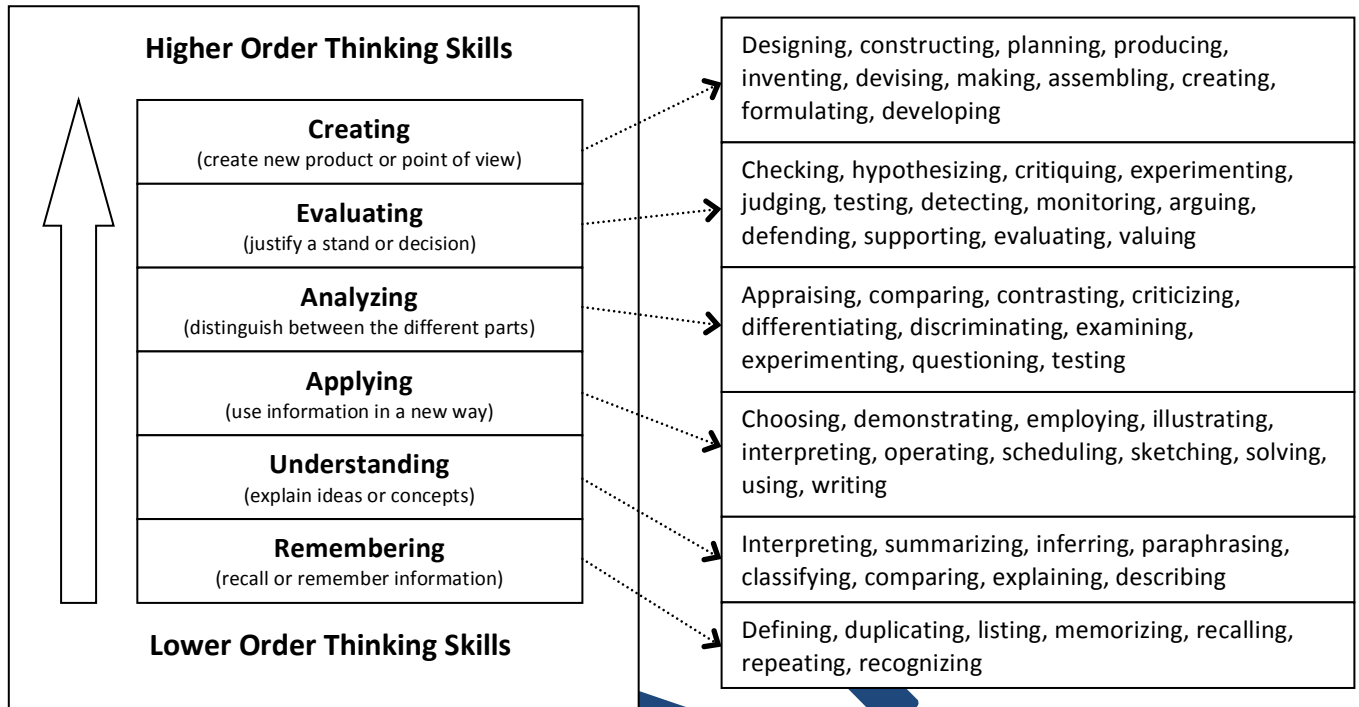


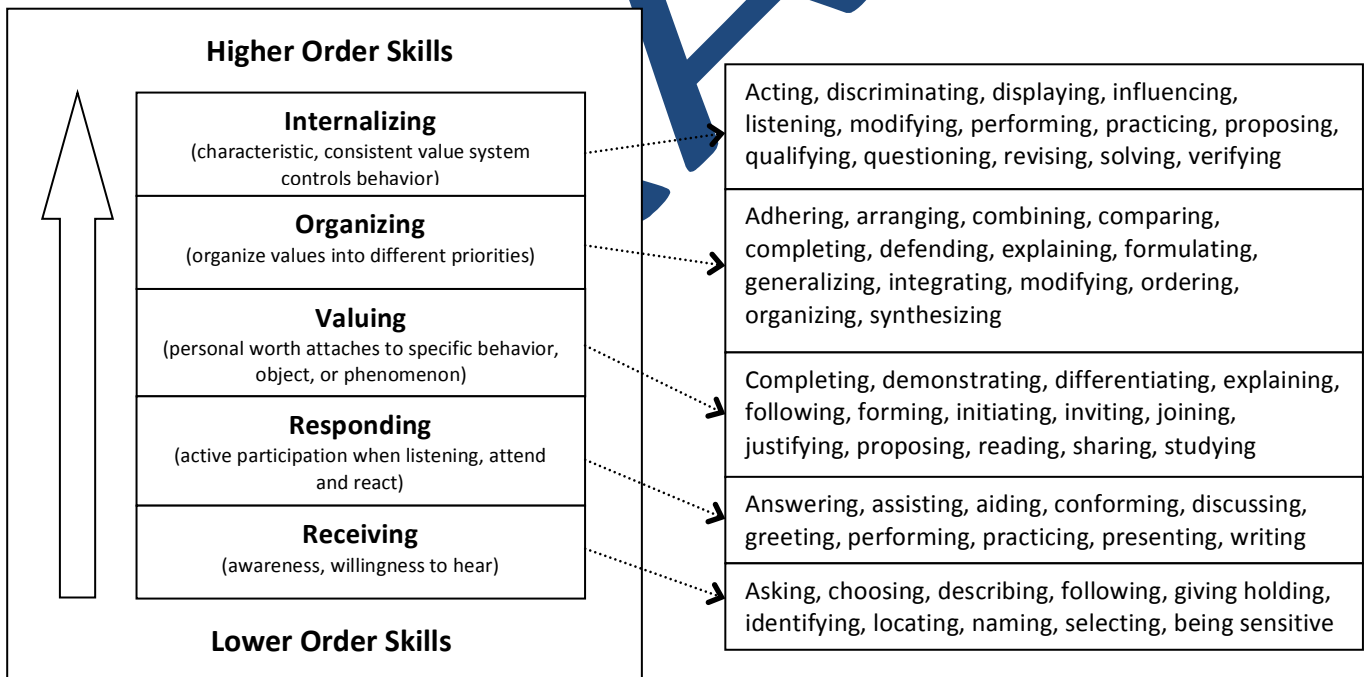
Proposed Mapping of Bloom's Taxonomy Levels of Student Competence to the Educational Goals for the Baccalaureate Degree at San Francisco State University

Bloom's (Revised) Taxonomy

Cognitive Domain: processing information, knowledge, and mental skills



Affective Domain: growth in attitudes/feelings or emotional skills



Sources:

- http://projects.coe.uga.edu/epltt/index.php?title=Bloom%27s_Taxonomy
- http://www.odu.edu/educ/roverbau/Bloom/blooms_taxonomy.htm
- <http://www.celt.iastate.edu/teaching/RevisedBlooms1.html>
- <http://edorigami.wikispaces.com/Bloom%27s+Digital+Taxonomy>
- <http://www.nwlink.com/~donclark/hrd/bloom.html>

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Educational Goal Component	Minimum Level of Cognitive (C) or Affective (A) Learning for GE	Minimum Level for Major if different from GE
1. Competencies for Lifelong Intellectual Endeavor		
a. Critically question and analyze	C: Analyzing	C: Evaluating
b. Think creatively and independently	C: Evaluating	
c. Read and interpret attentively written and other forms of communication	C: Applying	C: Analyzing
d. Communicate competently in written and other forms	C: Analyzing (break down and reconstruct)	
e. Reason quantitatively	C: Applying	C: Evaluating, as appropriate
f. Locate and interpret research using a variety of resources	C: Applying (use research to support decisions)	C: Analyzing
g. Solve problems	C: Applying	C: Analyzing
h. Collaborate	C: Applying A: Valuing	C: Analyzing
i. Show knowledge of a language other than English	C: Understanding	C: Analyzing if a language field
2. Intellectual Attainments		
a. For each of the following domains: i) science and mathematics; ii) social sciences; iii) humanities; and iv) arts Apply modes of inquiry	C: Applying	
b. For each of the following domains: i) science and mathematics; ii) social sciences; iii) humanities; and iv) arts Engage questions and issues of importance	C: Understanding or Applying	
c. For major field of study Exhibit in depth knowledge and understanding		C: Evaluating and Creating in appropriate domain(s)
3. Appreciation of Diversity		
a. Show knowledge and comprehension of human diversity	C: Remembering or Understanding A: Responding	C: Analyzing
b. Demonstrate respect for self and others	A: Valuing	
c. Show knowledge of history of diverse cultures in this nation	C: Remembering	C: Analyzing
d. Engage in informed, civil discourse with people different from self	C: Applying	C: Analyzing
4. Ethical Engagement		

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a. Understand necessity and difficulty of making ethical choices	A: Responding	C: Analyzing
b. Identify and analyze values underlying ethical choices	C: Analyzing	
c. Demonstrate ethical conduct in own work	C: Applying A: Organizing	
d. Ethically acknowledge the work of others	C: Applying A: Valuing	
e. Recognize responsibility towards social justice, equity, and sustainability of natural environment	C: Understanding A: Responding	
f. Contribute to well-being of others at multiple levels	C: Applying A: Organizing	
5. Integration and Application of Knowledge		
a. Make connections among disparate forms of knowledge across academic disciplines	C: Analyzing	
b. Make connections among principal domains of knowledge and their majors	C: Analyzing	
c. Place knowledge and approaches within cultural, historical, and sociopolitical contexts	C: Understanding	C: Analyzing
d. Apply academic knowledge practically	C: Applying	C: Analyzing
6. Qualities of Mind and Spirit		
a. Engage in lifelong learning	A: Organizing	
b. Value curiosity, sense of wonder, intellectual flexibility and adaptability	A: Valuing	
c. Value complexity and ambiguity	A: Valuing	
d. Act with responsibility and accountability	A: Organizing	
e. Engage in critical self-reflection	A: Organizing	
f. Value independence of mind	A: Valuing	
g. Respect wellness and healthy living	A: Valuing	
h. Demonstrate readiness to assume leadership roles	A: Valuing	
i. Value what unites human beings now and across time	A: Valuing	