

Humanities Division 128 courses represented in this Division.		
Course	Title	SLO(s)
COMM 5	Mass Media Methods	1. Demonstrate an understanding of the history and role of print, broadcast and digital mass media in terms of effects on individuals and on society as a whole.
COMM 8	Writing for Mass Media	1. Demonstrate an understanding of the role of journalists. 2. Apply sound research practices. 3. Write effective feature stories. 4. Demonstrate how to market stories for publication.
ENGL 1A	Composition	1. Demonstrate the ability to form a provable thesis, develop it through factual research and distinguish between fact and opinion. 2. Demonstrate the ability to be conscious of multiple factors affecting both verbal and written communication. 3. Recognize the nature of persuasion in written, visual and oral argument.
ENGL 1B	Literature Composition	1. Use critical thinking skills and appropriate literary terminology to examine literature in illuminating and satisfying ways through written work, essays and discussion. 2. Recognize and differentiate the basic literary genres as art forms.
ENGL 2	Composition and Critical Thinking	1. Practice metacognition, demand evidence, insist on objective corroboration, and recognize logical fallacies in the consideration and development of course assignments. 2. Apply basic concepts in semantics, differentiate between fact and opinion, and discriminate between ideological and disinterested sources to establish authenticity and reliability. 3. Write papers that demonstrate the ability to summarize and analyze contending positions on controverted issues, including critical thinking itself.
ENGL 10	Literature By and About Men	1. Objectively summarize competing theories of sexual difference and their implications. 2. Specify types of distinctly male experience. 3. Summarize how masculinity has been viewed historically. 4. Employ terms associated with masculinity (e.g. chivalry, heroism, courage, strength, reason, self-reliance). 5. Write analytically about how uniquely male experience has been depicted in various literary genres. 6. Display familiarity with all the course readings/viewings.
ENGL 11	Literature By and About Women	1. Analyze, interpret, and evaluate literary texts, based on an understanding of various genres, using comparative strategies, critical thinking and synthesis. 2. Examine the historical, cultural, and social structures that inform and shape literature, especially as reflected in works by and about women.

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		3. Appreciate and comprehend the meaning of literature within artistic, historical and social contexts.
ENGL 17	Introduction to Shakespeare	1. Discuss the Comedies, Tragedies, Romances and Sonnets with confidence. 2. Explore thematic values of Shakespeare's works in analytical essays, addressing primary issues relating to the Works and their influence on all of literature.
ENGL 18	The Bible as Literature	1. Examine the critical, historical and cultural process involved in the development of the Biblical canon and collections. 2. Recognize the influence and contemporary significance of the Bible in artistic and cultural life through exposure to art, architecture and literature based on Biblical themes and images. 3. Differentiate the literary forms including myth, history, biography, poetry, prophecy, stories, letters, and drama in the Bible, and identify the central characters, figures and themes in Biblical texts.
ENGL 22	Introduction to Poetry	1. Understand poetry as a genre. 2. Read, discuss and write about representative works within a possible range of classical through modern, concentrating on poetic types, aesthetics, versification, and/or ideas within their aesthetic, historical, philosophical, and/or cultural contexts.
ENGL 24	Introduction to Short Story	1. Understand short fiction as a genre. 2. Read, discuss, and write about representative works within their aesthetic, historical, philosophical, and/or cultural contexts.
ENGL 31	Creative Writing I	1. Understand and use the forms and techniques of creative writing in the genres of fiction, nonfiction, drama, and poetry. 2. Evaluate the creative work of others in supportive format.
ENGL 32	Creative Writing II	1. In addition to the outcomes for ENGL 31: 2. Understand and use the forms and techniques of creative writing in the genres of the short story, the novel, and the autobiography. 3. Write, edit and structure a sustained body of creative work.
ENGL 38	Literary Forms – The Cinema: More or Less Than Human?	1. Employ a <i>cinematic vocabulary</i> , a <i>historical vocabulary</i> , and a <i>scientific vocabulary</i> concerning issues of human/machine convergence., that is, to have been exposed to those films, non-fiction works, and fictional works which have shaped contemporary ideas about dehumanized people and anthropomorphized machines. 2. Demonstrate a <i>cinematic literacy</i> allowing the student to speak appraisingly, analytically, and with some measure of authority about his particular, speculative, cinema sub-genre 3. Express a personal outlook on pertinent events of the near past, the present, and the

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		prospects for the near future, along with a personal set of criteria for deciding the question: more, or less, than human?
ENGL 40	American Literature	<ol style="list-style-type: none"> 1. Comprehend and appreciate a selection of stories, essays and poems that form the canon of American Literature. 2. Discuss and write critically about these works.
ENGL 42	Writers of Modern America	<ol style="list-style-type: none"> 1. Comprehend and appreciate a selection of stories, essays, and poems that form the canon of modern American literature. 2. Discuss and write critically about these works.
ENGL 43	Comics as Literature	<ol style="list-style-type: none"> 1. Appreciate the comics medium as a literary and artistic practice 2. Observe how words and images relate to create meaning 3. Analyze resources for research on comics, think critically about how people ascribe literary value to artistic works and read, write, and communicate in a contemporary context.
ENGL 44	Masterpieces of Literature I	<ol style="list-style-type: none"> 1. Comprehend and appreciate a selection of written work from the Greeks to the Renaissance. 2. Discuss and write critically about these works.
ENGL 45	Masterpieces of Literature II	<ol style="list-style-type: none"> 1. Comprehend and appreciate a selection of written work from the Enlightenment, the Romantic period, the Victorian period, and the Modern period. 2. Discuss and write critically about these works.
ENGL 46	Survey of British Literature I	<ol style="list-style-type: none"> 1. Understand British literature from the Old English period through the 18th century. 2. Read, discuss, and write critically about representative works within their aesthetic, historical, philosophical, and/or cultural contexts.
ENGL 47	Survey of British Literature II	<ol style="list-style-type: none"> 1. Understand British literature from the Romantic through the Modern periods. 2. Read, discuss, and write critically about representative works within their aesthetic, historical, philosophical, and/or cultural contexts.
ENGL 49	The Novel	<ol style="list-style-type: none"> 1. Understand the novel as a genre. 2. Read, discuss, and write about representative works within their aesthetic, historical, philosophical, and/or cultural contexts.
ENGL 50	Writing With the Computer	<ol style="list-style-type: none"> 1. Create and format a document using Microsoft Word 2. Attach a document to e-mail 3. Understand the basic format for standard MLA-style research citation
ENGL 111	Introduction to College Writing	<ol style="list-style-type: none"> 1. Use critical thinking skills to interpret, summarize and analyze a variety of texts. 2. Develop skills in planning, preparation and responsibility for meeting college-level expectations for reading, writing and classroom activities.

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Course	Title	SLO(s)
		<ol style="list-style-type: none"> 3. Employ research strategies and analytical skills, including comparative, causal and argumentative approaches, when constructing and writing college-level essays. 4. Compose coherent essays with clear thesis statements, which exhibit sentence variety and clarity, accurate word choice, and engaging style.
ENGL 112	Critical Reading	<ol style="list-style-type: none"> 1. Identify thesis, main ideas, and major/minor supporting details in a college essay. 2. Apply knowledge of various reading strategies at college-level essay/ paragraphs/sentence/word level. 3. Discover transitions and patterns in a college-level essay. 4. Apply knowledge of various evaluation strategies in a college-level essay.
ENGL 113	Introduction to Technical Writing	<ol style="list-style-type: none"> 1. Plan, organize, write, and produce appropriate, readable, technical documents for a variety of audiences.
ENGL 114	Technical Editing	<ol style="list-style-type: none"> 1. Identify and correct spelling, punctuation, sentence structure, and grammar errors that lead to ambiguity in technical documents. 2. Identify the level of edit required for specific documents and perform that work using standard editing marks. 3. Communicate effectively with writers and subject matter experts.
ENGL 115	Advanced Technical Writing	<ol style="list-style-type: none"> 1. In addition to outcomes listed for English 113, 2. Identify and understand the range of tasks technical writers perform in a changing field of work. 3. Structure technical information into formats appropriate for specific tasks. 4. Plan, write, and produce sets of instructions for specific purposes. 5. Create budgets for the planning, writing, and production of technical documents.
ENGL 116	Advanced Technical Editing	<ol style="list-style-type: none"> 1. In addition to outcomes listed for English 114, 2. Evaluate technical documents that may exceed the student's technical knowledge. 3. Evaluate and prepare graphics for inclusion in technical documents. 4. Identify and understand the range of tasks required of technical editors in a changing field of work.
ENGL 120	Grammar and Usage	<ol style="list-style-type: none"> 1. Identify and correct spelling, punctuation, sentence structure, and grammar errors that lead to ambiguity. 2. Use both print and electronic reference sources to answer questions about grammar, spelling, and usage.
ENGL 231	Creative Writing for Personal Goals	<ol style="list-style-type: none"> 1. Use diction, imagery, and metaphor to create written work that speaks to the student's personal needs and goals as opposed to academic requirements. 2. Understand and use different writing forms, such as journals, memoirs, freewriting, drama, and poetry to explore the possibilities of person writing.

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ENGL 301	Academic Writing	<ol style="list-style-type: none"> 1. Develop thesis and use rhetorical strategies in the writing of coherent paragraphs and essays. 2. Practice successful planning, process, study and preparation skills for the completion of college-level reading and writing assignments. 3. Write clear, effective sentences, which demonstrate control of grammar, diction and technical conventions in academic writing.
ENGL 302	Academic Reading	<ol style="list-style-type: none"> 1. Identify thesis, main ideas, and major/minor supporting details in an essay. 2. Apply various reading strategies at essay/paragraph/sentence/word level. 3. Discover transitions and patterns in an essay.
ENGL 321	Effective Writing Skills	<ol style="list-style-type: none"> 1. Understand and engage in reading, writing and dialogue as interdependent and collaborative process. 2. Use appropriate conventions of Standard American English; including grammar, punctuation, mechanics and syntax. 3. Understand and apply writing as a process.
ENGL 322	Effective Reading Skills	<ol style="list-style-type: none"> 1. Identify main idea and major/minor supporting details in a paragraph. 2. Demonstrate knowledge of various reading strategies at paragraph/sentence/word level. 3. Discover transitions and patterns at paragraph level.
ENGL 351	Phonemic Awareness for Improved R,W,S	<p>For the initial .5 unit:</p> <ol style="list-style-type: none"> 1. Break down one-syllable words into their component parts for analysis and comprehension. <p>For the second .5 unit:</p> <ol style="list-style-type: none"> 1. Break down multi-syllable words into their component parts for analysis and comprehension
ENGL 352	Comprehension and Critical Thinking Skills	<ol style="list-style-type: none"> 1. Visualize spoken and written language and trace with words a sequence of events or a chain of ideas.
ENGL 300	Individualized English and Study Skills	<ol style="list-style-type: none"> 1. Identify individual learning goals related to reading, writing, and/or study skills 2. Utilize assigned materials to enhance and improve one's understanding of targeted skill areas 3. Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals
ENGL 320	Practical Reading	<ol style="list-style-type: none"> 1. Discern meaning from print materials encountered in everyday life 2. Locate the main idea of short practical reading passages
ENGL 325	Basic Grammar for Writing	<ol style="list-style-type: none"> 1. Demonstrate knowledge of the basic parts of the sentence 2. Correctly utilize beginning grammatical concepts in one's writing

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ENGL 326	Intermediate Grammar for Writing	<ol style="list-style-type: none"> 1. Demonstrate knowledge of compound and complex sentences 2. Identify and correct sentence fragments 3. Understand the fundamental components of the paragraph
ENGL 330	Reading in Context	<ol style="list-style-type: none"> 1. Identify the main idea of short academic readings 2. Utilize basic reading comprehension strategies 3. Discern new vocabulary within short written passages
ENGL 335	Building a Better Vocabulary	<ol style="list-style-type: none"> 1. Identify learned word parts and their meanings 2. Correctly identify learned vocabulary at the sentence level 3. Utilize context clues to determine vocabulary definitions
ENGL 400	Individualized English and Study Skills	<ol style="list-style-type: none"> 1. Identify individual learning goals related to reading, writing, and/or study skills 2. Work collaboratively one-to-one with instructional support faculty/staff to make progress toward identified goals
ENSL 10	Advanced Composition	<ol style="list-style-type: none"> 1. Compose coherent essays with clear thesis statements, which exhibit sentence variety and clarity, accurate word choice, and engaging style. Use complex grammatical structures accurately, and edit own writing for correctness. 2. Compose effective essays, with clear thesis statements, adequately developed and supported paragraphs, and coherent transitions 3. Do college-level research; effectively summarize and paraphrase relevant information; document sources in the MLA format
ENSL 55	Advanced Reading	<ol style="list-style-type: none"> 1. Identify thesis, main ideas, and major/minor supporting details in a college essay. 2. Apply knowledge of various reading strategies at college-level essay/ paragraphs/sentence/word level. 3. Apply knowledge of various evaluation strategies in a college-level essay. 4. Recognize the important vocabulary and passages in a text. 5. Summarize readings and compare/contrast their own ideas with those of the text.
ENSL 300/400	Individualized Study in English	<ol style="list-style-type: none"> 1. Develop with an instructor and follow through with an individualized computer-based program incorporating elements of the four basic language skills—reading, writing, listening, speaking—to supplement student's at-level competency in these areas as needed.
ENSL 305/405	Computer Lab: Reading/Vocabulary	<ol style="list-style-type: none"> 1. Demonstrate working knowledge of theme-related core vocabulary at differentiated levels consistent with ESL levels as taught at MPC. 2. Develop knowledge of various reading strategies in English at differentiated levels. 3. Demonstrate an understanding of American culture through readings of theme-related texts at differentiated levels.

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ENSL 306/406	Computer Lab: Grammar and Writing	<ol style="list-style-type: none"> 1. Demonstrate working knowledge of grammar points at differentiated levels--beginning, intermediate, advanced—consistent with ESL levels as taught at MPC. 2. Develop writing skills using targeted grammar and syntax on the level of the sentence, paragraph, or essay, consistent with student's ESL level at MPC.
ENSL 307/407	Computer Lab: Listening and Pronunciation	<ol style="list-style-type: none"> 1. Recognize and use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax at differentiated levels. 2. Demonstrate the ability to understand spoken English and respond to it at differentiated levels consistent with ESL levels as taught at MPC.
ENSL 312/412	Intensive Beginning English	<ol style="list-style-type: none"> 1. Understand English used in prepared, controlled situations 2. Speak comprehensibly on prepared, scripted topics 3. Read very simple samples of English 4. Write on highly controlled topics, using very basic vocabulary and basic grammar patterns
ENSL 320/420	Intensive High-Beginning English	<ol style="list-style-type: none"> 1. Understand the English used in basic unrehearsed situations 2. Speak clearly and with adequate vocabulary on subjects studied in the course 3. Read simple passages of English 4. Write paragraphs with understandable, level-appropriate grammar and spelling
ENSL 321/421	High-Beginning English I	<ol style="list-style-type: none"> 1. Understand the English used in basic unrehearsed situations 2. Speak clearly and with adequate vocabulary on subjects studied in the course 3. Read simple passages of English 4. Write paragraphs with understandable, level-appropriate grammar and spelling <p>N.B. This course corresponds to the first half of ENSL 320</p>
ENSL 322/422	High-Beginning English II	<ol style="list-style-type: none"> 1. Understand the English used in basic unrehearsed situations 2. Speak clearly and with adequate vocabulary on subjects studied in the course 3. Read simple passages of English 4. Write paragraphs with understandable, level-appropriate grammar and spelling <p>N.B. This course corresponds to the second half of ENSL 320</p>
ENSL 323/423	Beginning Conversation I	<ol style="list-style-type: none"> 1. Understand English used in prepared, controlled situations 2. Speak comprehensibly on prepared, scripted topics 3. Speak clearly and with adequate vocabulary on subjects studied in the course
ENSL 324/424	Beginning Conversation II	<ol style="list-style-type: none"> 1. Understand the English used in basic unrehearsed situations 2. Speak clearly and with adequate vocabulary on subjects studied in the course
ENSL 325/425	High-Beginning Reading, Vocab., & Conv.	<ol style="list-style-type: none"> 1. Read simple passages of English 2. Demonstrate competency in learning and using new vocabulary in spoken English
ENSL 326/426	English Skills for Success I	<ol style="list-style-type: none"> 1. Identify key points in a reading passage

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		<ol style="list-style-type: none"> 2. Distinguish between fact and opinion. 3. Demonstrate knowledge of new vocabulary
ENSL 328/428	Pronunciation & Spelling	<ol style="list-style-type: none"> 1. Demonstrate knowledge of basic sounds of American English 2. Differentiate between individual sounds and multi-syllabic words 3. Demonstrate knowledge of basic spelling rules of American English
ENSL 330/430	Intensive Intermediate English	<ol style="list-style-type: none"> 1. Speak clearly and with adequate vocabulary on subjects studied in the course 2. Read simple passages of English 3. Write paragraphs with understandable, level-appropriate grammar and spelling
ENSL 331/431	Intermediate English I	<ol style="list-style-type: none"> 1. Speak clearly and with adequate vocabulary on subjects studied in the course 2. Read simple passages of English 3. Write paragraphs with understandable, level-appropriate grammar and spelling N.B. This course corresponds to the second half of ENSL 330
ENSL 332/432	Intermediate English II	<ol style="list-style-type: none"> 1. Speak clearly and with adequate vocabulary on subjects studied in the course 2. Read simple passages of English 3. Write paragraphs with understandable, level-appropriate grammar and spelling N.B. This course corresponds to the second half of ENSL 330
ENSL 333/433	Intermediate Conversation I	<ol style="list-style-type: none"> 1. Demonstrate competency in the oral communication of ideas on everyday topics concerning life at home, work, and school.
ENSL 334/434	Intermediate Conversation II	<ol style="list-style-type: none"> 1. Demonstrate competency in the oral communication of ideas on everyday topics concerning life at home, work, and school. 2. Demonstrate competency in expressing opinions on a series of current issues.
ENSL 335/435	Intermediate Reading, Vocab., & Conv.	<ol style="list-style-type: none"> 1. Identify key points and organization in a reading passage 2. Express and support opinion 3. Demonstrate competency in learning and using new vocabulary in spoken English 4. Demonstrate basic typing and emailing skills
ENSL 336/436	English Skills for Success II	<ol style="list-style-type: none"> 1. Identify key points and organization in a reading passage 2. Express and support opinion 3. Demonstrate competency in learning and using new vocabulary in spoken English
ENSL 342	Intensive High-Intermediate R,W &G	<ol style="list-style-type: none"> 1. Identify main ideas and supporting details in reading passage. 2. Apply reading strategies at essay/paragraph/sentence/word level. 3. Develop a main idea and supporting details in writing summary paragraphs and short essays. 4. Write sentences that show understanding of the tenses, adjective, adverb and noun clauses in subordination, and high intermediate spelling 5. Proof own writing for errors

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		6. Find information via a search engine in the computer lab, type with proficiency
ENSL 343	High-Intermediate Reading & Writing	1. Identify main ideas and supporting details in reading passage. 2. Apply reading strategies at essay/paragraph/sentence/word level. 3. Develop a main idea and supporting details in writing summary paragraphs and short essays.
ENSL 344	High-Intermediate Grammar	1. Write sentences that show understanding of the tenses, adjective, adverb and noun clauses in subordination, and high intermediate spelling 2. Proof own writing for errors
ENSL 345	High-Intermediate Speaking & Listen.	1. Express and support opinion 2. Demonstrate competency in learning and using new vocabulary in spoken English at intermediate level
ENSL 346/446	American Culture (ESL)	1. Identify key symbols of American culture 2. Differentiate common political, educational, cultural differences between US and native country 3. Demonstrate basic knowledge of American customs related to social interactions
ENSL 348/448	Cross-Cultural Communication and Adjust.	1. Identify factors that affect interpersonal relationships across cultures 2. Explain various communication strategies and their impact on interpersonal relationships in a cross cultural context 3. Identify social and emotional impediments to cross-cultural adjustment
HUMA 1	Introduction to Women's Studies	
HUMA 4	Images of Women in the Arts	
HUMA 10	Exploration of Values in Living	1. Analyze and evaluate diverse attitudes toward art, science and technology, philosophy, religion, mythology, and ethics.
HUMA 30	Humanities in the Melting Pot	1. Discern and analyze the underlying philosophies and world views of American Indians, European Americans, African Americans and Asian Americans. 2. Compare and contrast the arts (including such elements as myths, legends, folktales, poetry, theater, dance, music and architecture) of these four diverse ethnic groups relevant to the themes of freedom, love, and nature.
HUMA 40	Introduction to Feminist Theory	
LING 10	Foundations of Language	1. Analyze sentence structure in terms of grammatical relations and constituent structures 2. Recognize the typological similarity and diversity of syntactic phenomena
LING 15	Introduction to Linguistics	1. Use the common vocabulary of linguistics.

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		2. Define language and describe its systematic nature
LING 20	Introduction to Minority Dialects: African American and Chicano English	1. Identify phonological, morphological, syntactic, and semantic differences between English dialects and Standard English
LING 25	Introduction to Language and Gender	1. Demonstrate knowledge of gender related sociolinguistic research. 2. Analyze differences between women and men's language.
PHIL 2	Introduction to Philosophy	1. Explain and contrast views of various historical and contemporary philosophers
PHIL 4	Moral Issues	1. Describe and analyze ethical theories as they relate to various moral issues.
PHIL 5	Environmental Ethics	1. Apply traditional anthropocentric ethical theories to environmental issues. 2. Explain and critically evaluate traditional theories and biocentric alternatives.
PHIL 6	Introduction to Logic	1. Demonstrate knowledge of logical concepts. 2. Use tools of formal logic. 3. Identify examples of informal fallacies.
PHIL 10	Introduction to Critical Thinking	1. Recognize pseudo-reasoning and informal fallacies in argumentative or persuasive speech and writing. 2. Use concepts and tools of formal logic.
PHIL 12	Introduction to the Philosophy of Religion	1. Identify philosophical problems posed by theistic religion. 2. Demonstrate knowledge of the views of some historical and contemporary philosophers of religion.
PHIL 13	Introduction to Eastern Philosophy	1. Explain central concepts of Eastern philosophies. 2. Demonstrate knowledge of important texts and figures in Eastern philosophy.
PHIL 40	Introduction to Feminist Theory	
PHIL 54	Women & Religion	
SPCH 1	Introduction to Public Speaking	1. Create formal, well-organized outlines, demonstrating logical reasoning and documentation of sources. 2. Recognizing the audience and speaking occasion, design and deliver engaging speeches.
SPCH 2	Small Group Communication	1. Work effectively in small groups. 2. Demonstrate effective leadership skills with an understanding of leadership theories. 3. Assess their own participation, listening, language, nonverbal communication, and conflict management skills when working in groups.
SPCH 3	Interpersonal Communication	1. Demonstrate knowledge of interpersonal communication principles by applying theory to a variety of interpersonal situations.

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SPCH 4	Intercultural Communication	<ol style="list-style-type: none"> 1. Describe relevant theory within the intercultural communication process. 2. Discuss examples of how a culture's world view and values affect the attitude and behaviors of its members. 3. Give examples of the significance of language for understanding culture, and identify nonverbal behaviors and their impact on intercultural communication. 4. Compare and contrast communication styles within selected cultures. 5. Improve skills at intercultural communication.
SPCH 6	Argumentation	<ol style="list-style-type: none"> 1. Demonstrate an understanding of formal argumentation and debate, building an affirmative and negative case, following current rules, formats, and refutation procedures. 2. Demonstrate effective delivery skills.
SPCH 50	Forensics	<ol style="list-style-type: none"> 1. Deliver at least two first Affirmative or first Negative constructive speeches. 2. Demonstrate increased public speaking confidence. 3. Demonstrate various public speaking skills in a competitive speaking situation.
SPCH 54	Leadership Communication	<ol style="list-style-type: none"> 1. Articulate common theories of leadership, distinguishing between leadership and power, leadership and management, and between leadership ethics and effectiveness. 2. Demonstrate effective leadership skills with an understanding of how leadership impacts the larger group and/or organization. 3. Demonstrate the ability to analyze leadership communication skills. 4. Explain the benefits of diversity in group contexts, how diverse values, attitudes and beliefs impact group/organizational performance, and what leaders can do to enhance group interaction in light of that inherent diversity.
SPCH 61	Speaker's Bureau	<ol style="list-style-type: none"> 1. Speak with greater confidence to a variety of groups. 2. Describe personal public speaking strengths and weaknesses. 3. Demonstrate a greater knowledge of public speaking theory.
ARAB 1A	Elementary Arabic I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Arabic and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Arabic prose at the sentence level 4. Obtain a beginning understanding of Arabic culture
ARAB 1B	Elementary Arabic II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Arabic at a second semester level,

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		<p>and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines</p> <ol style="list-style-type: none"> 3. Read simple Arabic prose, and write short paragraphs in Arabic 4. Explain cultural differences and to obtain a second semester understanding of Arabic culture
CHIN 1A	Elementary Mandarin Chinese I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Chinese and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Chinese prose at the sentence level 4. Obtain a beginning understanding of Chinese culture
CHIN 1B	Elementary Mandarin Chinese II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Chinese at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple Chinese prose, and write short paragraphs in Chinese 4. Explain cultural differences and to obtain a second semester understanding of Chinese culture
FREN 1A	Elementary French I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken French and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple French prose at the sentence level 4. Obtain a beginning understanding of French culture
FREN 1B	Elementary French II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken French at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple French prose, and write short paragraphs in French 4. Explain cultural differences and to obtain a second semester understanding of French culture
FREN 2A	Intermediate French	<ol style="list-style-type: none"> 1. Use French vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level

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		<ol style="list-style-type: none"> 2. Demonstrate the ability to understand spoken French with greater accuracy, and respond to it at the high-intermediate level, as established by the ACTFL proficiency guidelines 3. Read articles and short stories, and to write short compositions in French 4. Explain cultural differences and to obtain a third semester understanding of French culture
FREN 2B	Advanced French	<ol style="list-style-type: none"> 1. Use French vocabulary and idioms in real life situations with a level of accuracy appropriate of a fourth semester student 2. Demonstrate the ability to understand spoken French and respond to it at the advanced level, as established by the ACTFL proficiency guidelines 3. Read and write more complex French prose and poetry 4. Explain cultural differences, and to obtain a fourth semester understanding of French culture
FREN 50	Intermediate French Conversation	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform in the range of high intermediate to advanced levels as established by the ACTFL proficiency guidelines in oral production and comprehension 2. Speak French in a clear, cohesive manner that is understandable to native speakers 3. Handle everyday conversational situations in French fluently and extemporaneously 4. Demonstrate sufficient knowledge of French cultural conversation patterns
GERM 1A	Elementary German I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken German and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple German prose at the sentence level 4. Obtain a beginning understanding of German culture
GERM 1B	Elementary German II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken German at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple German prose, and write short paragraphs in German 4. Explain cultural differences and to obtain a second semester understanding of German culture
GERM 2A	Intermediate German	<ol style="list-style-type: none"> 1. Use German vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level

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Course	Title	SLO(s)
		<ol style="list-style-type: none"> 2. Demonstrate the ability to understand spoken German with greater accuracy, and respond to it at the high-intermediate level, as established by the ACTFL proficiency guidelines 3. Read articles and short stories, and to write short compositions in German 4. Explain cultural differences and to obtain a third semester understanding of German culture
GERM 2B	Advanced German	<ol style="list-style-type: none"> 1. Use German vocabulary and idioms in real life situations with a level of accuracy appropriate of a fourth semester student 2. Demonstrate the ability to understand spoken German and respond to it at the advanced level, as established by the ACTFL proficiency guidelines 3. Read and write more complex German prose and poetry 4. Explain cultural differences, and to obtain a fourth semester understanding of German culture
ITAL 1A	Elementary Italian I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Italian and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Italian prose at the sentence level 4. Obtain a beginning understanding of Italian culture
ITAL 1B	Elementary Italian II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Italian at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple Italian prose, and write short paragraphs in Italian 4. Explain cultural differences and to obtain a second semester understanding of Italian culture
JPNS 1A	Elementary Japanese I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Japanese and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Japanese prose at the sentence level 4. Obtain a beginning understanding of Japanese culture
JPNS 1B	Elementary Japanese II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level

Humanities Division 128 courses represented in this Division.		
Course	Title	SLO(s)
		<ol style="list-style-type: none"> 2. Demonstrate the ability to understand basic spoken Japanese at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple Japanese prose, and write short paragraphs in Japanese 4. Explain cultural differences and to obtain a second semester understanding of Japanese culture
JPNS 2A	Intermediate Japanese	<ol style="list-style-type: none"> 1. Use Japanese vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level 2. Demonstrate the ability to understand spoken Japanese with greater accuracy, and respond to it at the high-intermediate level, as established by the ACTFL proficiency guidelines 3. Read articles and short stories, and to write short compositions in Japanese 4. Explain cultural differences and to obtain a third semester understanding of Japanese culture
RUSS 1A	Elementary Russian I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Russian and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Russian prose at the sentence level 4. Obtain a beginning understanding of Russian culture
RUSS 1B	Elementary Russian II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Russian at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple Russian prose, and write short paragraphs in Russian 4. Explain cultural differences and to obtain a second semester understanding of Russian culture
SIGN 1A	Elementary American Sign Language I	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of grammar and syntax of a first semester level 2. Demonstrate the ability to understand and respond to basic signed American Sign Language at a first semester novice level 3. Read and write simple prose in American Sign Language gloss at the sentence level 4. Obtain a beginning understanding of American Sign Language culture
SIGN 1B	Elementary American Sign Language II	<ol style="list-style-type: none"> 1. Use vocabulary and idioms in basic life situations using the necessary rules of

Humanities Division 128 courses represented in this Division.		
Course	Title	SLO(s)
		grammar and syntax of a second semester level 2. Demonstrate the ability to understand and respond to basic signed American Sign Language at a second semester intermediate level 3. Read simple prose written in American Sign Language gloss and to write short paragraphs in American Sign Language gloss 4. Explain cultural differences and to obtain a second semester understanding of American Sign Language culture
SIGN 2A	Intermediate American Sign Language	1. Use American Sign Language vocabulary and idioms in real life situations using the necessary rules of grammar and syntax of a third semester level 2. Demonstrate the ability to understand and respond to signed American Sign Language with greater accuracy at a third semester high intermediate level. 3. Read articles and short stories written in American Sign Language gloss and to write short compositions in American Sign Language gloss 4. Explain cultural differences and to obtain a third semester understanding of American Sign Language culture
SPAN 1A	Elementary Spanish I	1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a first semester level 2. Demonstrate the ability to understand basic spoken Spanish and respond to it at the novice/low-intermediate level, as established by the ACTFL proficiency guidelines 3. Read and write simple Spanish prose at the sentence level 4. Obtain a beginning understanding of Spanish culture
SPAN 1B	Elementary Spanish II	1. Use vocabulary and idioms in basic life situations using the necessary rules of pronunciation, grammar, and syntax of a second semester level 2. Demonstrate the ability to understand basic spoken Spanish at a second semester level, and respond to it at the mid-intermediate level, as established by the ACTFL proficiency guidelines 3. Read simple Spanish prose, and write short paragraphs in Spanish 4. Explain cultural differences and to obtain a second semester understanding of Spanish culture
SPAN 2A	Intermediate Spanish	1. Use Spanish vocabulary and idioms in real life situations using the necessary rules of pronunciation, grammar, and syntax of a third semester level 2. Demonstrate the ability to understand spoken Spanish with greater accuracy, and respond to it at the high-intermediate level, as established by the ACTFL proficiency guidelines 3. Read articles and short stories, and to write short compositions in Spanish

Humanities Division 128 courses represented in this Division.		
Course	Title	SLO(s)
		4. Explain cultural differences and to obtain a third semester understanding of Spanish culture
SPAN 2B	Advanced Spanish	<ol style="list-style-type: none"> 1. Use Spanish vocabulary and idioms in real life situations with a level of accuracy appropriate of a fourth semester student 2. Demonstrate the ability to understand spoken Spanish and respond to it at the advanced level, as established by the ACTFL proficiency guidelines 3. Read and write more complex Spanish prose and poetry 4. Explain cultural differences, and to obtain a fourth semester understanding of Spanish culture
SPAN 5	Literature of the Spanish Speaking World	<ol style="list-style-type: none"> 1. Demonstrate overall command of spoken and written Spanish at the advanced level, as established by the ACTFL proficiency guidelines 2. Evaluate specific reading selections and place them within the overall context of Hispanic literature 3. Distinguish and discuss the elements of each literary genre, and their various levels of meaning 4. Identify and appreciate the multicultural manifestations represented in literature in the Spanish speaking world
SPAN 35A	Spanish for Spanish Speakers I	<ol style="list-style-type: none"> 1. Speak and write with improved accuracy in standard Spanish using vocabulary appropriate to a variety of social levels / situations 2. Spell correctly in Spanish, and ascertain the correct placement of orthographic accents 3. Analyze and interpret different levels of prose 4. Acquire general knowledge of culture, customs, history and geography of the Spanish-Speaking world
SPAN 35B	Spanish for Spanish Speakers II	<ol style="list-style-type: none"> 1. Use correct grammar, tenses, and moods, when speaking and writing. 2. Read Spanish prose, and write short essays in a variety of styles in standard Spanish using correct punctuation. 3. Gain a deeper understanding of Latin-American, Spanish and Chicano literature, culture and traditions.
SPAN 50	Intermediate Spanish Conversation	<ol style="list-style-type: none"> 1. Demonstrate the ability to perform in the range of high intermediate to advanced levels as established by the ACTFL proficiency guidelines in oral production and comprehension 2. Speak Spanish in a clear, cohesive manner that is understandable to native speakers 3. Handle everyday conversational situations in Spanish fluently and extemporaneously 4. Demonstrate sufficient knowledge of Hispanic cultural conversation patterns
SPAN 225A	Basic Conversation Spanish I	<ol style="list-style-type: none"> 1. Recognize the Spanish sound system

Humanities Division 128 courses represented in this Division.		
Course	Title	SLO(s)
		2. Have simple rehearsed conversations with others in Spanish 3. Recognize and use basic Spanish grammar and common expressions 4. Respond appropriately to questions in Spanish
SPAN 225B	Basic Conversation Spanish II	1. Apply the vocabulary and structure needed to function in the most commonly encountered situations 2. Organize material appropriate to a situation and present it orally 3. Demonstrate ability to communicate extemporaneously 4. Pose questions and initiate basic real life dialogue in Spanish

Physical Science Division		
Course	Title	SLO(s)
MATH 360	Arithmetic	<ol style="list-style-type: none"> 1. Recognize, define, and apply arithmetic vocabulary and symbols in order to perform operations on arithmetic expressions (whole numbers, fractions, decimals, percents, ratios, and proportions). 2. Understand the connection between arithmetic and the real world by applying arithmetic principles to solve simple real world problems.
MATH 351	Prealgebra	<ol style="list-style-type: none"> 1. Recognize, define, and apply algebraic vocabulary and symbols in order to perform algebraic operations on expressions and to solve basic linear equations. 2. Understand the connection between algebra and the real world by interpreting basic graphs and charts, translating simple real world situations into expressions or equations, and explaining solutions to the equations.
MATH 261	Elementary Algebra	<ol style="list-style-type: none"> 1. Evaluate and perform operations on algebraic expressions, and solve algebraic equations (linear, polynomial, rational, radical and quadratic). 2. Graph and interpret linear equations and inequalities 3. Set up and solve real world applications involving linear, quadratic, and rational expressions, and interpret their results.
MATH 262	Geometry	<ol style="list-style-type: none"> 1. Know geometric definitions and theorems and use them to solve problems. 2. Write clear geometric proofs using deductive reasoning.
MATH 263	Intermediate Algebra	<ol style="list-style-type: none"> 1. Evaluate and perform operations on algebraic expressions and solve algebraic equations (polynomial, rational, radical, exponential and logarithmic). 2. Use a variety of functions and relations (linear, quadratic, exponential, and logarithmic) and their graphs to model real world applications.
MATH 10	Math for General Education	<ol style="list-style-type: none"> 1. Students will be able to recognize mathematical applications in everyday life and demonstrate appropriate, relevant problem solving skills. 2. Students will locate and utilize mathematical resources and technology while demonstrating reasoning and mathematical literacy.
MATH 13	Pre-Calculus	<ol style="list-style-type: none"> 1. Recognize, analyze, and graph a variety of algebraic and transcendental functions (polynomial, absolute value, rational, radical, exponential, logarithmic, trigonometric and inverse trigonometric). 2. Model real world applications and solve equations using the functions listed above.
MATH 20A	Calculus	<ol style="list-style-type: none"> 1. Analyze limits, derivatives, definite and indefinite integrals graphically, algebraically, and using the formal definitions. 2. Model and solve problems (including area, volume and work) using derivatives, integrals of algebraic and trigonometric functions and their graphs.
MATH 20B	Calculus	<ol style="list-style-type: none"> 1. Analyze and apply limits, derivatives, definite and indefinite integrals of transcendental

Physical Science Division		
Course	Title	SLO(s)
		<ul style="list-style-type: none"> 1. functions graphically and algebraically in Cartesian, polar and parametric forms. 2. Use appropriate techniques to evaluate integrals. 3. Find and apply power series representations of functions.
MATH 20C	Calculus	<ul style="list-style-type: none"> 1. Analyze plane and space curves, and curvilinear motion using vector methods in two and three dimensions. (rectangular, polar, cylindrical, and spherical coordinate systems) 2. Apply techniques and theorems of multivariable calculus, both differential and integral, to solve selected problems.
MATH 31	Linear Algebra	<ul style="list-style-type: none"> 1. Perform operations on matrices in order to solve systems of linear equations and apply matrix theory to model real life situations. 2. Recognize and understand the basic structures of generalized vector spaces including use of linear independence, bases, spanning sets and linear transformations. 3. Compose clear and accurate proofs using the concepts of this course.
MATH 32	Differential Equations	<ul style="list-style-type: none"> 1. Apply various methods to solve linear ordinary differential equations. 2. Use differential equations to solve real world applications.
MATH 16	Statistics	<ul style="list-style-type: none"> 1. Describe and represent data graphically and numerically. 2. Demonstrate a basic knowledge of probability theory, identify and calculate probabilities using discrete and continuous distributions. 3. Make inferences about population parameters based on sample statistics.
MATH 17	Finite Math	<ul style="list-style-type: none"> 1. Use matrices, algebraic equations, and graphing to solve applications in business, social science, and the life sciences. 2. Apply basic rules of combinatorics and probability to solve a variety of problems.
MATH 18	Business Calculus	<ul style="list-style-type: none"> 1. Analyze limits, derivatives, definite and indefinite integrals graphically and algebraically. 2. Model and solve problems in business, social science, and the life sciences using derivatives, integrals and their graphs.
MATH 12	Number Systems	<ul style="list-style-type: none"> 1. Present topics in elementary mathematics in a clear and accurate manner, demonstrated through oral presentations and in written form. 2. Identify and calmly analyze mathematical problems using higher-order critical thinking skills and then apply appropriate techniques/strategies to problem solving on exams.
MATH 40	Discrete Math	<ul style="list-style-type: none"> 1. Analyze validity of arguments using principles of symbolic logic. 2. Construct mathematical proofs (direct/indirect). 3. Apply basic rules of probability to solve a variety of problems.

Physical Science Division		
Course	Title	SLO(s)
GEOL 2/2L	Introductory Geology	1. Use observations of rock types and landscape morphology to interpret basic geologic history and processes
OCEN 2	Introductory Oceanography	1. Recognize major seafloor features based on their shape and interpret their origin using plate tectonic theory 2. Analyze how the Earth's oceans are part of the Earth's systems from geological, chemical, biological, and physical perspectives.
ENGR 1	Intro to Engineering	1. Apply basic engineering principles and use common computer tools to design and build a product in a team environment 2. Identify the main branches of engineering, the education options, and the roles and responsibilities of engineering in society.
ENGR 2	Engineering Design Graphics	1. Use 2D and 3D CAD Software to design, describe and document engineering products
ENGR 8	Engineering Statics	1. Apply concepts of force, equilibrium and virtual work to the analysis of structures and machines
ENGR 12	Engineering Circuits	1. Determine an electronic circuit's operating performance by applying the appropriate circuit analysis technique.
ENGR 17	Technical Problem solving using Matlab	1. Use MATLAB to solve basic technical problems in engineering, math and science. 2. Apply programming concepts of variables, functions and flow structures in order to solve more complicated technical problems.
ENGR 50	Robotics	1. Use sensor circuits, motors and programming to construct a working robot project.
PHYS 2A	General Physics I	1. Reason qualitatively and logically about physical phenomena using scientific models. 2. Apply Newton's laws, thermodynamics, and the principles of energy conservation to problems involving linear, rotational, oscillatory and other types of motion. 3. Use appropriate instruments to measure and examine object motion in the context of Newton's laws and the principles of energy conservation.
PHYS 2B	General Physics II	1. Reason qualitatively and logically about physical phenomena using scientific models. 2. Apply the laws of electricity and magnetism and the principles of energy conservation to problems involving circuits and electromagnetic phenomena. 3. Use appropriate instruments to measure and examine circuits and other electromagnetic phenomena.

Physical Science Division		
Course	Title	SLO(s)
PHYS 3A	Science and Engineering Physics I	<ol style="list-style-type: none"> 1. Reason qualitatively and logically about physical phenomena using scientific models. 2. Apply Newton's laws and the principles of energy conservation to problems involving linear, rotational, oscillatory and other types of motion. 3. Use appropriate instruments to measure and examine object motion in the context of Newton's laws and the principles of energy conservation.
PHYS 3B	Science and Engineering Physics II	<ol style="list-style-type: none"> 1. Reason qualitatively and logically about physical phenomena using scientific models. 2. Apply the laws of electricity and magnetism and the principles of energy conservation to problems involving circuits and electromagnetic phenomena. 3. Use appropriate instruments to measure and examine circuits and other electromagnetic phenomena.
PHYS 3C	Science and Engineering Physics III	<ol style="list-style-type: none"> 1. Reason qualitatively and logically about physical phenomena using scientific models. 2. Apply the laws of thermodynamics, quantum mechanics and the principles of energy conservation to problems involving heat, light and matter. 3. Use appropriate instruments to measure and examine heat, light and matter.
PHYS 10	Introduction to Physics	<ol style="list-style-type: none"> 1. Reason conceptually and logically about physical phenomena using scientific models. 2. Apply Newton's laws, thermodynamics, quantum theory and the principles of energy conservation to problems involving motion, heat, light, electromagnetism and matter. 3. Use appropriate instruments to measure and examine examples of the above phenomena.
CHEM 1A	General Chemistry 1	<ol style="list-style-type: none"> 1. Describe the particle nature of matter, including a description of the nature of chemical units (such as atoms, molecules, and ions), the attractions between these chemical units, the chemical changes they undergo, and the effect of energy on these changes. 2. Use the fundamental language of chemistry, including names and chemical formulas of substances, to describe substances and their changes. 3. Perform chemical calculations that involve amounts of substances and amounts of energy. 4. Perform basic chemical procedures in the laboratory.
CHEM 1B	General Chemistry II	<ol style="list-style-type: none"> 1. Describe the effects of various reaction conditions on the kinetics and thermodynamics of a system 2. Use thermodynamic and kinetic considerations to predict the likelihood and the extent of a chemical reaction 3. Solve qualitative and quantitative problems
CHEM 2	Fundamental Chemistry	<ol style="list-style-type: none"> 1. Use dimensional analysis to perform calculations and solve word problems related to chemistry-specific topics

Physical Science Division		
Course	Title	SLO(s)
		<ol style="list-style-type: none"> Obtain accurate measurements in a laboratory setting and identify the uncertainty associated with those measurements Relate observed macroscopic behavior to nano-scale phenomena in terms of kinetic molecular theory Describe matter and its transformations according to atomic theory, theories of chemical bonding, and the writing of balanced chemical equations. Recognize trends in chemical properties as related to the periodic table of elements and use data from the periodic table to perform calculations.
CHEM 10/10L	Everyday Chemistry	<ol style="list-style-type: none"> Each student will be able to understand and use the fundamental language of chemistry at a level necessary to read and discuss popular scientific literature. Each student will be able to describe the particle nature of matter, including a description of the nature of chemical units (such as atoms, molecules, and ions), the attractions between these chemical units, the chemical changes they undergo, and the effect of energy on these changes. Each student will be able to describe the modern model of the atom and use it to explain why atoms link together to form chemical compounds. Each student will be able to describe the changes that take place in precipitation reactions, acid-base reactions, and oxidation-reduction reactions, and they will be able to interpret the information given in chemical equations for these reactions.
CHEM 10L		<p>Chemistry 10L Student Learning Outcomes (This course is part of Chemistry 10, Everyday Chemistry. Because Chemistry 10 and 10L are really just one course, it is difficult to isolate their SLOs. See the SLOs for Chemistry 10 too.)</p> <ol style="list-style-type: none"> Each student will be able to perform basic chemical procedures in the laboratory. Each student will be able to describe how the chemical changes that take place in the laboratory can be represented by chemical equations. Each student will be able to describe chemical changes in terms of the particle nature of matter.
CHEM 12A & 12B	Organic Chemistry I & II	<ol style="list-style-type: none"> Elucidate the structure of a compound using spectroscopic evidence and/or chemical and physical properties Predict chemical and physical properties of organic compounds given the structure of the compounds. Use common laboratory techniques to synthesize, isolate, purify, and identify

Physical Science Division		
Course	Title	SLO(s)
		compounds 4. Outline synthetic methods for the synthesis of organic compounds. 5. Use organic chemistry concepts to analyze biochemical reactions.
CHEM 30A	Introductory Chemistry for Health Sciences	1. Use dimensional analysis to perform calculations and solve word problems related to chemistry-specific topics. 2. Obtain accurate measurements in a laboratory setting and identify the uncertainty associated with those measurements. 3. Relate observed macroscopic behavior according to the atomic theory, theories of chemical bonding, and the writing of balanced chemical equations. 4. Recognize trends in chemical properties as related to the periodic table of the elements and use data from the periodic table of the elements to perform calculations. 5. Describe the structures and functions of the major classes of biomolecules. 6. Describe the types of radioactivity.
CHEM 30B	Organic and Biological Chemistry for Health Sciences	1. Predict chemical and physical properties of organic compounds given the structure of the compounds. 2. Describe and explain the role of proteins in the formation and function of cells, tissues, organs, and systems. 3. Describe the structures and functions of the major classes of biomolecules. 4. Use organic chemistry concepts to analyze biochemical reactions.
CHEM 151	Chemical Calculations	1. Describe the particle nature of matter, including a description of the nature of chemical units (such as atoms, molecules, and ions), the attractions between these chemical units, the chemical changes they undergo, and the effect of energy on these changes. 2. Use the fundamental language of chemistry, including names and chemical formulas of substances, to describe substances and their changes. 3. Perform chemical calculations that involve amounts of substances and amounts of energy.

Life Science Division		
Course	Title	SLO(s)
ANAT 1	General Human Anatomy	<ol style="list-style-type: none"> Using appropriate terminology, describe structures within each of the eleven organ systems and explain relationships between anatomical arrangement and fundamental physiological processes. Interpret specific health disorders by applying knowledge of normal anatomical structure and function.
ANAT 2	General Anatomy Laboratory	<ol style="list-style-type: none"> Identify structures from mammalian organ systems at the microscopic and macroscopic levels.
ANAT 5	Basic Human Anatomy and Physiology	<ol style="list-style-type: none"> Understand and describe the basic structure and function of the cells, organs and systems of the human body and their homeostatic mechanisms. Use the basic terminology related to the structures and functions of the cells, organs and systems of the human body.
ANAT 70	Anatomical Preparations	<ol style="list-style-type: none"> Perform safe and independent dissections. Clearly communicate results of independent study of topics in human anatomy.
PHSO 1	General Human Physiology	<ol style="list-style-type: none"> Use the appropriate terminology to describe the homeostatic mechanisms involved in the regulation of human cells, tissues, and organ systems.
PHOS 2	General Physiology Laboratory	<ol style="list-style-type: none"> Use the equipment found in the modern physiology lab to demonstrate the basic principles and techniques of the scientific method.
BIOL 10	Principles of Biology	<ol style="list-style-type: none"> Understand the process and fundamental importance of evolution by natural selection. Understand the fundamental process of biology at all levels, from molecules to the biomass.
BIOL 13	Marine Biology	<ol style="list-style-type: none"> Understand the fundamentals of biological and physical marine systems and their interconnectedness. Demonstrate an understanding of the major marine habitats, including their biotic and abiotic components.
BIOL 21	Concepts in Biology I: Cells, Genetics and Organisms	
BIOL 22	Concepts in Biology II: Diversity, Ecology, Evolution	<ol style="list-style-type: none"> Understand the process and fundamental importance of evolution by natural selection.
BIOL 25	Applied Microbiology Lecture	<ol style="list-style-type: none"> Apply the fundamentals of cells and molecular biology and biochemistry to the growth, metabolism and diversity of microbes Describe the relevance of evolutionary processes (selection, variation, and heredity)

Life Science Division		
Course	Title	SLO(s)
		in the process of disease identification, transmission, and treatment. 3. Use the chain of transmission to describe the clinically important aspects of infectious disease.
BIOL 26	Applied Microbiology Laboratory	1. Demonstrate basic competence with staining and physiological testing of unknown species of bacteria, using repeatable and consistent laboratory technique. 2. Demonstrate the ability to think logically and make appropriate procedural decisions while working independently.
BIOL 30	Introduction to Genetics	
BIOL 31	Environmental Science	1. Develop a comprehensive environmental vocabulary and understanding allowing oneself to critically evaluate science periodicals, websites, newspapers and other sources of reference. 2. Synthesize how mutually dependent political, ecological, and economic principles interact to form environmental policy.
BIOL 32	Environmental Science Laboratory	1. In progress...
BIOL 36	Plants and Civilization	
BIOL 38	Biological Psychology	
BIOL 75	Biological Field Studies	
HLTH 4	Healthy Living	
HLTH 5	Advanced First Aid and Emergency Care	
HLTH 7	Women's Health Issues	1. Describe the common health issues faced by women in our society, and how to prevent and treat them.
HLTH 205	Cardio-Pulmonary Resuscitation for Health Professionals	
ORNH 51	Introduction to Ornamental Horticulture I	Understand and explain the horticulture industry and implement practical aspects of horticulture including basic plant growth, working with soils, fertilizers, garden color, pest, disease and weed control.
ORNH 52	Introduction to Ornamental horticulture II	Explain various plant types such as trees, shrubs, vines, ground covers, annuals and perennials and how to use them in a landscape. Properly carry out pruning, plant propagation, basic landscape design, lawn, indoor plant, container, vegetables, herbs, and fruit trees care.
ORNH 55	Trees	Properly identify, plan for, plant, and maintain ornamental and fruit trees utilizing proper propagation, fertilizing, watering, pruning, pest and disease control techniques

Life Science Division		
Course	Title	SLO(s)
		considering overall tree physiology.
ORNH 57	Turf grass Management	Properly identify and explain the culture and management of turf grass, including mowing, watering, fertilizing, aerating, weed, pest and disease control, along with the safe use of common equipment used in the industry.
ORNH 59	Golf Course Management	Explain the principles and skills required for a career in the field, including a knowledge of golf course design and construction techniques, career opportunities, an well as environmental and personnel management.
ORNH 61	Plant identification: Shrubs, vines, Ground Covers	Identify common local shrubs, vines and ground covers by their common and botanical names and explain their growth habits, culture, and ornamental uses.
ORNH 61	Plant identification: Trees, Annuals, Perennials	Identify common local trees, annuals and perennials by their common and botanical names and explain their growth habits, culture, and ornamental uses.
ORNH 63	Plant Propagation	Propagate plants by seeds, cuttings, budding, grafting, layering, division and tissue culture. Explain the types and uses of propagation structures, growing media, hormones and propagation record keeping techniques.
ORNH 64	Growing and Using California Native Plants	Properly grow California native plants for commercial or private use or for habitat restoration, utilizing propagation methods, growth requirements, specific landscape uses and species identification.
ORNH 65	Basic Landscape Design	Execute a two-dimensional landscape design with graphical and artistic techniques used in the profession. Analyze site conditions, inventory a site, prepare bubble plans, a concept plan, and a complete set of working drawings for a client.
ORNH 66	Intermediate Landscape Design	Draw more advanced landscape designs with an emphasis on site analysis and details, cost considerations, maintenance specifications, larger scale designs, and improved drawing methods. Implement principles of landscape design, the design process, drafting, graphics, and presentation methods.
ORNH 68	Horticultural Business Practices	Demonstrate skills and knowledge in the operation of a horticulture enterprise, including pertinent laws and regulation, record keeping, budgeting, professional organizations, advertising, merchandising, salesmanship and communications.
ORNH 70	Irrigation Design and Water Economy	Design a water efficient landscape irrigation system involving proper soil testing, water supply measurements, sprinkler and drip equipment, automatic control systems, hydraulics, system design, water conservation, and backflow prevention.
ORNH 71	Landscape Irrigation Practices	Install, maintain and troubleshoot landscape drip and conventional irrigation systems, utilizing proper types of irrigation components such as piping, valves, controllers and sprinkler heads.
ORNH 72	Landscape Construction	Safely conduct landscape construction activities including grading, installation of walls,

Life Science Division		
Course	Title	SLO(s)
		steps, drainage and irrigation, decks, fences, low voltage lighting and masonry. Plan, estimate, and carry out construction projects in a professional manner.
ORNH 75	Basic Floral Design	Utilize marketable floral design skills including art principles, cut flower care and handling practices, proper use of florist tools and materials in the construction of corsages, floral arrangements and foliage plant items which meet floral industry standards.
ORNH 76	Professional Floral Design	Implement professional design theory, techniques and skills in the floral industry, including wedding, sympathy, party, holiday, and high style designs. Work professionally with customers, including consultations, pricing and servicing of professional events.
ORNH 78	Insect Pest Management	Identify, prevent and safely control insects, invertebrate pests, diseases, weeds and nematodes impacting plants by utilizing both organic and inorganic methods. Identify and treat physiological disorders of plants.
ORNH 201	Pesticide Application License Exam Preparation	Prepare for and pass the state pesticide commercial applicator's exam which includes a Laws and Regulations exam and a Category exam covering a variety of topics including pesticide safety, toxicity, spraying techniques, first aid, safe handling and disposing of pesticides.
ORNH 203	Beginning Pruning.	Utilizing the correct pruning equipment, describe and demonstrate proper and safe methods of pruning a variety of types of landscape plants, including shade trees, shrubs, vines, perennials, roses and fruit trees.
ORNH 204	Organic Vegetable Gardening	Grow vegetables organically, using the proper methods of soil preparation, planning, multi cropping, inter planting, crop rotation, companion planting, raised beds and container growing.
ORNH 204	Organic Gardening	Garden organically, utilizing appropriate methods of soil preparation, composting, fertilizing, irrigating, propagating, garden design and pest, disease and weed control.

Nursing Division		
Course	Title	SLO(s)
NURS 52A	Nursing I	<ol style="list-style-type: none"> 1. Assess a client and identify alterations in basic human needs, utilizing fundamental nursing skills to assist the client to meet needs. 2. Articulate the role of nursing within the context of the health care delivery system, providing care and communicating effectively with other members of the health care team. 3. Demonstrate a sensitivity to developmental and cultural factors while providing client care.
NURS 52B	Nursing II	<ol style="list-style-type: none"> 1. Identify nursing diagnoses and plan the nursing care for clients with a variety of developmental levels and cultural backgrounds who demonstrate altered needs. 2. Develop a teaching plan for clients and families which takes into consideration the unique attributes of the learner. 3. Utilize scholarly resources to identify current evidenced based practice appropriate to the care of individual clients.
NURS 52C	Nursing III	<ol style="list-style-type: none"> 1. Implement nursing care for clients with a variety of developmental levels and cultural backgrounds who demonstrate complex altered needs, utilizing advanced nursing skills, technology, and effective communication as members of the health care team. 2. Identify community resources to assist clients to meet complex altered needs beyond the acute care setting. 3. Utilize information competency to implement best nursing practices related to client care and understanding of professional issues.
NURS 52D	Nursing IV	<ol style="list-style-type: none"> 1. Modify the plan of care based on evaluation of client response to nursing interventions and achievement of goals. 2. Refine and enhance therapeutic communication skills with individuals clients, groups of clients, and members of the health care team. 3. Function independently as a new graduate nurse, demonstrating the ability to prioritize care and delegate to other members of the health care team, under the supervision of an experienced RN.
NURS 65	Nursing Role Transition	<ol style="list-style-type: none"> 1. Differentiate the role of the LVN from the role of the registered nurse in the health care professions. 2. Develop readiness to enter the nursing program by utilizing principles of student success.
NURS 70	Supervised Nursing Clinical Experience	<ol style="list-style-type: none"> 1. Apply previously learned nursing theory to refine existing competencies in clinical areas of nursing care.
NURS 171	Advanced Clinical Experience	<ol style="list-style-type: none"> 1. Apply previously learned nursing theory to develop advanced skills in clinical areas of

Nursing Division		
Course	Title	SLO(s)
		nursing care
NURS 100	Pharmacology for Nursing	<ol style="list-style-type: none"> 1. Identify major drug classifications and implications in nursing care. 2. Demonstrate basic understanding of safe medication administration.
NURS 205	Supervised Nursing Skills Lab I	<ol style="list-style-type: none"> 1. Apply current nursing content and demonstrate competence in supervised clinical skills practice.
NURS 206	Supervised Nursing Skills Lab II	<ol style="list-style-type: none"> 1. Apply current nursing content and demonstrate competence in supervised clinical skills practice.
NURS 160	Role Development for Nursing Students	<ol style="list-style-type: none"> 1. Develop entry level understanding of the role of the professional nurse including care planning using the nursing process. 2. Develop readiness to enter the nursing program by utilizing principles of student success.
NURS 180	Professional Skill Development	<ol style="list-style-type: none"> 1. Develop and apply leadership skills and professionalism to nursing related issues and problems.
NURS 181	Advanced Professional Skill Development	<ol style="list-style-type: none"> 1. Refine advanced leadership skills and professionalism to nursing related issues and problems.
NURS 252	Physical Assessment	<ol style="list-style-type: none"> 1. Demonstrate beginning physical assessment skills on clients of all ages and cultural backgrounds.
NURS 264	Basic Arrhythmia and Coronary Care	<ol style="list-style-type: none"> 1. Describe the relationship between cardiac risk factors and the disease process. 2. Understand basic ECG interpretation and care of the coronary care patient.
	Program SLOs: Nursing	<ol style="list-style-type: none"> 1. Understand the process and are qualified to apply for licensure by NCLEX-RN. 2. Care for groups of acutely and chronically ill clients across the lifespan with diverse backgrounds at the entry level of registered nurse practice. 3. Demonstrate a commitment to the nursing profession through adherence to ethical and legal standards and lifelong learning.

Physical Education Division		
Course	Title	SLO(s)
??	?? From Lyndon	<ol style="list-style-type: none"> 1. Perform a particular activity with a progressive degree of proficiency 2. Demonstrate, apply, and appreciate skills, strategies, and principles of yoga in a group activity.
??	?? from Mark Clements	<ol style="list-style-type: none"> 1. Demonstrate an awareness of the importance of safety in exercise participation. 2. Appreciate and demonstrate the principles, elements, and activities of _____.
		<ol style="list-style-type: none"> 3.
		<ol style="list-style-type: none"> 3.

Creative Arts Division		
Course	Title	SLO(s)
PHOT 1A	Photography I: Black and White	<ol style="list-style-type: none"> 1. Develop a working knowledge of basic photographic techniques, including film development, printing on photographic paper, and diverse methods of presentation. 2. Gain appreciation and knowledge of contemporary and historical photographic techniques, photographic movements and individual photographers. 3. Gain the confidence required to take creative risks and work on independent projects 4. Develop strong work habits such as meeting deadlines and achieving safety standards.
MUSI 10A	Musicianship	<ol style="list-style-type: none"> 1. Demonstrate a degree of individual progress which evidences a high degree of personal application. 2. Demonstrate basic music theory competencies through composition, performance, and notation of a song which conforms to the requirements set forth in the course syllabus.
MUSI 11	Sight reading and Ear Training	<ol style="list-style-type: none"> 1. Demonstrate improvement in ability to recognize—at sight—melodic or rhythmic patterns within a melody.

Supportive Services Division ?		
Course	Title	SLO(s)
LNSK 332	Reading Skills Development	<ol style="list-style-type: none"> 1. Students will use computer software to reinforce basic reading skills. 2. Students will demonstrate basic critical thinking and reading comprehension skills. 3. Students will employ reading strategies based on their individual learning style preferences.

Library		
Course	Title	SLO(s)
LIBR 50	Introduction to Information Competency and Literacy	<ol style="list-style-type: none"> 1. Use effective research strategies to access and interpret information in a variety of formats. 2. Critically evaluate and analyze information to accomplish a specific purpose. 3. Use computer technology competently to search databases and the web. 4. Demonstrate an understanding of social, legal and ethical issues relating to information and its use.
LIBR 72	Effective Use of the Internet	<ol style="list-style-type: none"> 1. Identify, refine and present a focused research topic; describe and categorize basic resources on a single topic; locate, retrieve and evaluate information relevant to the topic; and organize and communicate research findings and conclusions. 2. Discuss an ethical issue related to technology and the use of information.
LIBR 60	Family Research Studies: Genealogy I	<ol style="list-style-type: none"> 1. Locate and use family history resources. 2. Use basic computer programs to record results of genealogical research. 3. Compile a Family History Archival Notebook.
LIBR 61	Family Research Studies: Genealogy II	<ol style="list-style-type: none"> 1. Locate and evaluate primary resources in family history research. 2. Document results of research for family history for the period from the late 1800s to the early 1900s.
LIBR 62	Family Research Studies: Genealogy III	<ol style="list-style-type: none"> 1. Use primary resources to locate international records on Family Research Studies data. 2. Provide evidence documenting their ancestor's town and country of origin.
LIBR 63	Family Research Studies: Genealogy IV	<ol style="list-style-type: none"> 1. Compare genealogical computer programs with varying formats. 2. Create a publication to document their family history.
LIBR 72	Effective Use of the Internet	<ol style="list-style-type: none"> 1. Identify, refine and present a focused research topic; describe and categorize basic resources on a single topic; locate, retrieve and evaluate information relevant to the topic; and organize and communicate research findings and conclusions. 2. Discuss an ethical issue related to technology and the use of information.
LIBR 80	Internet Literacy	<ol style="list-style-type: none"> 1. Use accepted word processing features to produce a formal document, and to use

Library		
Course	Title	SLO(s)
		<p>standard spreadsheet features to produce a representation and interpret numerical data.</p> <ol style="list-style-type: none"> Identify, refine and present a focused research topic; describe and categorize basic resources on a single topic; locate, retrieve and evaluate information relevant to the topic; and organize and communicate research findings and conclusions. Create an electronic presentation, including an original digital image. The presentation will discuss a single subject or convey a message. Discuss an ethical issue related to technology and the use of information.
Program SLOs: Family Research Studies		<ol style="list-style-type: none"> Use research strategies to access and interpret genealogical resources in a variety of formats. Critically evaluate and interpret a variety of resources related to Family History. Compile a record documenting the results of genealogical research.

Course #	Course Name	Student Learning Outcomes: Upon successful completion of this course, the student will be able to:
BUSI 1A	Financial Accounting	Prepare reliable corporate financial information. Analyze, communicate, and make decisions based on financial information.
BUSI 1B	Managerial Accounting	Quantitatively analyze and select business strategies, plan for business performance, and evaluate internal business unit performance.
BUSI 18	Business Law	Evaluate general and business law statutes at every level that impact and guide their personal and business life.
BUSI 20	Introduction to Business	Apply the principles of successful business operation to business situations.
BUSI 22	Human Behavior/Leadership	
BUSI 24	Business Issues and Ethics	Recognize an ethical issue and personal values and develop strategies that can positively affect ethical outcomes in business.
BUSI 30	Global Management	Apply management theory and strategies to a multicultural business environment.
BUSI 32	Introduction to Importing/Exporting	Create an import or export proposal that reflects considerations of current laws, standards, and procedures of the import/export business.
BUSI 36	Introduction to International Marketing	Develop a marketing strategy that illustrates how different cultures and markets

		affect the marketing mix.
BUSI 38	Multiculturalism in Corporate America	Through self-awareness and an exploration of U.S. immigrant cultures develop strategies that can embrace the power of diversity in business.
BUSI 40	Principles of Management	Integrate management theory and practices in the analysis of current business case studies.
BUSI 42	Human Resources Management	
BUSI 44	Introduction to Business Ownership/Management	
BUSI 50	Introduction to Marketing	Identify core marketing practices and apply them to various business paradigms.
BUSI 52	Retail Store Management	Evaluate how store management theories and strategies can affect merchandising decisions and ultimate profits.
BUSI 54	Introduction to E-Commerce	
BUSI 60	Money Management and Investing	
BUSI 62	Principles of Investment	Make informed investment decisions appropriate to ones standing and goals.
BUSI 70	Business Communications	Describe the principles and processes of successful business communications and apply them to given situations.
BUSI 80	Introduction to Administrative Management	
BUSI 100	Proofreading for Business	
BUSI 110	Business Mathematics	Apply mathematics in various business situations.
BUSI 120A	Basic Accounting	Complete the accounting cycle of a service based business and communicate the results.
BUSI 120B	Computerized Accounting	Complete the accounting cycle of a service based business and communicate the results using computerized accounting tools.
BUSI 200	Introduction to QuickBooks Accounting Software	Set up and operate a QuickBooks based accounting system in a small business.
CSIS 1	Introduction to Computer Science and Information Systems	
CSIS 10A	Computer Science: Beginning Programming	
CSIS 10B	Computer Science: Advanced Programming	
CSIS 11	Computer Architectures	
CSIS 50	MS Office Applications	Evaluate business requirements and determine strategy to apply office applications software to operational needs. Create professional computer documents, spreadsheets, databases, and presentations using MS Office Suite.
CSIS 50L	MS Office Applications Lab	

CSIS 51A	Business Data Processing	
CSIS 51C	Data Base Processing	
CSIS 54	Introduction to PERL CGI Programming	
CSIS 55	Introduction to Programming Visual Basic	
CSIS 56	Java Programming	
CSIS 58	Game Programming in C++	
CSIS 61	Fundamentals of Computer Based Graphics	
CSIS 62	Web Animation and Programming	Evaluate and determine efficacy of animation content for Web presentation. Create original interactive content using commercial authoring software.
CSIS 70	Microcomputer Operatings Systems	
CSIS 71	Operating a Personal Computer	
CSIS 74	Microprocessor System Development	
CSIS 75	PC Repairs	
CSIS 76	Networking Essentials	
CSIS 77	Publishing on the World Wide Web	Objectively evaluate requirements of a web site. Plan, design, implement, and document a fully functional web site on the Internet. Integrate multimedia components into Web content using current technology.
CSIS 78	Advanced Publishing on the World Wide Web	
CSIS 80	Introduction to UNIX and LINUX	
CSIS 82	Unix and Linux System Administration	
CSIS 83	Microsoft Client Operating Systems	
CSIS 84	System Administration in the LAN	
CSIS 98	Computer Projects	
CSIS 110	Essential Microsoft Skills	
CSIS 111	Essential PC Maintenance	
CSIS 112	Configure and Secure Your Home Network	
CSIS 113	Using Your Digital Camera	Capture digital images, and manage, edit, print, and publish to the Web using contemporary photo software.
CSIS 114	Game Programming: Behind the Scenes	

CSIS 115	Linux for the Home and Office	
CSIS 116	Jumpstart Vista/Office 2007	
CSIS 120	Introduction to Microsoft Word for Educators	
CSIS 121	Introduction to PowerPoint for Educators	
CSIS 122	Introduction to Excel for Educators	
CSIS 172	Microsoft Server Administration	
CSIS 174	Microsoft Server Advanced Administration	
CSIS 177	Router Theory and Configuration	
CSIS 178	Advanced Routing and Switching	
CSIS 179	WAN Technologies	
CSIS 180	Advanced Routing and Switching Implementations	
CSIS 198	Network Security Fundamentals	
BUSC 122	Microsoft Windows	Use the basic features of the Microsoft Windows Operating System to manage files and programs. Create computer files using applications programs integrated within the Windows environment.

Social Sciences Division		
Course	Title	SLO(s)
ANTH 2	Introduction to Physical Anthropology Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to differentiate between fact and fiction and recognize logical fallacies and faulty reasoning. 2. Students will be able to demonstrate their knowledge of the unique place of humanity in the biological world
ANTH 4	Introduction to Cultural Anthropology Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to differentiate between fact and fiction and recognize logical fallacies and faulty reasoning. 2. Students will be able to demonstrate their knowledge of world ethnography
ANTH 6	Introduction to Archaeology and Prehistory Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to describe the basic concepts, methods of inquiry and theories of anthropological archaeology. 2. Students will be able to identify significant data and models that contribute to our knowledge of the past.
ANTH 11	Dealing with Diversity Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to explain the importance of understanding and respecting cultural differences. 2. Students will be able to develop strategies to promote intercultural awareness between different groups and among individuals of these groups.
ANTH 20 ETNC 20	North American Indians Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to differentiate between fact and fiction and recognize logical fallacies and faulty reasoning 2. Students will be able to demonstrate their knowledge of the unique place of Native Americans in the cultural history of North America
ANTH 21 ETNC 21	Ancient Cultures of Mexico and Central America Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Students will be able to differentiate between fact and fiction in archaeological descriptions and recognize logical fallacies and faulty reasoning. 2. Students will be able to demonstrate their knowledge of the unique place of ancient Mesoamerica in World Prehistory.
ANTH 30 ETNC 30 WOMN 30	Women in Cross-Cultural Perspective	<ol style="list-style-type: none"> 1. Analyze the near universal domestic / public split to include the sexual division of labor. 2. Identify cross-cultural definitions of sexuality and birth control. 3. Describe the roles of women in the economy.
ANTH 31 ETNC 31 WOMN 31	American-Indian Women	<ol style="list-style-type: none"> 1. Explain the history and cultural contributions of American Indian women in both the personal and public spheres. 2. Describe the issues of daily life and struggles for survival, resistance, and social change. 3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other. 4. Compare and contrast the diverse experiences of American Indian women.

		5. Recognize the ways in which American Indian women have overcome obstructions to gain a greater sense of themselves.
CHDV 1	Child Growth and Development (Formerly Child Development)	<ol style="list-style-type: none"> 1. Analyze major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development using standard research methodologies. 2. Analyze how cultural, economic, political, historical contexts affect children's development. 3. Compare and contrast various theoretical frameworks that relate to the study of human development. 4. Apply developmental theory to the analysis of child observations, surveys, and/or interviews using investigative research methodologies. 5. Differentiate characteristics of typical and atypical development at various stages. 6. Analyze the importance of the early years and the interaction between maturational processes and social/emotional factors and the effects on various areas of development.
CHDV 2	Observation and Assessment (New Course)	<ol style="list-style-type: none"> 1. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings. 2. Describe and evaluate the characteristics, strengths and limitations of common assessment tools with all children's developmental, cultural and linguistic characteristics. 3. Demonstrate systematic observation methods to provide data to assess the impact of the environment, interactions and curriculum on all domains of children's learning and development. 4. Assess the value of partnerships with families and other professionals in utilizing interpretations of observational data to inform teaching responses and strategies. 5. Embed activities related to assessment within play-based environments, curriculum and care routines for typically and atypically developing children. 6. Critically compare the purpose, value and use of formal and informal observation and assessment strategies and ethical implications within cultural and social contexts in early childhood settings.
CHDV 51	Principles of Working with Young Children	<ol style="list-style-type: none"> 1. Interpret best and promising teaching and care practices as defined within the field of early care and education's history, range of delivery systems, program types and philosophies and ethical standards. 2. Identify the underlying theoretical perspective in forming a professional philosophy. 3. Assess early childhood settings, curriculum, and teaching strategies utilizing indicators

		<p>of quality early childhood practice that support all children including those with diverse characteristics and their families.</p> <ol style="list-style-type: none"> 4. Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children. 5. Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community. 6. Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.
CHDV 52A	Practicum – Field Experience I (formerly Child Development Program I)	<ol style="list-style-type: none"> 1. Integrate understandings of children’s development and needs to develop and maintain healthy, safe, respectful, supportive and challenging learning environments for all children. 2. Evaluate the effectiveness of an early childhood curriculum, classroom, teaching strategies and how teachers involve families in their children’s development and learning to improve teaching practices for all children. 3. Design, implement and evaluate curriculum activities that are based on observation and assessment of young children. 4. Apply a variety of effective approaches, strategies and techniques supporting positive relationships with children and adults. 5. Critically assess one’s own teaching experiences to guide and inform practice.
CHDV 52B	Practicum – Field Experience II (formerly Child Development Program II)	<ol style="list-style-type: none"> 1. Apply principles of supervision to overview of program 2. Integrate observations of children and knowledge of child development to prepare a parent conference 3. Create a child-centered project and develop multi-layered documentation. 4. Engage in supportive activities for co-teachers and aides.
CHDV 55	Child, Family and Community	<ol style="list-style-type: none"> 1. Analyze theories of socialization that address the interrelationship of child, family and community. Critically assess how educational, political, and socioeconomic factors directly impact the lives of children and families. 2. Synthesize and analyze research regarding social issues, changes and transitions that affect children, families, schools and communities. 3. Critique strategies that support and empower families through respectful, reciprocal relationships to involve all families in their children’s development and learning. 4. Critically assess community support services and agencies that are available to community and families. 5. Analyze one’s own values, goals and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.
CHDV 56	Teaching in a Diverse Society	<ol style="list-style-type: none"> 1. Critique theories and review the multiple impacts on young children’s social identity.

	(formerly known as Early Childhood Education in a Diverse Society)	<ol style="list-style-type: none"> Analyze various aspects of children's experience as members of families targeted by social bias considering the significant role of education in reinforcing or contradicting such experiences. Critically assess the components of linguistically and culturally relevant, inclusive, age-appropriate, anti-bias approaches in promoting optimum learning and development. Evaluate the impact of personal experiences and social identity on teaching effectiveness.
CHDV 60 PSYC 60 SOC 60	Effective Parenting	<ol style="list-style-type: none"> Students will be able to identify different techniques for effective communication with children. Students will be able to apply techniques to support development of trust, communication, capability and self-esteem.
CHDV 61	Health, Safety and Nutrition	<ol style="list-style-type: none"> Assess strategies to maximize the mental and physical health of children and adults in programs for all young children in accordance with culturally, linguistic and developmentally sound practice. Identify health, safety, and environmental risks in children's programs. Analyze the nutritional needs of children at various ages and evaluate the relationship between healthy development and nutrition. Evaluate regulations, standards, policies and procedures related to health, safety, and nutrition in support of young children, teachers and families. Distinguish aspects of quality in programs for young children as related to health and safety, acknowledging the value of collaboration with families and the community.
CHDV 62	Infant-Toddler Care	<ol style="list-style-type: none"> Explain key elements of high quality care for infants and toddlers. Integrate knowledge of infant and toddler developmental stages and needs into designing practices and activities to use with them.
CHDV 63	The Special Needs Child	<ol style="list-style-type: none"> Explain the rationale behind inclusion legislation Integrate knowledge of specific special needs into practices and activities which would support inclusion. Identify resources for teachers and families who work with and have special needs children.
CHDV 64	School-Age Child Care	<ol style="list-style-type: none"> Compare and contrast school age stage of development and needs with what is provided by formal schooling and after school child care. Develop appropriate activities and practices for school age after school care.
CHDV 71A	Administration of Child Development Programs I	<ol style="list-style-type: none"> Explain state licensing requirements for child care centers, including the reasoning behind the requirements Design a model early childhood education program integrating knowledge of the needs of children, families and staff.

CHDV 71B	Administration of Child Development Programs II	<ol style="list-style-type: none"> 1. Develop job descriptions and personnel policies using legal requirements and best practices. 2. Design staff development activities.
CHDV 72	Supervising Adults etc.	<ol style="list-style-type: none"> 1. Students will be able to apply supervisory principles to problems which are common in a child care setting. 2. Students will be able to apply mentoring principles to supporting a co-worker in improving her teaching skills.
CHDV 74	Family Dynamics	<ol style="list-style-type: none"> 1. Compare and contrast healthy and unhealthy family functioning 2. Explain how different life events might affect family functioning
CHDV 75	Working with Families	<ol style="list-style-type: none"> 1. Identify strategies teachers can use to engage and support families 2. Explain how children grow and develop and the ways an early childhood education program can support that development
CHDV 76A	Violence and its Impact on Children and their Families	<ol style="list-style-type: none"> 1. Explain how violence in America impacts the physical and psychological well-being of children, their families and early childhood educators 2. Distinguish appropriate early childhood violence prevention and intervention strategies from inappropriate ones.
CHDV 76B	Introduction to Violence Intervention for Children and their Families	<ol style="list-style-type: none"> 1. Identify strategies to support children in dealing with the violence in their lives 2. Design activities and strategies that provide children with coping skills
CHDV 80	Introduction to Curriculum (Formerly Curriculum Planning and Environmental Design)	<ol style="list-style-type: none"> 1. Investigate and apply developmentally appropriate principles and teaching strategies to positively influence all young children's development and acquisition of knowledge and skills. 2. Evaluate the teachers' role in providing best and promising practices in early childhood programs. 3. Compare and contrast play-based curriculum that supports children's cognitive, language, creative, physical and social/emotional development. 4. Design and implement curriculum based on observation and assessment to support play and learning using developmental, inclusive and anti-bias principles in collaboration with families to support all children.
CHDV 81	Approaches to Art Curriculum	<ol style="list-style-type: none"> 1. Design developmentally appropriate art activities in several different mediums. 2. Create an art center integrating knowledge about how to manage behavior and children's need for creative expression.
CHDV 82	Science and Math Curriculum	<ol style="list-style-type: none"> 1. Explain how young children learn about math and science concepts 2. Design developmentally appropriate math and science activities
CHDV 83	Music and Movement Curriculum	<ol style="list-style-type: none"> 1. Explain the development of children's musical and movement abilities 2. Design developmentally appropriate music and movement activities.
CHDV 84	Language and Literacy Curriculum	<ol style="list-style-type: none"> 1. Explain how children's language, reading and writing skills develop.

		2. Design developmentally appropriate language, reading and writing activities
CHDV 85	Curriculum for Small and Large Motor Development	1. Explain how young children's large and small muscle abilities develop 2. Design activities which support large and small muscle development
CHDV 86	Construction Curriculum	1. Design activities both boys and girls would be attracted to which would require three dimensional designs 2. Explain how block building contributes to mathematical thinking and other intellectual skills.
CHDV 87	School-Age Curriculum	1. Design developmentally appropriate curriculum and activities which are interesting and engaging for children 2. Evaluate routines and rules for a school age program
CHDV180	Curriculum Materials Lab	1. Students will be able to operate tools safely (i.e. electric tools, saws, sewing machines, laminator, etc.) 2. Students will apply design strategies and steps to create safe materials (i.e. books, puzzles, manipulatives, puppets) for young children to use.
CHDV 201	California Child CPR and First Aid	1. Apply emergency first aid and CPR techniques 2. Explain what should be in a first aid kit in a child care setting
CHDV 202	California Child CPR and First Aid Recertification	1. Apply emergency first aid and CPR techniques 2. Explain what should be in a first aid kit in a child care setting
CHDV 203	Preventive Child Health and Safety for Child Care Providers	1. Students will be able to identify key steps to take to prevent injuries in a child care setting. 2. Students will be able to integrate disaster preparedness procedures into a plan to cope with disasters for a child care program.
CHDV 250	Learning More About Your Preschool Child	1. Compare and contrast a range of discipline techniques 2. Evaluate their child using age norms and developmental information.
ECON 1	The American Economic System	1. Identify and describe how the American system of market capitalism functions in terms of supply and demand. 2. Apply a general Macroeconomic framework for organizing, thoughts and analyzing economic events (i.e., recession, inflation, unemployment, economic growth, the gross national product, the deficit, fiscal and monetary policy, market structures of perfect competition, imperfect competition, and monopoly). 3. Explain the relevance of economics to everyday life by applying economic theory of supply and demand in everyday circumstances. 4. Explain how economics reflects the rapidly changing international economic system in which we live.
ECON 2	Principles of Economics: Macro	1. Identify and describe the role of supply and demand in a market economy in terms of

	Assessments & documentation submitted.	<p>efficiency advantages as applied to the problem of scarcity.</p> <ol style="list-style-type: none"> Identify and explain the economic role of government, fiscal and monetary policy, the Federal Reserve, fractional reserve banking. Identify and explain the long-run approach to current macroeconomic debates. Apply macroeconomic concepts to articles about contemporary economic issues from publications like <i>The Wall Street Journal</i> and <i>The New York Times</i>
ECON 4	Principles of Economics: Micro Assessments & documentation submitted.	<ol style="list-style-type: none"> Identify and describe the role of supply and demand and equilibrium in a market economy in terms of efficiency advantages as applied to the problem of scarcity. Identify and explain different market structures (pure competition, monopoly, monopolistic competition, oligopoly) and the implication of their characteristics on the efficient allocation of scarce resources. Identify and explain market failures and the impact of government regulation. Apply microeconomic concepts to articles about contemporary economic issues from publications like <i>The Wall Street Journal</i> and <i>The New York Times</i>.
EDUC 1	Introduction to Education in a Changing Society	<ol style="list-style-type: none"> Students will be able to identify major trends in the history of United State educational systems. Students will be able to apply educational theories to observed teaching techniques.
ETNC 5	African American Arts and Jazz	<ol style="list-style-type: none"> Explain the development of African American music. Identify musical creations and contribution of African Americans. Describe how African American music represents a synthesis of African and European cultural and musical values. Analyze how the music grew out of the lives and social conditions of those that created it. Identify how the historical roots of contemporary music.
ETNC 10	Intercultural Relations in American Society	<ol style="list-style-type: none"> Identify the foundations of Ethnic Studies. Compare concepts of race, ethnicity, and class. Interpret critical events in American history and the impact on intercultural relations. Identify theories of social stratification and political economy. Compare how race, class, and gender have shaped different experiences in the U.S.
ETNC 11 HIST 11	African Americans in American History	<ol style="list-style-type: none"> Explain the social, economic, and political ways in which African Americans were excluded historically from political participation. Describe the political philosophies of the framers of the Constitution, and how they viewed citizenship through the lens of race. Identify African American participation in 17th, 18th, and 19th century social movements.

		<ol style="list-style-type: none"> Describe the origins and events of the civil rights movement of the 20th century; Discuss the political history and cultural contributions of African Americans to U.S. society.
ETNC 16 POLS 16	African-Americans in American Government	<ol style="list-style-type: none"> Explain the social, economic, and political ways in which African Americans have been excluded historically from political participation. Describe the political philosophies of the framers of the Constitution, and how they viewed citizenship through the lens of race. Analyze national, state, and local institutional mechanisms and their impact of the African American community. Analyze the ways in which race and class affected African American political experience. Identify the roots of African American participation in 19th and 20th century social movements.
ETNC 18 POLS 18	Latinos in American Government	<ol style="list-style-type: none"> Explain the social, economic, and political ways in which Latinos have been excluded historically from political participation. Identify the freedoms guaranteed to all citizens in the US Constitution and how Latinos, in general have been affected. Interpret critical events in Latino history in America and their impact on Latino culture. Identify major historical events that have shaped Latino experiences in the U.S. Analyze national, state, and local institutional mechanism and their impact of the Latino community.
ETNC 20 ANTH 20	North American Indians Assessments& documentation submitted.	<ol style="list-style-type: none"> Students will be able to differentiate between fact and fiction and recognize logical fallacies and faulty reasoning. Students will be able to demonstrate their knowledge of the unique place of Native Americans in the cultural history of North America.
ETNC 21 ANTH 21	Ancient Cultures of Mexico and Central America Assessments & documentation submitted.	<ol style="list-style-type: none"> Students will be able to differentiate between fact and fiction in archaeological descriptions and recognize logical fallacies and faulty reasoning. Students will be able to demonstrate their knowledge of the unique place of ancient Mesoamerica in World Prehistory.
ETNC 30 ANTH 30 WOMN 30	Women in Cross-Cultural Perspective	<ol style="list-style-type: none"> Analyze the near universal domestic / public split to include the sexual division of labor. Identify cross-cultural definitions of sexuality and birth control. Describe the roles of women in the economy.
ETNC 31 ANTH 31 WOMN 31	American Indian Women	<ol style="list-style-type: none"> Explain the history and cultural contributions of American Indian women in both the personal and public spheres. Describe the issues of daily life and struggles for survival, resistance, and social change. Analyze how race, class, and gender interact with American culture and obstruct our

		<p>understanding of and connection with ourselves and each other.</p> <ol style="list-style-type: none"> 4. Compare and contrast the diverse experiences of American Indian women. 5. Recognize the ways in which American Indian women have overcome obstructions to gain a greater sense of themselves.
ETNC 32 WOMN 32	African American Women	<ol style="list-style-type: none"> 1. Explain the history and cultural contributions of African American women in both the personal and public spheres. 2. Describe the issues of daily life and struggles for survival, resistance, and social change. 3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other. 4. Compare and contrast the diverse experiences of Black women. 5. Recognize the ways in which Black women have overcome obstructions to gain a greater sense of themselves.
ETNC 33 WOMN 33	<p>Mexican American Women</p> <p>Assessments submitted.</p>	<ol style="list-style-type: none"> 1. Explain the history and cultural contributions of Mexican American women in both the personal and public spheres. 2. Describe the issues of daily life and struggles for survival, resistance, and social change. 3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other. 4. Compare and contrast the diverse experiences of Mexican American women. 5. Recognize the ways in which Mexican women have overcome obstructions to gain a greater sense of themselves.
ETNC 34 WOMN 34	Asian American Women	<ol style="list-style-type: none"> 1. Explain the history and cultural contributions of Asian American women in both the personal and public spheres. 2. Describe the issues of daily life and struggles for survival, resistance, and social change. 3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other. 4. Compare and contrast the diverse experiences of Asian American women. 5. Recognize the ways in which Asian women have overcome obstructions to gain a greater sense of themselves.
ETNC 40 HIST 40	The African Experience	<ol style="list-style-type: none"> 1. Describe the key geographical feature of Africa and their impact on the Africa of today. 2. Analyze the historical antecedents of present-day African political and economic problems. 3. Explain present-day land and labor problems in Africa. 4. Explain the place of Africa in world history today and the experiences of key countries. 5. Describe the key features of historical European imperialism in Africa.

GENT 1/401	Prehistory and Earliest Civilizations (to 1200 B.C.)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Egyptian and Sumerian family and compare it to the American family. 2. Students will be able to describe the Egyptian and Sumerian concept of community and civilization and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in Ancient Sumer and Egypt to contemporary global issues.
GENT 2/402	Foundations of the Classical World (1200-500 B.C.)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Bronze Age family and compare it to the American family. 2. Students will be able to describe the Bronze Age concept of community and civilization and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in the Bronze Age to contemporary global issues.
GENT 3/403	The Golden Age of the Classical World (500-300 B.C.)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Ancient Greek family and compare it to the American family. 2. Students will be able to describe the Ancient Greek concept of community and civilization and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in the Ancient Greece to contemporary global issues.
GENT 4A/404A	The Roman Republic and Rise of Empire (500 B.C.-14 A.D.)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Roman family and compare it to the American family. 2. Students will be able to describe the Roman concept of community and civilization and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in the Roman Republic to contemporary global issues.
GENT 4B/404B	Roman Empire: West and East (14 A.D.-600 A.D.)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Roman family in the Empire and compare it to the American family. 2. Students will be able to describe the Roman concept of community and civilization in the Empire and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in the Roman Empire to contemporary global issues.
GENT 5/405	The Medieval World: Part I (400-1100)	<ol style="list-style-type: none"> 1. Students will be able to analyze the Early Medieval family and compare it to the American family. 2. Students will be able to describe the Early Medieval concept of community and civilization and compare it to the American concept of community and civilization. 3. Students will be able to compare and contrast global issues and foreign affairs in the Early Medieval era to contemporary global issues.
GENT 6/406	The Medieval World: Part (1100-1350)	<ol style="list-style-type: none"> 1. Students will be able to analyze the High Medieval family and compare it to the

		<p>American family.</p> <ol style="list-style-type: none"> Students will be able to describe the High Medieval concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the High Medieval era to contemporary global issues.
GENT 7/407	The Early Renaissance (1350-1520)	<ol style="list-style-type: none"> Students will be able to analyze the Early Renaissance family and compare it to the American family. Students will be able to describe the Early Renaissance concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Early Renaissance to contemporary global issues.
GENT 8/408	Late Renaissance and Reformation (1520-1600)	<ol style="list-style-type: none"> Students will be able to analyze the Late Renaissance and Protestant family and compare it to the American family. Students will be able to describe the Late Renaissance and Protestant concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Late Renaissance and Protestant Reformation to contemporary global issues.
GENT 9/409	Foundations of the Modern World (1600-1690)	<ol style="list-style-type: none"> Students will be able to analyze the Early Modern family and compare it to the American family. Students will be able to describe the Early Modern concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Early Modern era to contemporary global issues.
GENT 10/410	The Age of Reason (1690-1775)	<ol style="list-style-type: none"> Students will be able to analyze the Enlightenment family and compare it to the American family. Students will be able to describe the Enlightenment concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Enlightenment to contemporary global issues.
GENT 11/411	Reaction and Revolution (1775-1815)	<ol style="list-style-type: none"> Students will be able to analyze the French Revolutionary family and compare it to the American family. Students will be able to describe the French Revolutionary concept of community and civilization and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the French Revolution to contemporary global issues.
GENT 12/412	The Age of Progress (1815-1870)	<ol style="list-style-type: none"> Students will be able to analyze the family in the Industrial Revolution and compare it

		<p>to the American family.</p> <ol style="list-style-type: none"> Students will be able to describe the concept of community and civilization during the Industrial Revolution and compare it to the contemporary American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the era of the Industrial Revolution to contemporary global issues.
GENT 13/413	The End of Innocence (1870-1918)	<ol style="list-style-type: none"> Students will be able to analyze the Turn of the Century family and compare it to the contemporary American family. Students will be able to describe the Turn of the Century concept of community and civilization and compare it to the contemporary American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Turn of the Century to contemporary global issues.
GENT 14/414	Between the Wars (1918-1945)	<ol style="list-style-type: none"> Students will be able to analyze the family during the World War II era and compare it to the American family. Students will be able to describe the concept of community and civilization during the World War II era and compare it to the American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the World War II era to contemporary global issues.
GENT 15/415	World War II to the Present (1945-Present)	<ol style="list-style-type: none"> Students will be able to analyze the family in the post WW II era and compare it to the contemporary American family. Students will be able to describe the concept of community and civilization in the post World War II era and compare it to the contemporary American concept of community and civilization. Students will be able to compare and contrast global issues and foreign affairs in the Post World War II era to contemporary global issues.
GEOG 2	Introduction to Physical Geography	No geography instructor.
GEOG 4	Introduction to Cultural Geography	No geography instructor.
HIST 2	History of Asia	<ol style="list-style-type: none"> Students will be able to describe key elements of Asian culture and history. Students will be able to analyze how history influences culture.
HIST 4	History of Western Europe I	<ol style="list-style-type: none"> Students will be able to describe the growth of European civilization from ancient times to the reign of Louis XIV. Students will be able to analyze the elements which give rise to strong national states.
HIST 5	History of Western Europe II	<ol style="list-style-type: none"> Students will be able to identify the causes of the French Revolution. Students will be able to analyze the effects of the industrial revolution on national

		states.
HIST 6	History of World Religions	<ol style="list-style-type: none"> 1. Students will be able to explain the major World Religions. 2. Students will be able to compare and contrast how culture and history have influenced each major religion.
HIST 7	The Ancient World: World Civilization to 1500	<ol style="list-style-type: none"> 1. Students will be able to describe the effects of the development of agriculture on ancient societies. 2. Students will be able to analyze the differences and similarities between ancient societies.
HIST 8	The Modern World: World Civilization Since 1500	<ol style="list-style-type: none"> 1. Students will be able to explain how Western and European expansion has influenced other civilizations. 2. Students will be able to compare and contrast the similarities and differences modern histories of several world societies.
HIST 11 ETNC 11	African Americans in American History	<ol style="list-style-type: none"> 1. Explain the social, economic, and political ways in which African Americans were excluded historically from political participation. 2. Describe the political philosophies of the framers of the Constitution, and how they viewed citizenship through the lens of race. 3. Identify African American participation in 17th, 18th, and 19th century social movements. 4. Describe the origins and events of the civil rights movement of the 20th century; 5. Discuss the political history and cultural contributions of African Americans to U.S. society.
HIST 12 WOMN 12	Women in United States History	<ol style="list-style-type: none"> 1. Explain how history is written and how it influences cultural and social development. 2. Analyze the reciprocal relationship between women and the major economic, social, political, and cultural developments in United States history over four hundred years. 3. Compare and contrast the lives, experiences and roles of diverse American women throughout the various periods of history, related to ethnicity, class, sexuality, gender, and colonization. 4. Describe how our family histories fit into the pattern of United States history.
HIST 13 WOMN 13	Women in History	<ol style="list-style-type: none"> 1. Describe how history is written and how it influences cultural development internationally. 2. Compare and contrast ideologies held by different cultures on women, men, femininity, and masculinity. 3. Explain the experiences of women based on ethnicity and social class throughout history from various societies. 4. Identify the ways in which women have created social change world wide.
HIST 15	History of California	<ol style="list-style-type: none"> 1. Students will be able to analyze California's current issues in terms of historic forces. 2. Students will be able to describe how physical, ethnic, cultural, social, political and economic forces have influenced California's development.

HIST 17	History of the United States I	<ol style="list-style-type: none"> 1. Students will be able to describe how physical, ethnic, cultural, social, political and economic forces have influenced early United States history. 2. Students will be able to explain how early United States history influences current aspects of United States culture.
HIST 18	History of the United States II	<ol style="list-style-type: none"> 1. Students will be able to describe how political, social and economic forces from 1877 to present influence United States history. 2. Students will be able to explain how ethnic diversity, the quests for social reform and justice and two World Wars, the Cold War, and the modern presidency have changed United States history.
HIST 20	History of Mexico	<ol style="list-style-type: none"> 1. Students will be able to describe major themes in the history of Mexico from pre-Columbian times to the present. 2. Students will be able to analyze the role of physical, ethnic, cultural, social, political and economic forces in Mexico's history.
HIST 36	History of Russia 1917-Present	<ol style="list-style-type: none"> 1. Students will be able to describe the main elements of Russian culture and the political, economic and social facets of contemporary Russia. 2. Students will be able to identify challenges of the post-Communist era in Russia.
HIST 40 ETNC 40	The African Experience	<ol style="list-style-type: none"> 1. Describe the key geographical feature of Africa and their impact on the Africa of today. 2. Analyze the historical antecedents of present-day African political and economic problems. 3. Explain present-day land and labor problems in Africa. 4. Explain the place of Africa in world history today and the experiences of key countries. 5. Describe the key features of historical European imperialism in Africa.
HIST 47	History of the Ancient Mediterranean and Near East	<ol style="list-style-type: none"> 1. Students will be able to describe the rise, development and growth of civilization in the ancient world.
HIST 48	History of the Middle East	<ol style="list-style-type: none"> 1. Students will be able to describe the culture and history of the Islamic Middle East. 2. Students will be able to analyze how diverse cultures have contributed to the modern Middle East.
HIST 50	American History	<ol style="list-style-type: none"> 1. Students will be able to describe the physical, political, economic, social and culture forces which shape the United States.
HIST 55	History of Monterey County	<ol style="list-style-type: none"> 1. Students will be able to describe Monterey County during the different periods of history from pre-history to the present. 2. Students will be able compare and contrast the contributions different groups have made to the Monterey area.
POLS 1	American Government and Politics Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Apply the theoretical foundations of the United States to contemporary politics 2. Describe and evaluate the political structures and protections in the US Constitution
POLS 2	Comparative Government	<ol style="list-style-type: none"> 1. Apply the theoretical foundations in comparative politics to contemporary nation states 2. Describe and evaluate the political and economic structures in contemporary nation

	Assessments & documentation submitted.	states
POLS 4	International Relations Assessments & documentation submitted	<ol style="list-style-type: none"> 1. To analyze concepts and theories which explain the organization and operation of the global system. 2. To show how foreign policy is made and how other international actors have used power in pursuit of their interests.
POLS 5	Politics of the Developing Countries Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. To analyze concepts and theories which explain the development of economic and political structures in the developing world. 2. To compare and contrast the functions of global institutions (such as the United Nations, World Bank, etc) and how they affect politics in the developing world.
POLS 8	Politics of Transition in the Post-Communist Era Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Explain the impact and opportunities brought about by the transition to market-based economies and democratic politics. 2. Articulate the causes and dynamics of the collapse of the Communist world system and disintegration of the Soviet Union. 3. Describe possible scenarios for the 21st century and the challenges of interdependence, including the rise of regional superpowers, ethno-nationalist conflict, displaced persons, and environmental damage.
POLS 9	Critical Thinking and Contemporary Legal Issues Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Apply the basics of logic in deconstructing arguments, including inductive and deductive arguments, logical fallacies, hasty generalizations, and circular reasoning. 2. Analyze landmark decisions in contemporary legal issues and how those decisions affect the way we think about these issues.
POLS 10 WOMN 10	Women in American Government Assessments submitted.	<ol style="list-style-type: none"> 1. Identify and describe women's historical and contemporary legal status in the United States. 2. Identify the historical, cultural and political structures that shape contemporary political "women's issues" and explain why/who defines them as such. 3. Identify and explain women's historic and contemporary contributions to Politics in the United States as citizens, activists, and politicians. 4. Analyze and explain the feminist assumption that "the personal is political."
POLS 16 ENTC 16	African-Americans in American Government	<ol style="list-style-type: none"> 1. Explain the social, economic, and political ways in which African Americans have been excluded historically from political participation. 2. Describe the political philosophies of the framers of the Constitution, and how they viewed citizenship through the lens of race. 3. Analyze national, state, and local institutional mechanisms and their impact of the African American community. 4. Analyze the ways in which race and class affected African American political experience. 5. Identify the roots of African American participation in 19th and 20th century social movements.

POLS 18 ETNC 18	Latinos in American Government	<ol style="list-style-type: none"> 1. Explain the social, economic, and political ways in which Latinos have been excluded historically from political participation. 2. Identify the freedoms guaranteed to all citizens in the US Constitution and how Latinos, in general have been affected. 3. Interpret critical events in Latino history in America and their impact on Latino culture. 4. Identify major historical events that have shaped Latino experiences in the U.S. 5. Analyze national, state, and local institutional mechanism and their impact of the Latino community.
PSYC 1	General Psychology Assessments & documentation submitted	<ol style="list-style-type: none"> 1. Compare and contrast the major theoretical perspectives of contemporary psychology . 2. Demonstrate an understanding of the use of research and scientific methodologies in the study of psychology
PSYC 3 SOCI 3	Introduction to Social Psychology Assessments & documentation submitted	<ol style="list-style-type: none"> 1. Be able to understand and apply fundamental Social Psychological topics from historical, scientific, and current issues perspectives, 2. Analyze topics or controversies or social problems in Social Psychology using critical thinking. 3. Apply research and theories on current social issues. 4. Develop a presentation about social influences on culture, using field and text research findings.
PSYC 6 WOMN 6	Psychology of Women	<ol style="list-style-type: none"> 1. Describe and identify the biological, psychological, and sociological factors that influence women's personalities and behaviors in the United States. 2. Analyze and explain female socialization, roles, and how they differ between identities within our society. 3. Examine and interpret the influence of our families of origin, including our cultural heritage, and the relationships within them. 4. Identify issues and affects of health, mental health, body image, and sexuality including interplay of race, class, and sexual preference.
PSYC 25	Child and Adult Development Assessments & documentation submitted	<ol style="list-style-type: none"> 1. Apply the major theoretical perspectives of contemporary psychology to the study of child and adult development. 2. Critique generalizations and popular opinion about human development, distinguishing opinion and values from scientific observations and study.
PSYC 33	Psychology of Adjustment Assessments & documentation submitted.	<ol style="list-style-type: none"> 1. Apply personality, social and abnormal Psychology theories to adjustment issues. 2. Critically analyze their sense of self using one psychological framework. 3. Integrate psychological research on problem solving practices into personal, interpersonal and group processes.
PSYC 35	Abnormal Psychology	<ol style="list-style-type: none"> 1. Identify and describe the major The process of assessment, diagnosis and treatment as it is currently practiced in the field of psychology

	Assessments & documentation submitted	<ol style="list-style-type: none"> Identify and describe the major diagnoses as they appear in the DSM. Demonstrate understanding of the major theoretical perspective relating to etiology and treatment of the major mental disorders.
PSYC 38 BIOL 38	Biological Psychology	<ol style="list-style-type: none"> Students will be able to describe brain anatomy and physiology. Students will be able to explain the interaction between specific drugs and the brain and predict behavior changes.
PSYC 40	Human Sexuality Assessments & documentation submitted.	<ol style="list-style-type: none"> Be able to understand and discuss human sexuality from an historical and scientific perspective, integrating present-day biological and socioemotional perspectives. Analyze questions and/or controversies in modern Human Sexuality issues, using critical thinking. Apply current relationships theories of how human intimacy and/or communications develop. Develop presentations about topics dealing with Human Sexuality, using research findings.
PSYC 50	Health Psychology Assessments & documentation submitted.	<ol style="list-style-type: none"> Be able to critically read Health Psychology literature analyzing for fallacies and poorly researched assertions. Apply health psychology theory to life adjustment research findings. Analyze issues of health psychology using critical thinking.
PSYC 57	Adult Development and Aging Assessments & documentation submitted.	<ol style="list-style-type: none"> Apply the major theoretical perspectives of contemporary psychology to the study of adult development and aging. Analyze real-life problems and issues related to aging (i.e. driving restrictions, lifelong learning or retraining, retirement, caring for aging parents, etc.)
PSYC 60 CHDV 60 SOCI 60	Effective Parenting	<ol style="list-style-type: none"> Students will be able to identify different techniques for effective communication with children. Students will be able to apply techniques to support development of trust, communication, capability and self-esteem.
SOCI 1	Humanity and Society Assessments submitted.	<ol style="list-style-type: none"> Critically evaluate the significance of the theoretical and methodological contributions of Emile Durkheim, Karl Marx, Max Weber, Charles H. Cooley, and George H. Mead to contemporary sociological thought. Identify and argue the sociological significance of the statement, "Human beings create culture; culture creates human beings." Describe and analyze the impact of the forces of sexism, racism, ageism, and classism on the "myth of equality" in our American society.
SOCI 2	Contemporary Social Problems	<ol style="list-style-type: none"> Analyze contemporary social problems from the contrasting points of view of the "structural-functional," "conflict," and "symbolic interactionist" paradigms.

	Assessments submitted.	<ol style="list-style-type: none"> List, describe, evaluate, and integrate sociological references to racism, sexism, ageism, and classism as illustrated in the 2006 Oscar-winning movie, "Crash." Describe and analyze the "politics" of agreement/disagreement over what constitutes a "social problem" and whether or not empirical solutions may be found.
SOCI 3 PSYC 3	Introduction to Social Psychology Assessments & documentation submitted	<ol style="list-style-type: none"> Be able to understand and apply fundamental Social Psychological topics from historical, scientific, and current issues perspectives, Analyze topics or controversies or social problems in Social Psychology using critical thinking. Apply research and theories on current social issues. Develop a presentation about social influences on culture, using field and text research findings.
SOCI 40	Marriage and Family Life Assessments submitted.	<ol style="list-style-type: none"> Describe the dynamic processes involved in "healthy" couple/family relationships. Describe and analyze the dysfunctional family relationship illustrated in the Oscar-winning movie, "Ordinary People." Illustrate awareness of the diversity of life-styles and structure in our contemporary American family by comparing/contrasting a variety of non-traditional families with the "ideal-type" model of the mythical, traditional American family.
SOCI 60 CHDV 60 PSYC 60	Effective Parenting	<ol style="list-style-type: none"> Students will be able to identify different techniques for effective communication with children. Students will be able to apply techniques to support development of trust, communication, capability and self-esteem.
WOMN 1 HUMA1	Introduction to Women's Studies	<ol style="list-style-type: none"> Examine and identify the cultural, ethnic, and social diversity in women's lives and women's experiences. Analyze the cultural and institutional influences that affect women's lives. Identify key assumptions and motivations of feminism in the United States and internationally. Describe the resources and choices available for improving women's psychological, social, economic, physical, and political status.
WOMN 4 Art 4 HUMA 4	Images of Women in the Arts	<ol style="list-style-type: none"> Describe the history of women in art, as professionals publicly and within women's culture privately. Interpret meaning in women's art and in women's lives through their art. Analyze and explain the emergence of feminism in art and art history. Contrast the diversity between women artists and their art.
WOMN 6	Psychology of Women	<ol style="list-style-type: none"> Describe and identify the biological, psychological, and sociological factors that

PSYC 6		<p>influence women's personalities and behaviors in the United States.</p> <ol style="list-style-type: none"> Analyze and explain female socialization, roles, and how they differ between identities within our society. Examine and interpret the influence of our families of origin, including our cultural heritage, and the relationships within them. Identify issues and affects of health, mental health, body image, and sexuality including interplay of race, class, and sexual preference.
WOMN 7 HLTH 7	Women's Health Issues	<ol style="list-style-type: none"> Study and apply the standards of the scientific method to make good choices regarding personal health care, including alternative health care methods. Identify basic female anatomy and physiology. Explain women's health care needs and major health issues both biologically and socially.
WOMN 10 POLS 10	Women in United States Government Assessments submitted.	<ol style="list-style-type: none"> Identify and describe women's historical and contemporary legal status in the United States. Identify the historical, cultural and political structures that shape contemporary political "women's issues" and explain why/who defines them as such. Identify and explain women's historic and contemporary contributions to Politics in the United States as citizens, activists, and politicians. Analyze and explain the feminist assumption that "the personal is political."
WOMN 11 ENGL 11	Literature by and about Women	<ol style="list-style-type: none"> Analyze, interpret, and evaluate literary texts, based on an understanding of various genres, using comparative strategies, critical thinking and synthesis. Examine the historical, cultural and social structures that inform and shape literature, especially as reflected in works by and about women. Appreciate and comprehend the meaning of literature within artistic, historic and social contexts.
WOMN 12 HIST 12	Women in United States History	<ol style="list-style-type: none"> Explain how history is written and how it influences cultural and social development. Analyze the reciprocal relationship between women and the major economic, social, political, and cultural developments in United States history over four hundred years. Compare and contrast the lives, experiences and roles of diverse American women throughout the various periods of history, related to ethnicity, class, sexuality, gender, and colonization. Describe how our family histories fit into the pattern of United States history.
WOMN 13 HIST 13	Women in History	<ol style="list-style-type: none"> Describe how history is written and how it influences cultural development internationally. Compare and contrast ideologies held by different cultures on women, men, femininity, and masculinity. Explain the experiences of women based on ethnicity and social class throughout

		<p>history from various societies.</p> <p>4. Identify the ways in which women have created social change world wide.</p>
WOMN 30 ANTH 30 ETNC 30	Women in Cross Culture Perspective	<p>1. Analyze the near universal domestic / public split to include the sexual division of labor.</p> <p>2. Identify cross-cultural definitions of sexuality and birth control.</p> <p>3. Describe the roles of women in the economy.</p>
WOMN 31 ANTH 31 ETNC 31	American Indian Women	<p>1. Explain the history and cultural contributions of American Indian women in both the personal and public spheres.</p> <p>2. Describe the issues of daily life and struggles for survival, resistance, and social change.</p> <p>3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other.</p> <p>4. Compare and contrast the diverse experiences of American Indian women.</p> <p>5. Recognize the ways in which American Indian women have overcome obstructions to gain a greater sense of themselves.</p>
WOMN 32 ETNC 32	African American Women	<p>1. Explain the history and cultural contributions of African American women in both the personal and public spheres.</p> <p>2. Describe the issues of daily life and struggles for survival, resistance, and social change.</p> <p>3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other.</p> <p>4. Compare and contrast the diverse experiences of Black women.</p> <p>5. Recognize the ways in which Black women have overcome obstructions to gain a greater sense of themselves.</p>
WOMN 33 ETNC 33	<p>Mexican American Women</p> <p>Assessments submitted.</p>	<p>1. Explain the history and cultural contributions of Mexican American women in both the personal and public spheres.</p> <p>2. Describe the issues of daily life and struggles for survival, resistance, and social change.</p> <p>3. Analyze how race, class, and gender interact with American culture and obstruct our understanding of and connection with ourselves and each other.</p> <p>4. Compare and contrast the diverse experiences of Mexican American women.</p> <p>5. Recognize the ways in which Mexican women have overcome obstructions to gain a greater sense of themselves.</p>
WOMN 34 ETNC 34	Asian American Women	<p>1. Explain the history and cultural contributions of Asian American women in both the personal and public spheres.</p> <p>2. Describe the issues of daily life and struggles for survival, resistance, and social change.</p> <p>3. Analyze how race, class, and gender interact with American culture and obstruct our</p>

		<p>understanding of and connection with ourselves and each other.</p> <ol style="list-style-type: none"> 4. Compare and contrast the diverse experiences of Asian American women. 5. Recognize the ways in which Asian women have overcome obstructions to gain a greater sense of themselves.
<p>WOMN 40 HUMA 40 PHIL 40</p>	<p>Introduction to Feminist Theory</p>	<ol style="list-style-type: none"> 1. Describe the process of reading and thinking through social theory. 2. Describe modern U.S. feminist theories including liberal, radical, psychoanalytic, post-modern and standpoint theories. 3. Using feminist concepts, analyze contemporary social and political issues. 4. Create a critique of feminist theory.
<p>WOMN 54 PHIL 54</p>	<p>Women and Religion</p>	<ol style="list-style-type: none"> 1. Identify tools for the study of religion and spirituality. 2. Identify and describe women's roles and status in organized religion and spiritual movements. 3. Identify and explain women's historic contributions to religion and spirituality. 4. Define woman-centered religious paradigms.

As of 8/4/08 – SLOtablePat(2)

Course	Title	SLO(s)
ADPE 8	Orientation to Adapted Physical Education	<ol style="list-style-type: none"> 1. Demonstrate and apply the principles of physical fitness development and maintenance and how they relate to successful skill performance. 2. Improve or maintain physical fitness through participation in adapted physical activity. 3. Apply appropriate accommodations to fulfill exercise goals.
ADPE 9	Adapted Personal Fitness	<ol style="list-style-type: none"> 1. Demonstrate and apply the principles of physical fitness development and maintenance and how they relate to successful skill performance. 2. Improve or maintain physical fitness through participation in adapted physical activity. 3. Recognize the value of physical activity for improving personal wellness.
ADPE 13	General Adapted Physical Education	<ol style="list-style-type: none"> 1. Demonstrate and apply the principles of physical fitness development and maintenance and how they relate to successful skill performance 2. Improve or maintain physical fitness through participation in adapted physical activity. 3. Apply appropriate accommodations to fulfill exercise goals.
ADPE 15	Heart Healthy Exercise	<ol style="list-style-type: none"> 1. Demonstrate and apply the principles of cardio-respiratory fitness development and maintenance and how they relate to successful skill performance. 2. Improve or maintain physical fitness through participation in adapted physical activity. 3. Explain and apply general exercise recommendations (ACSM, AHA) for individuals at risk of cardiovascular disease. 4. Explain the importance of making healthy lifestyle choices.
ADPE 16	Adapted Flexibility and Movement Techniques	<ol style="list-style-type: none"> 1. Demonstrate and apply the principles of improving flexibility and how they relate to successful skill performance. 2. Improve or maintain flexibility and skill development in adapted physical activity. 3. Explain and apply basic biomechanics in posture and movement techniques.
DANC 1	Introduction to Dance	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of jazz, ballet, and modern dance. 2. Perform a variety of fundamental dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music
DANC 2	Dance Skills 1	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of jazz, ballet, and modern dance. 2. Perform a variety of fundamental dance skills with an increasing proficiency. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music

DANC 3	Dance Skills 2	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of jazz, ballet, and modern dance. 2. Perform a variety of intermediate fundamental dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 4	Dance Skills 3	<ol style="list-style-type: none"> 1. Demonstrate and apply advanced principles and concepts of jazz, ballet, and modern dance. 2. Perform a variety of intermediate/advanced dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 10A	Modern Dance 1	<ol style="list-style-type: none"> 1. Demonstrate and apply advanced principles and concepts of modern dance. 2. Perform a variety of fundamental modern dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music.
DANC 10B	Modern Dance 2	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of jazz, ballet, and modern dance. 2. Perform a variety of intermediate modern dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 11A	Jazz Dance 1	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of jazz dance. 2. Perform a variety of basic jazz dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning.

DANC 11B	Jazz Dance 2	<ol style="list-style-type: none"> 1. Demonstrate and apply more advanced principles and concepts of jazz dance. 2. Perform a variety of intermediate jazz dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 11C	Jazz Dance 3	<ol style="list-style-type: none"> 1. Demonstrate and apply advanced principles and concepts of jazz dance. 2. Perform a variety of intermediate/advanced jazz dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 12A	Ballet 1	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of ballet dance. 2. Perform a variety of fundamental ballet dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning.
DANC 12B	Ballet 2	<ol style="list-style-type: none"> 1. Demonstrate and apply more advanced principles and concepts of ballet dance. 2. Perform a variety of intermediate ballet dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 12C	Ballet 3	<ol style="list-style-type: none"> 1. Demonstrate and apply advanced principles and concepts of ballet dance. 2. Perform a variety of intermediate/advanced ballet dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.

DANC 14	Ballroom Dance	<ol style="list-style-type: none"> 1. Demonstrate and apply principles and concepts of ballroom dance. 2. Perform a variety of ballroom dances. 3. Recognize the cultural significance of various dances, styles and their corresponding musical styles.
DANC 15	Ethnic Dance Forms	<ol style="list-style-type: none"> 1. Demonstrate and apply more advanced principles and concepts of a variety of ethnic dance styles. 2. Perform a variety of intermediate ballet dance skills. 3. Recognize and identify the historical and cultural background of the different ethnic dances.
DANC 16A	Flamenco Dance 1	<ol style="list-style-type: none"> 1. Demonstrate and apply basic principles and concepts of a flamenco dance. 2. Perform a variety of flamenco dance skills. 3. Recognize the cultural significance of flamenco dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning.
DANC 16B	Flamenco 2	<ol style="list-style-type: none"> 1. Demonstrate and apply more advanced principles and concepts of flamenco dance. 2. Perform a variety of intermediate flamenco dance skills. 3. Recognize the cultural significance of flamenco dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency..
DANC 17A	Tap 1	<ol style="list-style-type: none"> 1. Demonstrate and apply basic principles and concepts of tapdance. 2. Perform a variety of fundamental tap dance skills. 3. Recognize the cultural significance of tap dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 17B	Tap 2	<ol style="list-style-type: none"> 1. Demonstrate and apply intermediate principles and concepts of tap dance. 2. Perform a variety of intermediate tap dance skills. 3. Recognize the cultural significance of tap dance in its historical and contemporary context and the relationship with various types of music.

		4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency.
DANC 17C	Tap 3	<ol style="list-style-type: none"> 1. Demonstrate and apply advanced principles and concepts of tap dance. 2. Perform a variety of intermediate/advanced tap dance skills. 3. Recognize the cultural significance of tap dance in its historical and contemporary context and the relationship with various types of music. 4. Demonstrate and apply rhythm/tempo, body alignment and movement patterning with an increasing level of proficiency
DANC 18A	Hip Hop 1	<ol style="list-style-type: none"> 1. Demonstrate and apply basic principles and concepts of hip hop dance. 2. Perform a variety of fundamental hip hop dance skills. 3. Recognize the cultural significance of hip hop dance in its historical and contemporary context and the relationship with various types of music.
DANC 19	Contemporary Dance Fusion	<ol style="list-style-type: none"> 1. Demonstrate and apply basic principles and concepts of modern, jazz, and hip hop and their integration into a hybrid dance form. 2. Perform a variety of fundamental hip hop, modern and jazz dance skills. 3. Recognize the cultural significance of dance in its historical and contemporary context and the relationship with various types of music.
DANC 20	Dance Production	<ol style="list-style-type: none"> 1. Demonstrate and apply basic elements in a dance production. 2. Choreograph or perform in a dance production.
DANC 21	Introduction to Repertory	<ol style="list-style-type: none"> 1. Demonstrate and apply rehearsal techniques and the ability to pattern movement. 2. Demonstrate and apply memorized dance skills, movement patterns, and performance skills.
DANC 22	Contemporary Dance Composition and Improvisation	<ol style="list-style-type: none"> 1. Demonstrate and apply elements of dance composition and improvisation. 2. Apply basic dance vocabulary to choreograph and design a dance. 3. Apply dance improvisation as a tool for composing a dance.
DANC 53	Wellness in Motion	<ol style="list-style-type: none"> 1. Apply stress management tools through dance movement. 2. Apply relaxation, visualization and various movement techniques to manage stress

DANC 92	Teaching Aide--Dance	1. Assist in providing demonstration and instruction in teaching students various dance styles.
PHED 1A	Fencing I	1. Perform a variety of fundamental fencing skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 1B	Fencing II	1. Perform a variety of intermediate fencing skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 2A	Golf I	1. Perform a variety of fundamental skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 2B	Golf II	1. Perform a variety of intermediate golf skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 2C	Golf III	1. Perform a variety of intermediate/advanced golf skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance. 3. Play golf within the established rules of play and golf course etiquette
PHED 5A	Tennis I	1. Perform a variety of fundamental tennis skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 5B	Tennis II	1. Perform a variety of intermediate tennis skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 6	Soccer	1. Perform a variety of fundamental soccer skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 7A	Swimming I	1. Perform a variety of beginning swimming skills at an increased level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.

PHED 7B	Swimming II	<ol style="list-style-type: none"> 1. Perform a variety of intermediate swimming skills at an increased level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 12B	Competitive Swimming I	<ol style="list-style-type: none"> 1. Perform a variety of swimming strokes and perform skills with an increasing level of proficiency.. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 12C	Competitive Swimming II	<ol style="list-style-type: none"> 1. Perform a variety of intermediate swimming strokes and racing skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 14	Ultimate Frisbee	<ol style="list-style-type: none"> 1. Perform a variety of basic skills utilized in ultimate frisbee with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 15A	Volleyball I	<ol style="list-style-type: none"> 1. Perform a variety of fundamental volleyball skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 15B	Volleyball II	<ol style="list-style-type: none"> 1.Perform a variety of intermediate volleyball skills with an increasing level of proficiency. 2.Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 16	Fundamentals of Basketball	<ol style="list-style-type: none"> 1.Perform a variety of basic basketball skills with an increasing level of proficiency. 2.Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PHED 17	Fundamentals of Softball	<ol style="list-style-type: none"> 1.Perform a variety of basic softball skills with an increasing level of proficiency. 2.Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 18	Fundamentals of Football	<ol style="list-style-type: none"> 1.Perform a variety of basic football skills with an increasing level of proficiency. 2.Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance

PHED 19	Fundamentals of Baseball	1. Perform a variety of baseball skills with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PHED 20.1	Skill Development for Baseball	4.
PHED 20.2	Skill Development for Basketball: Men	3.
PHED 20.3	Skill Development for Basketball: Women	3.
PHED 20.4	Skill Development for Football	4.
PHED 20.5	Skill Development for Golf	4.
PHED 20.6	Skill Development for Softball	4.
PHED 20.7	Skill Development for Swimming	4.
PHED 20.8	Skill Development for Tennis	4.
PHED 20.9	Skill Development for Track and Field	5.
PHED 20.10	Skill Development for Volleyball	6.
PHED 21	Fundamentals of Golf	7.
PHED 29	Varsity Athletic Conditioning	8.
PHED 30.1	Intercollegiate Basketball: Women	9.
PHED 30.2	Intercollegiate Softball: Women	10.
PHED 30.3	Intercollegiate Volleyball: Women	11.
PHED 30.4	Intercollegiate Tennis: Women	12.
PHED 30.5	Intercollegiate Soccer: Women	13.
PHED 31.1	Intercollegiate Football: Men	14.
PHED 31.2	Intercollegiate Basketball: Men	15.
PHED 31.3	Intercollegiate Baseball: Men	16.
PHED 31.4	Intercollegiate Golf: Men	17.
PHED 31.5	Intercollegiate Soccer: Men	18.
PHED 32.1	Intercollegiate Track and Field: Women and Men	19.
PHED 32.4	Intercollegiate Cross and Country: Women and Men	20.

PHED 33	Cheerleading Skills	21.
PHED 40	Careers in Physical Education and Fitness	<ol style="list-style-type: none"> 1. Demonstrate and apply knowledge of the historical background, philosophy, and curriculum in physical education and its sub disciplines. 2. Define, analyze, and interpret current issues and problems facing physical education and its sub disciplines.
PHED 41	Prevention and Care of Athletic Injuries	3.
PHED 42	Athletic training Field Experience	4.
PHED 50	Orientation for Athletes	5.
PHED 59	Introduction to Martial Arts	6.
PHED 60	Self-Defense and Empowerment for Women	7.
PHED 61	Elements of Football	<ol style="list-style-type: none"> 1. Demonstrated the ability to recognize various offensive and defensive team alignments or schemes utilized in competitive football. 2. Demonstrated the ability to apply appropriate offensive and defensive techniques used to compete against an opponent in competitive football.
PHED 91	Teaching Aide—Physical Education	<ol style="list-style-type: none"> 4. Perform skills for assisting students in physical education setting with an increasing level of proficiency. 5. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance. 6. Demonstrate and perform a variety of sports skills with an increasing level of proficiency.
PFIT 8	Aerobic Conditioning	<ol style="list-style-type: none"> 1. Use aerobic training equipment safely and effectively. 2. Demonstrate and apply the principles of aerobic conditioning and how they relate to successful skill performance
PFIT 9	Personal Fitness	<ol style="list-style-type: none"> 1. Perform aerobic conditioning and resistance training exercises at an increasing level of proficiency 2. Use resistance and aerobic training conditioning equipment safely and effectively. 3. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PFIT 10	Weight Conditioning	<ol style="list-style-type: none"> 1. Perform resistance training exercises at an increasing level of proficiency

		<ol style="list-style-type: none"> 2. Use resistance training equipment safely and effectively. 3. Demonstrate and apply the principles of resistance training and how they relate to successful skill performance
PFIT 13	Stability Ball Training	<ol style="list-style-type: none"> 1. Perform a variety of fundamental stability ball exercises at an increasing level of proficiency 2. Demonstrate and apply the principles of core training and how they relate to successful skill performance
PFIT 14	Exercise for Health and Fitness	<ol style="list-style-type: none"> 1. Execute exercises for strength and aerobic conditioning at an increasing level of proficiency 2. Demonstrate exercise for flexibility at an increasing level of proficiency. 3. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PFIT 15	Core Matwork	<ol style="list-style-type: none"> 1. Perform a variety of fundamental core matwork exercises at an increasing level of proficiency. 2. Demonstrate and apply the principles of core training and how they relate to successful skill performance.
PFIT 16	Tai Chi	<ol style="list-style-type: none"> 1. Perform a variety of fundamental tai chi movement patterns at an increasing level of proficiency. 2. Perform deep breathing and centering exercises for relaxation.
PFIT 17	Yoga	<ol style="list-style-type: none"> 1. Demonstrate a variety of fundamental yoga postures at an increasing level of proficiency. 2. Develop a home yoga practice
PFIT 18A	Aerobic Fitness I	<ol style="list-style-type: none"> 1. Perform fundamental aerobic fitness exercise routines with an increasing level of proficiency. 2. Demonstrate and apply the principles of aerobic conditioning and how they relate to successful skill performance
PFIT 18B	Aerobic Fitness II	<ol style="list-style-type: none"> 1. Perform intermediate aerobic fitness exercise routines with an increasing level of proficiency. 2. Demonstrate and apply the principles of aerobic conditioning and how they relate to successful skill performance.
PFIT 20	Circuit Training	<ol style="list-style-type: none"> 1. Execute resistance training activities alternating with cardiovascular training activities with

		<p>an increasing level of proficiency.</p> <ol style="list-style-type: none"> 2. Demonstrate and apply the principles of circuit training and how they relate to successful skill performance
PFIT 21	Flexibility and Relaxation Techniques	<ol style="list-style-type: none"> 1. Execute fundamental exercises and breathing techniques for flexibility and relaxation with an increasing level of proficiency.. 2. Create a personalized routine consisting of flexibility and breathing exercises for relaxation.
PFIT 22A	Fitness Through Swimming I	<ol style="list-style-type: none"> 1. Execute fundamental swimming skills at an increasing degree of fitness conditioning. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PFIT 22B	Fitness Through Swimming II	<ol style="list-style-type: none"> 1. Execute intermediate swimming skills at an increasing degree of fitness conditioning. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PFIT 30	Introduction to Triathlon Training	<ol style="list-style-type: none"> 1. Perform the three components of a triathlon, swimming, cycling and running with an increasing level of proficiency. 2. Demonstrate and apply the principles of triathlon training and how they relate to successful skill performance
PFIT 50	Independent Fitness and Testing Program	<ol style="list-style-type: none"> 1. Create and execute a fitness program based on individualized testing results. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
PFIT 51	Fitness Exercise Physiology	<ol style="list-style-type: none"> 1. Apply concepts of physiology to exercise performance. 2. Create an individualized fitness program based on the components of physical fitness
PFIT 60	Fitness Anatomy and Kinesiology	<ol style="list-style-type: none"> 1. Identify bones and muscles based on their shape and location of the body. 2. Analyze movements according to the fundamental principles of kinesiology
PFIT 82	Therapeutic Massage I	<ol style="list-style-type: none"> 1. Execute a variety of fundamental massage skills at an increasing level of competency. 2. Demonstrate and apply various styles of massage and body mechanics
PFIT 83	Therapeutic Massage II	<ol style="list-style-type: none"> 1. Execute a variety of intermediate massage skills at an increasing level of competency. 2. Demonstrate and apply various styles of massage for special populations
PFIT 84	Sports Massage	<ol style="list-style-type: none"> 1. Execute a variety of sports massage skills at an increasing level of competency. 2. Execute sports massage techniques as they apply to athletic problems and injuries
PFIT 85	Clinical Massage	<ol style="list-style-type: none"> 1. Execute a variety of clinical massage skills at an increasing level of competency.

		2. Use observation to evaluate and manage myofascial pain.
PFIT 92	Teaching Aide: Physical Fitness	1. Perform skills for assisting students in the fitness center with an increasing level of proficiency. 2. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance.
PFIT 180	Massage Therapy Skills Lab	1. Perform therapeutic massage skills with an increasing level of proficiency.
PFIT 400	Fitness Assessment Lab	2. Complete assessments of aerobic capacity, muscular strength, flexibility and body composition
PFIT 421	Personal Fitness	3. Perform aerobic conditioning, resistance training and exercises for flexibility with an increasing level of proficiency. 4. Demonstrate and apply the principles of physical fitness and how they relate to successful skill performance
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