Curriculum Committee here provides some additional guidance to make the approvals process more efficient and transparent.

Must a Syllabus be Attached?

Whether you should attach a syllabus to the new course submission depends both on whether the course is an undergraduate or graduate and on whether it is a rotating topics course.

The Graduate School insists on a syllabus for their courses, while the general University Curriculum Committee does not want to see them. As a general rule:

- If the course is an *undergraduate course* that is not co-listed with a graduate course, you should *not* attach a syllabus.
- If the course is a *graduate course* or is an undergraduate course *co-listed with a graduate course*, you need to attach a syllabus.

When the proposed course is co-listed, you should attach two syllabuses, one for the undergraduate course and one for the graduate course, so that the relevant committees may compare the two (in addition to providing an answer under "Co-Listing Explanation" asking for an explanation of the differences).

For a rotating topics course, the topics, activities and requirement will vary between different offerings. To evaluate the course, however, a *sample* syllabus is needed.

- If the course is a *rotating topics* course, whether graduate or undergraduate, you should attach a syllabus that serves as a sample, one that provides details for a specific course offering that would fit under the proposed rotating topics course title.

Course Description

Instructions on the form:

Provide a brief narrative description of the course content. This description will be published in the Academic Catalog and is limited to 50 words or fewer. See course description guidelines.

In addition to being no longer than 50 words, an appropriate course description should be in an appropriate "telegraphic" style. A description in telegraphic style typically makes use of sentence fragments, omitting such phrases as "This course will..." or "We will..." as a method of ensuring brevity.

Here is a description that someone might have given for a proposed course in anthropology:

This course introduces the four subfields of anthropology (sociocultural, biological, linguistic and archaeology). We will analyze the cultural, social and biological dimensions of human variation. You may want to take this course if you are considering a major or minor in anthropology or just fulfilling a general education requirement.

Compare that description to the actual course description for ANT 2000 General Anthropology:

Introduces the four subfields of anthropology (sociocultural, biological, linguistic and archaeology) through analyses of the cultural, social and biological dimensions of human variation. Appropriate first course for students considering major or minor in anthropology as well as non-majors fulfilling general education requirement.

For another example, here is a description someone might have given for a proposed upper-level undergraduate course in health science:

What is the best way to teach exercise therapy? We will look at ways to teach adapted physical activities and living strategies for those with common disabilities and needs. We will also cover medical and health characteristics of common disabilities and methods for prescribing therapy programs. Multiple adapted-equipment ideas and inclusive settings are additional topics.

Compare that description to the actual course description for HSC 4232C Exercise Therapy, Adapted Physical Activity and Health:

Art and science of teaching exercise therapy effectively, including adapted physical activities and healthy living strategies. Presents medical and health characteristics of common disabilities and methods for prescribing appropriate exercise therapy programs. Also presents multiple adapted-equipment ideas to facilitate teaching in inclusive settings for all ages. Clinical experience with individuals with disabilities.

For one more example, consider the description someone might give for a course in political science on Eastern European politics.

This course meets requirements for the political science degree. It compares the formal structures of governments and the politics of Eastern European countries. Students interested in the actual operation of those political systems and their transition to democracies will want to take the course.

Compare that to the actual course description for CPO 3614 Eastern European Politics:

Comparative analysis of the formal structures of government and politics of Eastern European countries; the actual operation of their political systems and the factors that influenced their transitions to democracy and market-based economies.

For additional help see the *course catalog description guidelines* attached as an appendix to this document.

Prerequisites

Instructions on the form:

Indicate all requirements that must be satisfied prior to enrollment in the course. Prerequisites will be automatically checked for each student attempting to register for the course. The prerequisite will be published in the Academic Catalog and must be formulated so that it can be enforced in the registration system. Please note that upper division courses (i.e., intermediate or advanced level of instruction) must have proper prerequisites to target the appropriate audience for the course.

A common problem the committee has seen is a failure to include prerequisite(s) when the kind of course dictates that it have some prerequisite(s). A simple way to keep clear on whether a prerequisite is needed is the following rule:

- If the proposed course is an undergraduate course at the 3000- or 4000-level, you must specify a prerequisite of some sort.

Undergraduate courses at the lower level (1000- or 2000-) need not have a prerequisite and probably shouldn't. Graduate courses (5000-level or above) are not required to have a prerequisite as enrollment in such courses are generally carefully controlled by the relevant department or center.

A prerequisite need not take the form of one or more specific courses. Other kinds of prerequisites include a specified *kind* and amount of coursework (e.g., at least one 3000-level course with a CHM prefix), a major or minor classification (e.g. religion major or minor), and student status (e.g., sophomore standing or higher). Note that "or by instructor/department permission" is never needed in specifying prerequisites, as that option is always available.

Another problem that arises with some frequency is specifying prerequisites in a way that doesn't enable the Registrar to build the prerequisite into the student registration system. The form includes some detailed instructions on how to do this, including how to specify whether a certain grade minimum in the required course is needed. Note that you should not specify a course and add "or equivalent," as "or equivalent" cannot be built into the system. (Course equivalencies are to be handled on an individual basis in a student's record.)

Course Objectives

Instructions on the form:

Describe the core knowledge and skills that student should derive from the course. The objectives should be both observable and measurable.

This prompt seems straightforward but in fact is very likely to cause confusion. There is a way of thinking about course objectives that is widespread and even taken for granted by many of those in oversight positions in higher education, but many faculty are not familiar with this way of thinking and cannot tell, just from this prompt, what exactly is wanted. If you have worked with Academic Learning Compacts and/or the administration associated with Academic Assessment Programs, you should recognize what is wanted here as corresponding to "Student Learning Outcomes" applied to the level of an individual course.

An ideal response to this prompt will take this form:

A student who successfully completes this course will be able to:

-
-
-

Each bullet point then uses a verb describing an *action*. While of course it is our goal in teaching a course that a student will, for example, understand such and such theory, or know such and such things, "understand" and "know" don't describe actions. The idea behind the educational approach here is to link what the student should get out of the class to specific activities that *exhibit* what the student gets out of the class. Presumably this link makes it easier to target the desired outcomes and assess whether students are successful.

For example, consider three proposed objectives (for three different courses) that would likely *not* be accepted:

- Learn quantitative methods of survey research.
- Gain knowledge of the history of indigenous people in Australia.
- Understand theories of synthesis of organic compounds.

Contrast the above with the following versions that likely *would* be accepted:

- Design and analyze the results of surveys using quantitative methods.
- Identify key moments in the history of indigenous people in Australia.
- Apply theories of synthesis of organic compounds.

The second group better fits what the prompt wants by way of "core knowledge and skills" the students should derive from the course because they describe activities that illustrate the goals described in the first group.

A list of course objectives should address outcomes specific to the course and not be extremely generic. The following, for example, is simply too generic to be adequate:

- Design and analyze studies.
- Identity key points in the readings.
- Apply theories presented in the course.

On the other hand, objectives should not be so specific as simply to duplicate particular course assignments. They should be broad enough to encompass what is accomplished by different versions of the course while outlining what any good version of the course should enable students to do. As a general rule, three to six objectives will normally be appropriate.

For more background on the educational theory behind this way of talking about course objectives, we are appending a document from the Yale Center for Teaching and Learning on “Bloom’s Taxonomy” as well as two tables of action verbs that are widely recognized as apt for describing these objectives.

Links and Policies

Instructions on the form:

Consult the [syllabus policy page](#) for a list of required and recommended links to add to the syllabus. Please list the links and any additional policies that will be added to the course syllabus. Please see: syllabus.ufl.edu for more information

This prompt in part is asking you to do what is primarily a copy and paste from the UF Policy on Course Syllabi. It also asks you to specify any additional policies and links—ones that go beyond the ones required by the policy—that you plan for the new course. You may, then, just list the mandatory ones as follows:

Attendance. Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

Accommodations. Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

UF grading policies are at <https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx>.

Evaluations. Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

The syllabus.ufl.edu page includes a link to the current UF Policy on Course Syllabi, which includes recommended policies and links you may want to add, and you can add of course others that you think are warranted for this class.

One problem that arises with some frequency in response to this prompt is the specification of policies that conflict with official UF policy. For instance, while the instructor may set penalties for *unexcused* absences, she cannot set a policy that, for example, only 3 absences are allowed period, as those three may include some that must be excused by university policy (e.g. religious holidays).

Grading Scheme

Instructions on the form:

List the types of assessments, assignments and other activities that will be used to determine the course grade, and the percentage contribution from each. This list should have sufficient detail to evaluate the course rigor and grade integrity. Include details about the grading rubric and percentage breakdowns for determining grades.

An ideal response to this prompt would include three things:

A summary of course elements that determine the course grade and information on how they do so. For example:

Homework	30%
Mid-term exam	20%
Final exam	30%
Group Project	20%

The above describes the percentage weight of the element, but often instructors like to use a simple points system, e.g.

Presentations (2)	150
Book Reviews (1)	100
Participation	100
Essays (2)	400
Total possible points	750

A specification of the grade scale being used. In other words, for each letter grade, specify the range of either points or percentages that correspond to that letter grade.

A brief description of each of the course elements. For those elements that are unusual or which involve group work or participation, additional description may be in order to explain just how the work is assessed. In particular, if participation or a similar factor is given significant weight (say, over 15% of the course total), you need to provide some elaboration on how that participation or similar work is assessed in a fair and rigorous way.

APPENDIX: COURSE CATALOG DESCRIPTION GUIDELINES

Style for Course-Descriptions in a Course Catalog

The rules of style for course-descriptions in a catalog are different from those appropriate to many other forms of writing. What is good style for the syllabus that an instructor hands out to students may be poor style for a catalog entry, and vice-versa.

<link> [Examples of course-descriptions written in the proper style](#)

<link> [Guidelines for writing course-descriptions](#)

<link> [Examples of how to edit a draft of a course-description](#)

Examples of course-descriptions written in the proper style

The examples below illustrate several templates that may be used. As seen in the examples under Template 1, often a single noun-phrase—a phrase, of any length, functioning as a noun—suffices. This is generally the preferred template when it can accommodate all the intended information.

Template 1: <Noun phrase>.

Examples:

LIN 3680 Modern English Structure

A study of the grammar or current English from the viewpoint of modern linguistics.

MAC 2313 Analytic Geometry and Calculus 3

Solid analytic geometry, vectors, partial derivatives and multiple integrals.

PHH 3111 Ancient Ethical and Political Thought

An examination of ancient Greek and Roman political theories and their ethical foundations.

AST 3047 History of Astronomy After Newton

Development of the science of astronomy, both observational and theoretical, and the rise of astrophysics from the eighteenth century until 1970.

REL 3022 Myth and Ritual

Theory and method in the anthropological and religious studies of myths, rituals, religious specialists and religious movements using examples from cultures throughout the world.

GEA 2210 Geography of the United States and Canada

A comprehensive systematic survey of the physical, economic and social character of the geographic regions of the United States and Canada and their significance in the economic and political affairs of the world.

Template 2: <Noun phrase>. <Noun phrase>. ... <Noun phrase>.

Examples:

CLA 2100 The Glory That Was Greece

A broad cultural view of the classical Greek world. Greek sources read in translation.

CHM 2210 Organic Chemistry 1

The first half of the CHM 2210/2211 sequence intended for majors and preprofessional students. A study of the structures, syntheses and reactions of organic compounds.

ECP 3203 Labor Economics

Determinants of demand for labor and labor supply. Labor market equilibrium and changes in the equilibrium due to changes in unionization, public policies, technology and trade. Study of the effects of skill, job amenities and discrimination on wage differentials.

Template 3: <Noun phrase>. ... <Noun phrase>. <Complete sentence with additional information> .

Examples:

GEA 1000 Geography for a Changing World

The spatial organization of society. Emphasis is placed upon the political regions of the world.

LAS 2001 Latin American Civilization

Interdisciplinary introduction to the study of Latin American societies and cultures. The course provides students with a general knowledge of Latin America and its people, preparing students for future course work in Latin American Studies.

PHI 3693 Ethics of Communication

An examination of ethical issues in communication between individuals and in the media. Possible topics include truth-telling, misrepresentation, privacy and fairness.

PHY 3221 Mechanics 1

First part of two-semester sequence in classical mechanics. Topics include matrices, vector calculus, Newtonian mechanics, frames of reference, conservation laws, harmonic oscillator.

MAS 3114 Computational Linear Algebra

Linear equations, matrices and determinants. Vector spaces and linear transformations. Inner products and eigenvalues. This course emphasizes computational aspects of linear algebra.

Template 4: <Nearly complete sentence with the subject, "this course", left implicit>.

Examples:

HNG 2221 Intermediate Hungarian 2

Improves speaking, reading, writing and listening skills by building upon language principles introduced in HNG 2220.

AMH 4310 U.S. Social and Intellectual History: 1945-1975

Covers important social and intellectual developments that unfolded in the thirty years after World War II.

REL 2000 Introduction to Religion

Introduces the historical underpinnings, geographical movement, development and current expression of a variety of religious traditions.

Template 5: <Nearly complete sentence with the subject, "this course", left implicit>. <One or more complete sentences with additional information>.

Examples:

AST 2037 Life in the Universe

Considers the origin of life on Earth and the possibility of its existence elsewhere. A multidisciplinary approach is followed. Conditions for life to form and the likelihood that such conditions may exist elsewhere in the universe are discussed. Also considered are schemes proposed for the search for extraterrestrial intelligence (SETI).

Template 6: <Adjectival phrase>. <One or more complete sentences with additional information> .

Examples:

LIN 4033 Studies in Etymology: The Roots of English

Designed to equip students with principles of etymology and an ability to recognize the origin of words by their form. Focus is on word formation and change in form and meaning, the linguistic background of English; the sociocultural history of English in England; and the input from classical sources.

TUR 2340 Turkish for Heritage Learners 1

For students with significant bilingual speaking and listening backgrounds. The main emphasis is on reading, writing and expanding vocabulary.

Template 7: <One or more complete sentences whose subjects cannot be omitted>.

Examples:

AMH 4317 History by Hollywood

Hollywood films are compared with traditional historiographic accounts to explore the cultural and political history of the 1950s, '60s and '70s, including the Montgomery Bus Boycott, civil rights, the Vietnam War and political assassinations.

EAP 2932 Introduction to Campus Culture for International Visitors

Through a (1-hour) lecture and (1-2 hour) discussion session per week, the students learn about the major aspects of U.S. university life and activities and contrast them with equivalent structures in their respective countries.

WST 2611 Humanities Perspectives on Gender and Sexuality

This course uses close readings of cultural representations (in literature, the visual arts, movies, television, the Internet, etc.) to understand intersecting categories of identity such as gender, sexuality, class and race. The course will examine how such categories operate in everything from novels to YouTube to the evening news.

Guidelines for writing course-descriptions

1. Complete sentences are usually not necessary, although most other rules of grammar, punctuation, capitalization, and usage should be followed.

2. If the subject of a lead-off sentence would be “this course” (or the equivalent), the subject should usually be omitted; if, in addition, the verb following “this course” would be “is” or “covers”, the verb should also usually be omitted. In these cases, the sentence-structure is implicit: the noun-phrase is the predicate of a sentence whose subject, and possibly whose verb, have been omitted. The same rules apply to subsequent sentences (if any) until a sentence with a different subject or verb appears.
3. When possible, a course description should be simply a noun-phrase that is descriptive of the course content, as in Template 1.
4. When a single noun-phrase will not suffice, it is still usually preferable to make a descriptive noun-phrase the lead-off “sentence” of the description. It may then be followed by another noun-phrase or a sentence, as in Templates 2 and 3.
5. A lead-off sentence may start with a third-person verb, with “this course” implicitly the subject, as in Templates 4 and 5. The same is true of subsequent sentences (if any) until a sentence with a subject other than “this course” appears.
6. A course description may start with an adjectival phrase that functions implicitly as the predicate of a sentence whose initial words “This course is” have been omitted, as in Template 6.
7. When “this course” (or the equivalent) is implicitly or explicitly the subject of a verb, the writer should check the subject/verb combination for proper usage. A common error is to have “this course” as the subject for a verb that can take only a person or persons as subject. For example, a course cannot *discuss*.
8. First-person and second-person constructions should be avoided. A catalog course-description is neither direct communication from a specific person, nor direct communication to a specific audience (or even to a specific *type* of audience, such as “students” or “potential students”). The words “we” and “you” should never appear, with the exception that “we” may be used to refer generally to all human beings, as in “the science of weather (what we get short-term) and climate (what we expect long-term),” or “the nature of perceptual experiences and their relations to the perceptual beliefs we form on their bases.”
9. In a course-description in a catalog, passive voice need not be shunned; it is a perfectly acceptable way (and often the best way) to avoid first-person constructions and improper subject/verb combinations. A great many errors are made in an unnecessary attempt to avoid, at all costs, the passive voice.
10. Complete sentences are allowed when the subject cannot safely be omitted (and the subject is not a first- or second-person pronoun), as in Template 7.
11. Almost always, shorter is better.

Some examples of how to edit a draft of a course-description

Below are a few examples intended to illustrate some ways that common stylistic errors can be fixed, and unnecessarily-long descriptions shortened. All are taken from Forms UCC1 (New Course Transmittal Form) submitted to the College Curriculum Committee.

1. Initial draft:

This course is an introduction to X. In this course, we will discuss A, B, and C.

Acceptable version for catalog:

An introduction to X. Topics include A, B, and C.

In this example, eliminating "we" was mandatory. Eliminating "This course is" was optional, but improved the description.

2. Initial draft:

This course will introduce you to X, Y, and Z.

Acceptable version for catalog:

An introduction to X, Y, and Z.

In this example, eliminating "you" was mandatory.

3. Initial draft:

This course is designed to explore the political history of Freedonia. The course discusses ways in which Sylvania manipulated the Freedonian government.

Acceptable version for the catalog:

The political history of Freedonia, with a focus on ways in which Sylvania manipulated the Freedonian government.

In this example, the original first sentence was not wrong, but the first six words served no useful function. The second sentence had to be fixed because "course" is not a valid subject for "discuss".

Bloom's Taxonomy

Yale Center for Teaching and Learning

<https://ctl.yale.edu/> / <https://ctl.yale.edu/FacultyResources>

Bloom's Taxonomy is a framework for organizing evidence of learning into levels of complexity and maturity. Published in 1956, the tool was named for professor Benjamin Bloom, who was the first author of the taxonomy developed by 34 scholars at a series of APA conferences between 1949 and 1953. Revised in 2002, it is one of the most widely utilized tools in K-12 and higher education, describing six levels that capture lower to higher-order thinking.

Bloom's Level	Description
Remembering (lowest-order)	Students can retrieve relevant information from their long-term memory
Understanding	Students can determine the meaning of instructional messages, including oral, written and graphic communication
Applying	Students can carry out or use a procedure in a given situation
Analyzing	Students can break material into its constituent parts and detect how the parts relate to one another and to an overall structure or purpose
Evaluating	Students can make a judgment based on criteria and standards
Creating (highest-order)	Students can put elements together to form a novel, coherent whole or make an original product

Adapted from Krathwohl DR. (2002). A Revision of Bloom's Taxonomy: An Overview. Theory Into Practice 41(4).

Below are sample learning goals and objectives that ascend levels of Bloom / Krathwohl's cognitive domain:

- At the end of the course, students will be able to (a formulation known as SWBAT):
 - **identify** specific stages of language acquisition
 - **describe** the colonization of the Americas by the British, French and Spanish
 - **describe** major theories of language development (e.g. nativist, empiricist, interactionist, behaviorist, cognitive)
 - **collect** and analyze research data
 - **articulate** gaps within theories of human language acquisition
 - **verbally present** research findings
 - **disseminate** research findings in written form
 - **analyze** the outcomes of the Civil War
 - **design** a controlled experiment

Learning Objectives

Yale Center for Teaching and Learning

<https://ctl.yale.edu/> / <https://ctl.yale.edu/FacultyResources>

Learning objectives are the particular knowledge, skills, and abilities that an instructor intends for students to learn or develop. Objectives are more specific than learning *goals*, which take a 10,000-foot view of gains in a course; instead, objectives have specific, measurable outcomes. To this end, the learning activities undertaken by the class and the assessments used to gauge student learning must match – be aligned with – the stated learning objectives.

Learning Goal: Students will develop a broader knowledge of American history.

Learning Objective: Students will be able to describe the timeline of colonization of the Americas by the British, French, and Spanish.

Learning Goal: Students will develop discipline-specific research skills.

Learning Objective: Students will be able to design a controlled experiment.

Learning Goal: Participants will consider the use of learning objectives.

Learning Objective: Participants will develop and write learning objectives for a library instruction session.

This chart maps verbs commonly used in learning objectives to levels of Bloom’s Taxonomy:

Bloom’s Level	Sample Action Verbs
Remembering (lowest-order)	list, define, describe, recall, label, match, observe, identify, reproduce
Understanding	explain, describe, interpret, paraphrase, classify, restate, summarize, express, generalize, recognize
Applying	apply, choose, predict, use, illustrate, demonstrate, hypothesize, modify, interpret, develop
Analyzing	contrast, distinguish, test, differentiate, categorize, compare, analyze, research, examine, criticize, experiment, map, separate
Evaluating	evaluate, judge, predict, argue, persuade, convince, grade, recommend, rank, select
Creating (highest-order)	develop, create, design, construct, synthesize, compose, conjecture, formulate, imagine, invent

To draft effective learning objectives, instructors can consider the following formula:

Students will be able to (ACTION VERB) a/an/the (NOUN) of/by/for (MEASURABLE DETAIL).

APPENDIX: RECOMMENDED ACTION VERBS

Widely circulated on higher-ed sites. First page from UF; second from Azusa Pacific University.

Bloom's Taxonomy Action Verbs

Definitions	Knowledge	Comprehension	Application	Analysis	Synthesis	Evaluation
Bloom's Definition	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.
Verbs	<ul style="list-style-type: none">• Arrange• Define• Describe• Duplicate• Identify• Label• List• Match• Memorize• Name• Order• Outline• Recognize• Relate• Recall• Repeat• Reproduce• Select• State	<ul style="list-style-type: none">• Classify• Convert• Defend• Describe• Discuss• Distinguish• Estimate• Explain• Express• Extend• Generalized• Give example(s)• Identify• Indicate• Infer• Locate• Paraphrase• Predict• Recognize• Rewrite• Review• Select• Summarize• Translate	<ul style="list-style-type: none">• Apply• Change• Choose• Compute• Demonstrate• Discover• Dramatize• Employ• Illustrate• Interpret• Manipulate• Modify• Operate• Practice• Predict• Prepare• Produce• Relate• Schedule• Show• Sketch• Solve• Use• Write	<ul style="list-style-type: none">• Analyze• Appraise• Breakdown• Calculate• Categorize• Compare• Contrast• Criticize• Diagram• Differentiate• Discriminate• Distinguish• Examine• Experiment• Identify• Illustrate• Infer• Model• Outline• Point out• Question• Relate• Select• Separate• Subdivide• Test	<ul style="list-style-type: none">• Arrange• Assemble• Categorize• Collect• Combine• Comply• Compose• Construct• Create• Design• Develop• Devise• Explain• Formulate• Generate• Plan• Prepare• Rearrange• Reconstruct• Relate• Reorganize• Revise• Rewrite• Set up• Summarize• Synthesize• Tell• Write	<ul style="list-style-type: none">• Appraise• Argue• Assess• Attach• Choose• Compare• Conclude• Contrast• Defend• Describe• Discriminate• Estimate• Evaluate• Explain• Judge• Justify• Interpret• Relate• Predict• Rate• Select• Summarize• Support• Value

REVISED Bloom's Taxonomy Action Verbs

Definitions	I. Remembering	II. Understanding	III. Applying	IV. Analyzing	V. Evaluating	VI. Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
Verbs	<ul style="list-style-type: none"> • Choose • Define • Find • How • Label • List • Match • Name • Omit • Recall • Relate • Select • Show • Spell • Tell • What • When • Where • Which • Who • Why 	<ul style="list-style-type: none"> • Classify • Compare • Contrast • Demonstrate • Explain • Extend • Illustrate • Infer • Interpret • Outline • Relate • Rephrase • Show • Summarize • Translate 	<ul style="list-style-type: none"> • Apply • Build • Choose • Construct • Develop • Experiment with • Identify • Interview • Make use of • Model • Organize • Plan • Select • Solve • Utilize 	<ul style="list-style-type: none"> • Analyze • Assume • Categorize • Classify • Compare • Conclusion • Contrast • Discover • Dissect • Distinguish • Divide • Examine • Function • Inference • Inspect • List • Motive • Relationships • Simplify • Survey • Take part in • Test for • Theme 	<ul style="list-style-type: none"> • Agree • Appraise • Assess • Award • Choose • Compare • Conclude • Criteria • Criticize • Decide • Deduct • Defend • Determine • Disprove • Estimate • Evaluate • Explain • Importance • Influence • Interpret • Judge • Justify • Mark • Measure • Opinion • Perceive • Prioritize • Prove • Rate • Recommend • Rule on • Select • Support • Value 	<ul style="list-style-type: none"> • Adapt • Build • Change • Choose • Combine • Compile • Compose • Construct • Create • Delete • Design • Develop • Discuss • Elaborate • Estimate • Formulate • Happen • Imagine • Improve • Invent • Make up • Maximize • Minimize • Modify • Original • Originate • Plan • Predict • Propose • Solution • Solve • Suppose • Test • Theory