	Communicatio	on Competency	Information	Competency	Quantitative	Competence	Analytic In	quiry Skills	Ethical F	teasoning	Abilit	y to Engage in Diverse Persp	ectives	Ability to Create		Growth Orientation
	Attend to and clearly express				Implement quantitative and qualitative models to make predictions, draw conclusions,		Distance data the second as of									Apply the skills necessary for successful living in an
CLOs	ideas in written, spoken, numerical, and artistic forms.	logically.	information to apply it critically and appropriately.	Gather, evaluate, analyze, and synthesize information.	predictions, draw conclusions, and make decisions that are	process research data in a clear, synthesized format.	natural, social, and behavioral	among the various disciplines.	professional and/or community	with others.	human environments and how	the natural environment, and	role of culture and the arts in society and in one's personal	and communication skills with	and fitness to enhance the	Apply the skills necessary for successful living in an ever-changing and global environment.
ANATM01					and make decisions that are		sciences and the humanities.		issues.		these diversities impact the	the relationship between the	life.	personal responsibility in	quality of life.	
Students enrolled in Anatomy M01 will be able to identify key																
structures of the human body and correlate the relationship	x		×	x			x	x								
between form and function of these structures.																
ANPHM01																
Students enrolled in Anatomy																
and Physiology M01 will be able to relate the structure of																
the human body to the functioning of the systems,	x		x	x		x	x	х								
and classify system parts structurally and functionally.																
ANSCM09																
Students will achieve at least 70% performance on written																
examinations demonstrating their ability to explain the																
concepts and issues																
pertaining to animal behavior topics of development,			x	x	×	x	x					x	x			
including types of learning, evolution, social organization,																
communication, and intelligence as well as how to																
apply such concepts to the management of captive																
animals. ANSCM17																
Demonstrate ability to describe the characteristics of	r															
the major phyla of invertebrates and the classes																
of vertebrates as well as the			x	x								x	x			
major orders and families of the tetrapods Demonstrate ability to												L				
recognize and identify by																
common name, scientific name, phylum, class, order, and family a wide variety of																
animal species including			x	x			x									
invertebrates, fish, amphibians, reptiles, birds																
ANTHM01 recognize the four subfields of																
anthropology, with an	ſ															
emphasis on biological							x	x	x	x	x	x	×			x
anthropology, and describe the scientific method. describe the biological basis																
for human evolution, in terms						x										
of evolutionary theory, primate studies, and the human fossil			x	x		x		х			x	x	x			x
record.																
Students will be able to understand the biological																
basis for human evolution, in terms of evolutionary theory,						х	x									
primate studies, and the																
human fossil record. ANTHM01L																
ANTHM01L analyze and discuss the relevance of biological																
anthropology for analyzing contemporary questions (e.g., why some individuals are																
more susceptible to a disease					×	х	x	x	x		x	x				
than others, the genetic basis of traits such as height,																
weight_etc.). identify the biological basis for	,															
human evolution, in terms of evolutionary theory, primate																
studies, and the human fossil			x	x	×	x					x	x				
record, and demonstrate these understandings through																
understandings through laboratory practicums. ANTHM02																
explain how anthropologists																
define, study, and compare culture and its interconnected	x	x	x	x			x	x	x	x		x	x			x
components.																
develop appreciation of the diverse ways of life of human									x	x	x	x	x	x		x
groups around the world.																
identify and apply key anthropological perspectives,											x	x	x			x
theories, and concepts.																
ANTHM03 utilize the scientific methods																
used in archaeology and be able to compare strategies																
used to design a research			x	x	x	x			×	x	x	x	x			
project that includes the survey, mapping, excavation				Â												
and processing of artifacts from an archaeological site.																
from an archaeological site. describe the history of archaeology, its major goals																
and theories, its most famous discoveries, its place within																
anthropology and academia, and compare and critique their	,						x	х	x	x	x	x	x			
own life experiences with those of people from past																
those of people from past societies ANTHM06																
identify exemplary cultural																
traditions/periods, sites, and artifacts in the North American							x	x	x		×	x				
geographic/archaeology regions.							×	*	×		×	×				
regions. analyze common and/or																
analyze common and/or divergent viewpoints held by Native Americans and																
Native Americans and anthropologists relative to cultural knowledge about the							x	x	x		x	x				
cultural knowledge about the environment, federal law, and the human role globally.																
the human role globally. ANTHM07																
develop a global, comparative																
view of the diversity of human																
cultural practices as well as a historically informed view of cultural adaptation and											x	x	×			
present day cultural change.																
describe the ethics, methods,																
and major theories behind ethnographic research and	x	х		x					x		x	x	x			
writing. use holistic and cultural																
relativistic perspectives to																
analyze cultural ideologies and practices, including their			×	x							×	×	x			x
own. ANTHM08																

recognize the four fields of anthropology, with an emphasis on linguistic anthropology, and appraise the contributions each can make when investigating human language and formulating ideas about the origins of the human ability lo			x	x			x	x			x	x	x	x	
describe and analyze the relationship between culture and language, and to appraise the ways that their own use of language communicates their understandings of themselves and their culture.	x										x	x	x	x	x
ANTHM11 describe and evaluate the ways in which belief systems represent adaptive responses to both historical events and human biological, psychological, and social needs. describe and examine their	x	x					x	x			x	x	x		
describe and examine their own belief systems and consider the reasons why these are both similar and different to the belief systems of other people around the world. ANTHM13	x						x	x			x	x	x	x	x
recognize the value of a culturally relativistic approach to the comparison of diverse California Native cultures to European cultures as reflected in colonization experiences and the resultion bias that							x	x			x	x	x		
lingers today. analyze the retailonship between the diverse environmental subregions of California and the diverse traditional cultures of California. ANTHM14			x	x			x	x			×	x	x		
analyze potential causes and consequences of behavioral variation among primates. ANTHM15					x		x		x		x	x			
describe the scope of ancient Egyptian prehistory from an arthrepological and archaeological perspective, including Egyptian religion, dynasties, kingdoms, famous individuals, and important historic moments such as the 16th Dynasty, the Greek Period, and the discovery of	x										x	x	x		
ANTHM16 Interpret and debate the broad history of the ancient Maya people from an anthropological and archaeological perspective.	x										x	x	x		
ANTHM17 determine the various techniques used in determining sex, age, and ancestry from human skeletal			x	x	x	x			x	×	x	x			
remains. assess different types of ante-, peri-, and postmortem changes to bone, including pathology, trauma, and natural			x	x	x	x			x	x		x			
anomalies. assess the forensic context and describe the laboratory and recovery procedures involved in forensic			x	x	x	x			x	x		x			
anthropology casework. explore the application of standard, scientific, anthropological techniques to identify human remains and to assist in the detection of a			x	x	x	x			x	x		x			
crime. ARTHM100 explain the elements of art and principles of design as they are applied historically and culturally across visual art media and architecture.	x	x	x	x							x	x			
media and architecture. critically analyze and derive meaning from works of art, as they identify key stylistic and thematic features, formal content, and historical context, with an awareness and sensitivity to individual and cultural aesthetic differences,			x	x							x	x	x	x	x
identify with proper course vocabulary different materials, techniques, and functions of art as reflecting human ideals, values and beliefs.			x	x			x	x			x	x	x		
ARTHM100H explain the elements of art and principles of design as they are applied historically and culturally across visual art	x	x	x	x							x	x	x		
media and architecture. Using a deeper level of research and creative information processing, students will be able to critically analyze and derive meaning from works of art, as they infentify key shifted; and			x	x							x	x	x	x	x
thematic features, formal content, and historical context, with an awareness and sensitivity to individual and cultural aesthetic differences.															
identify with proper course vocabulary different materials, techniques, and functions of art as reflecting human ideals, values and beliefs. ARTHM110			x	x			x	x			x	x	x		
With accurate course terminology, identify the evolution of key stylistic features in works of art and architecture created between Prehistory and Gothic times.	x	x	x	x							x	x	x		
Critically analyze and evaluate thematic, narrative and iconographic content, as well as cultural context to derive meaning from works of art and architecture produced between Prehistory and Gothic times, with awareness and sensitivity to individual and cultural aesthetic differences.			x	x							x	x	x	x	x

Using formal and contextual analysis in a compare/contrast format, explain how the														
different periods covered in this course reflect their ideologies through their major works, sesthetic characteristics, techniques			x	x			x	x		x	x	x		
used, patronage, regional differences and various influences. ARTHM120														
With accurate course terminology, identify the evolution of key stylistic features in works of art and	x	x	x	x						x	x	x		
architecture created between the Renaissance and Early <u>Modern times.</u> Critically analyze and evaluate thematic, narrative and iconographic content, as well														
as cultural context to derive meaning from works of art and architecture produced			x	x						x	x	x	x	x
between the Renaissance and Early Modern times, with awareness and sensitivity to individual and cultural aesthetic differences. Using formal and contextual														
analysis in a compare/contrast format, explain how the different periods covered in this course reflect their														
ideologies through their major works, aesthetic characteristics, techniques used, patronage, regional differences and various			×	x			×	×		×	×	×		
influences. ARTHM130 With accurate course terminology, identify the														
evolution of key stylistic features in works of art and architecture created in Asia. Critically analyze and evaluate thematic, narrative and	x	x	×	x						x	x	x		
iconographic content, as well as cultural context to derive meaning from works of art and architecture produced in the			x	x						x	x	x	x	x
Asian areas and cultures studies within this course, with awareness and sensitivity to individual and cultural aesthetic differences.														
aesthetic differences . Using formal and contextual analysis in a compare/contrat format, explain how the different periods covered in this course reflect their														
ideologies through their major works, aesthetic characteristics, techniques used, patronage, regional			x	x			x	x		x	x	x		
differences and various influences. ARTHM150 With accurate course terminology, identify the														
evolution of key stylistic features in Modern and Contemporary works of art	x	x	x	x						x	x	x		
and architecture. Critically analyze and evaluate thematic, narrative and iconographic content, as well as cultural context to derive meaning from Modern and										x				
meaning from Modern and Contemporary works of art and architecture, with awareness and sensitivity to individual and cultural aesthetic differences.			x	x						^	x	x	x	x
Using formal and contextual analysis in a compare/contrast format, explain how the different periods covered in														
this course reflect their ideologies through their major works, aesthetic characteristics, techniques used, patronage, regional			x	x			x	x		x	x	x		
used, patronage, regional differences and various influences. ARTM 30 demonstrate foundation tevel technical skills in the														
representation of objects in a variety of black and white media to include pictorial composition, depth	x													
perception, perspective and rendering identity the elements and principles of design and demonstrate their roles in			x	x										
relation to beginning level drawing vocabulary and works of art. demonstrate creative and critical thinking, with an awareness and sensitivity to			~											
awareness and sensitivity to individual and cultural differences, as they research, produce, analyze and evaluate drawings at a beginning level.										x	x	x		
ARTM70 demonstrate knowledge and experience in clay forming and	x													
clay construction methods. identify the elements and principles of design and demonstrate their roles in relation to beginning level			x	x										
relation to beginning level ceramics vocabulary and works of art. demonstrate creative and critical thinking, with an awareness and sensitivity to individual and cultural														
differences, as they research, produce, analyze and evaluate ceramics at a beginning level										x	x	x		
ASTM01 Demonstrate an understanding of the Size, Scope, and Structure of the			x	x										
Solar System, Galaxy, and the Universe Cultivate problem solving and decision-making skills using the scientific method and its						, v	~							
the scientific method and its different parts to study astronomical phenomena. ASTM01L					x	x	x	x						

Demonstrate an understanding of the Size, Scope, and Structure of															
Scope, and Structure of bodies in the Solar System, Galaxy, and Universe via lab exercises and observations. Cultivate problem solving and			x	x										 	
decision-making skills using the scientific method to evaluate experimental and observational results of astronomical phenomena					×	x	x	x							
BIOLM01 Students will have a basic understanding of molecular biology and the workings of DNA.	x		x	x	x		x								
BIOLM02A Students will understand how evolutionary principles provide a comprehensive model for understanding the origins and			x	x		x	x	x							
relationships of living organisms. Students enrolled in Biology M02A will be able to critically															
analyze data and interpret results from experiments throughout the course BIOLM02AH	x		x	x	x	x	x	x	x	x					
Students enrolled in Biology M02AH will be able to critically analyze data and interpret results from experiments throughout the course	x		x	x	x	x	x	x	x	x					
students will understand how evolutionary principles provide a comprehensive model for understanding the origins and relationships of living			x	x	x	x	x	x							
BIOLM02B Students will be able to															
describe the domains and kingdoms of organisms, their life cycles, natural history and evolutionary trends using natural selection as the unifying concept.	x		x	×	x	x	x	x							
BIOLM02C Students enrolled in Biology M02C will be able to analyze															
experimental data and determine Mendelian inheritance patterns. Students enrolled in Biology M02C will be able to relate the	x		x	x	x	x	x	x							
structure of DNA to its function in replication and protein synthesis. Students enrolled in Biology	x		×	x	x	x	×	×							
M02C will be able to describe how genes are regulated in viruses, bacteria and eukaryotes. Students enrolled in Biology	x		x	x	×	x	x	x							
M02C will be able to elucidate the role different cell signaling pathways play in regulating cellular activity. BIOLM03	x		x	x	x	x	x	x							
Students enrolled in Biology M03 will be able to give examples of how humans impact the marine environment. Students will be able to have			x	x	x	x	x	x	x		x	x	x		
knowledge of the domains and kingdoms of marine organisms, their life cycles, natural history and evolutionary trends which are observed using natural			x	x	x	x	x	x							
selection and unique marine selective agents as the BIOLM05 Students enrolled in Biology															
M05 will be able to identify and describe organisms and communities within the state of California and relate adaptations of organisms to			x	x	x	x	x	x	x						
their environments. BIOLM16 Students enroted in Biotogy M16 will relate the structure of the human body to the functioning of the systems and classify system parts			x	x	x	x	x	x							
classify system parts structurally and functionally. Students enrolled in Biology M16 will demonstrate an understanding of the basic laws of genetics as they apply to human inheritance.			x	x	x	x									
to human inheritance. BIOLM16L Students enrolled in BIOL M16L will be able to utilize the															
scientific method to perform a scientific inquiry. Students enrolled in BIOL M16I will be able to identify.			×	x	x	x	x	x							
the major organ systems and discuss their basic structure and function. BIOLM17 Students will be able to			x	x	x	x									
demonstrate an understanding of the basic laws of genetics as they apply to human inheritance. Students will be able to			x	x	x										
analyze concepts in both written and spoken forms. BIOLM18	x	x					x	x							
students should be able to communicate using medicaly terminology related to allied health professions	х	x			х										
BOTM01 Students enrolled in Botany M01 will be able to recognize the evolutionary relationships among the major groups of	x		x	x	x	x	x	x			x	x			
plants and their impact on the earth. BOTM06 Students will be able to															
recognize the major structural components of flowering plants.	x		x	x											
Students will be able to determine what structures are of economic importance in particular plants, and describe how these structures have been modified to render them more useful for utilization by humans.	x				x	x	x	x							
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Students will be able to identify the types of tissues that make up the vegetative portion of the plant body.	х		x	x											
Students will be able to distinguish between the major groups of macromolecules that are important to human	x		x	x	x	x							x	x	x
that are important to human nutrition. Students will be able to describe some of the basic															
processes that are utilized in the preparation of plant products for human uses such	x		x	x	x	x									
as distillation, dyeing, fermentation, mailting and saponification Students will be able to															
analyze concepts in both written and spoken forms. BUSM30 discuss the role of business in	x	x													
society, the primary functions within a business, and external forces that affect business	x	x						x							
activities. explain fundamental economic principles and describe how they shape the business environment.	x	x	x	x				x							
recognize the importance of business ethics and corporate social responsibility.			x	x					x	x					
summarize contemporary business concepts, principles, and practices that explain how															
to form businesses, how they operate, and why and how effective management is important to their success.	x	x											x		x
CDM02 Students enrolled in CD M02 will explain physical cognitive															
will explain physical, cognitive and psychosocial domains in the preschool age child. Students enrolled in CD M02			x	x											
will identify developmental domains of early childhood. CDM03			x	x											
Students that complete CD M03 will analyze the core components of environmental influences on children and															
families, including socialization, diverse family structures, family interpersonal relationships, education and							x	x			x		х		
CDM03H															
compare and contrast current trends in developmental research with historical approaches to understanding child development.			x	x			x	x			x				
critically read, summarize, and analyze child development research data as it pertains to child socialization. evaluate how influential			x	x		x	x	x			x				
experiments in child development can be applied to multiple areas of child			x	x			x	x			x				
behavior and socialization. CDM05															
Students completing CD M05															
Students completing CD M05 will apply their understanding of effective inclusive and anti- bias teaching practice to an assessment of an early childhood classroom.			x	x					x	x					
Students completing CD M05 will apply their understanding of effective inclusive and anti- bias teaching practice to an assessment of an early childhood classroom. CDM23 Students enrolled in CD M23									x	x				~	
Students completing CD M05 will app) their understanding of efficitive inclusive and anti- bias teaching practice to an assessment of an early childhood classroom. CDM23 Students enrolled in CDM23 will explain basic principles of health, safety, and nutrition for the young child in the classroom and at home. CHEMM01A			x	x					x	x				x	
Students completing CD MMS will apply their understanding of effective inclusive and anti- bias teaching practice to an assessment of an early oblidbood desarcom. COM23 Students enrolled in CD M/3 will explain basis opticopies of health, safety, and rutkino for the young child in the datascom and at home. CHEMMOTA forw Lessis Students, predict the shape and hybridization of entital above.									x	x				x	
Budents completing CD Mbs will apply their understanding of efficiency inclusive and ath- bits tasking products to an arbitrary of the second second second and the second second second second the second second second second means that second second second second means that the second second second means the second second second second means that the second second second means that the second second second means that the second second second second means the second second second second second means that the second second second second second means that the second second second second second second means that the second second second second second second means that the second second second second second second means the second second second second second second second second means the second second second second second second second second second second means the second	x				x	x			×	x				x	
Budents completing CD Mbs will apply their understanding of efficiency induced and the bits lacking procession of the second completion of the second second completion of the second second second methy and/second s	x								x	×				x	
Students completing CD MMs will apply their understanding of effective inclusive and ath- bits lacking proceeds to an artification of the second states of the difference of the second states of the Badents encoded in CD MMS Badents encoded in CD MMS Ba	x		×	x	x	x			×	X				×	
Students completing CD MMs will apply their understanding of effective inclusive and athr- bits lacking proceeds and articleosistic and and and and and articleosistic and and and and the athreas and and and and and and and and and and and and and and a second and a second and		×	x	x					x	x				x	
Students completing CD Mbs will apply their understanding of efficiency inclusive and ath- bits tasking proceeds to an arbitrary of the start of the start and those of the start of the start of the start of the start of the start will explain basic processor of the metry and the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of the start of th		x	×	x	x	x			x	x				x	
Budents completing CD Mbc will apply their understanding of efficiency inclusive and anti- basesempt of an early abatesempt of an early bill explain base price of an early will explain base price of an early abatesempt of price of an early base and a price of a second data and a second and a more central abane, second y color them to any second and a second and a second a second a second a second a second a second a sec		x	x	x	x	x			×	x				x	
Budents completing CD Mbs will apply their understanding of efficiency inclusive and ath- bits tacking projections to an article of the second second second and the second second second second the second second second second second metals, safely, and runtilion for the sycar distribution of the second second metals, safely, and runtilion for the second second second second the second second second second second second second second second the second sec	x	x	x	x	x x	x			x	×				x	
Students completing CD MMs will apply that understanding of efficiency inclusive and ath- bias lacking proceeds and additional diseases. The second disease of the second disease of the second diseases. The second disease matrix and the second disease of the disease of the second diseases of the disease of the second disease of the disease of the second disease of the	x x	x	x x x x x x	x x x	x x x	x x x			x	x				x	
Students completing CD MMS will apply their understanding of efficient inclusive and ath- ical student products to an achieve inclusive and ath- ical students and an athe- an ather and a student students and students are under in CD MMS Will explain backs provide a student the student and the students products the student and the students products and students products and and backs and overall polarity backs and overall polarity and students and backs and analyze measurements and understand how selectific data sumplements in deer, solerific data sumplements in deer, solerific data sumplements in deer, solerific tanguage. CHEMMOH Testd, range and summarities and chemical issues that affect backs and and during and backs and back and and polarity applications of various backs and back and and polarity applications of various and food during and polarity applications of various and food during and polarity applications of various and food during and polarity applications of various and food during of polarity applications of various and food during of polarity of pol	x x x x	x	x x x x x x x x	x x x x x x x x	x x x x	x x x x			x	x				X	
Students completing CD MMS will apply their unclearline and any officient of the standard of efficient inclusive and athi- bits taxing input cales to an architocol classroom. COMJ Students errolled in CD MMS Will explain back pricipales of health, asky, and rubito for health, asky, and rubito the second and overall polarity from tens Structures, predict the struge and hybridization of health and overall polarity from tens Structures, predict the struge manufactures of the properties of molecules. Theory allows chemists to explain and predict magnetic structures and polarity and predict the properties of molecules. Theory allows chemists to explain and predict magnetic structures in the structures of the results of cogenities to find any result of the structures in clear, solendic the properties of any stores isolarity structures and explain the theory behavior and explain the theory behavior and explain the theory behavior and explain the theory behavior and explain the design applications of various and food theory and fields such as, but not including in the ory behavior, materials englinearing. Consist clience and food theory and and food theory and any stores.	x x x x	×	x x x x x x x x	x x x x x x x x	x x x x	x x x x			x	x				x	
Budents completing CD Mbs will apply their understanding of efficiency inclusive and anti- bias taxing projections in many articles in the second second second anticles and second second second second Will explain back projects of health, authy, and rubition for the syncar divide in the second second second second second second will explain back the second second second backs, authy, and rubition for the syncar divide in the second second second second second backs, authy, and rubition for the second second second second backs, authy, and rubition for the second second second second backs, authy, and rubition for the second second second second backs and overall polarity backs and overall polarity backs and overall polarity backs and second polarity analyze measurements and under and how second and backs and backs and second the second second backs, and the second second backs and second second second second second second second second second second second second second second seco	x x x x	x	x x x x x x x x	x x x x x x x x	x x x x	x x x x			x	x				x	
Budents completing CD MMs will apply their understanding of efficiency inclusive and anti- basesemme of a nearly abasesemme of a nearly budie oplan bases inclusions in properties of the nearly basesemme of the nearly abasesemme of the nearly basesemme of the nearly abasesemme of the nearly basesemme of the nearly the nearly of the nearly sources. I dentify applications there all contrained the nearly the nearly of the nearly sources and the nearly of the near the near the nearly of the near the near the near the near the near the n	x x x x	×	x x x x x x x x	x x x x x x x x x	x x x x x x	x x x x x			x	x				x	
Budents completing CD MMs will apply their understanding of efficiency industries and anti- bias tacking projections in a childhood classroom. COMJ Budents errolled in CD MJS Will explain back processing of health, asthy, and rutation for the syong dividing the second of the system of the syste	x x x x	x	x x x x x x x x	x x x x x x x x x	x x x x x x	x x x x x			x	x				x	
Students completing CD MMs will apply their understanding of efficience industries and anti- bias lacking proceeds and anti-anti-anti-anti-anti-anti-anti- control anti-anti-anti-anti-anti- distribution services in the completion in a state of the completion of the methy and the methy and the completion of the completion of the completion of the anti-anti-anti-anti-anti-anti-anti- completion of the completion of the completion of the completion of the completion of the completion of the completion of the completion of the properties of molecular. Understand the completion of the properties of molecular. Understand how both properties of molecular. Understand how an explain the completion of the completion of the properties of molecular. Understand how and explain the result of the completion of the completion of the completion of the completion of the properties of the completion of the completion of the completion of	x x x x	x	x x x x x x x x x	x x x x x x x x x x	x x x x x x	x x x x x			x	x				x	

Students will apply scientific methodology by developing											
methodology by developing hypotheses to explain observed chemical phenomena, testing these			ļ		x	x					
hypotheses by analysis of provided or acquired data to			x	x	^	Â					
evaluate the validity and limitations of the hypotheses. Students will balance											
chemical reactions, interpret data, and solve various											
stoichiometry problems which include limiting reactant problems, generating correct			x	×	x	x					
answers with appropriate significant figures.											
Chemistry II (CHEM M01B) will quantitatively solve and											
demonstrate an understanding of various equilibrium problems involving acids and bases, buffered solutions, and			x	x	х	x					
titrations.											
Students will understand how structure influences the											
function and reactivity of molecules. The will learn to visualize molecules and			x	x	×	x					
represent them in accepted students Will record and							 				
present the results of their experiments in several formats, perform the basic chemical techniques of											
organic chemistry, and conduct simple synthetic				×	x	х					
reactions in a safe and efficient fashion Students enrolled in CHEM											
M07A will demonstrate an understanding of organic structure by identifying and											
structure by identifying and classifying specific structural characteristics of organic molecules containing multiple											
stereogenic centers, including sheek te configuration of			x	×	x	х					
stereogenic centers, atomic orbital hybridizations, bond angles, functional groups, and											
stable chair and Newman conformations. CHEMM07B											
Students will learn to predict and categorize the reactions of organic molecules and to											
compare the similarities and differences of given reactions. Students will apply the rules			x	x	x	x					
Students will apply the rules and axioms of organic chemistry to create logical and realistic synthetic pathways of			Â	Â							
complex molecules.											
Students will reproduce longer synthetic schemes, create plans for their own synthetic			x	x	x	x					
schemes and create complex molecules from simpler ones. Students enrolled in CHEM											
M07B will demonstrate a mastery of organic chemistry											
material at a level equal to or greater than the national			x	x	x	x					
average as determined by the nationally standardized Organic Chemistry exam developed by the American											
developed by the American Chemical Society. CHEMM11											
Students will score within one half of a standard deviation of the national norm on a ACS				x							
exam appropriate for the course. Students will demonstrate a							 				
basic knowledge of atomic theory bonding theory											
kinetics and equilibrium properties of molecules. Students will be able to			x	x	х	x					
categorize and identify biologically important molecules and the major											
classes of organic chemicals. Students will understand how many physiological functions and medically important											
and medically important biological processes are underpinned by chemical			x	x							
concepts. Students will learn to record and handle measurements											
using correct scientific protocol, and how to organize their activity in a laboratory					х	х					
setting, Students enrolled in Foundations of General.											
Organic, and Biochemistry (CHEM M11) will demonstrate the program purpose of					х	x					
(CHEIM MIT) will demolise and the program purpose of scientific inquiry. Students enrolled in Foundations of General, Organic, and Biochemistry (CHEIM MIT) will learn about the multiple components that											
Organic, and Biochemistry (CHEM M11) will learn about											
functionality and how the			x	×							
sequence of nucleotides ultimately accounts for the CHEMM12											
Students will demonstrate an understanding of how atomic											
Students will demonstrate an understanding of how atomic theory allows chemists to explain the workings of the natural world.			x	x							
and handle measurements using correct scientific protocol, and how to organize their activity in a laboratory					x	x					
Students will be able to explain the results of their		x			x	x					
experiments using clear scientific language. Students enrolled in CHEM	x	^		x	~	^					
M12/M12H will balance chemical reactions, interpret data, and solve various											
stoichiometry problems which include limiting reactant			x	x	x	x					
problems, generating correct answers with appropriate significant figures.											
CHEMM13											

Students will demonstrate a basic knowledge of the thermodynamics, kinetics and													
equilibrium properties of molecules. Students will be able to categorize and identify biologically important molecules and the major	r		x	x	x	x							
classes of organic chemicals. Students will gain an understanding of how many intuitive ideas about the molecular world are incorrect.													
molecular world are incorrect, and how chemical experiments can provide more useful concepts to replace those ideas. Students will			x	x	x	×							
summarize their laboratory experiments in clear and precise scientific language.		 											
Students enrolled in Introductory Chemistry II (CHEM M13) will demonstrate a mastery of rate laws and reaction mechanisms, equilibrium problems, Le	•		x	x	×	x							
Chatelier's Principle, and acid base theories. CHINM01 describe familiar events and	-												
present personal information about daily life topics (family, school, activities, likes/dislikes) using mostly word lists and scome bichly	x	x											
practiced phrases in both oral and written form in the presen tense. demonstrates comprehension													
of beginning-level authentic texts [reading, listening, and viewing] on day to day activities, such as advertisements, applications.	x	x											
instructions, articles, and schedules. begin to conduct simple, shore	L F												
interpersonal communications in the language, using mostly word lists and some highly practiced phrases in both oral and written form in the presen tense.	x	x										x	x
demonstrate some knowledge and understanding of the cultures of the Chinese- speaking regions studied.	x	x											
CJM01 Students will demonstrate an understanding of major concepts and issues in the American Criminal Instice													
American Criminal Justice System. Students will be able to utilize historical, contemporary, political and geographical considerations and relevant published data ir their analysis and exploration			x	x	x	x				x			
and relevant published data in their analysis and exploration of the American Criminal Justice System and its impact upon American Society.	t.												
Students will be able to identify and compare the functions of the Criminal Justice System components: police, courts and corrections			x	x			x	x		x			
CJM01H Students completing CJ M01F will be able to identify and describe the general constitutional principles	1		x	x						x			
relevant to the administration of justice.	8												
will be able to identify and compare the functions of the Criminal Justice system components: police, courts and corrections. CJM02 Students will be able to										x			
examine laws through the use of legal research in case studies by employing the use of a law library and case law			x	x			x	x		x			
resparch Students will fogically present oral arguments and apply critical thinking and logical analysis relating to contemporary and future	x	x	x	x			x	x		x			
contemporary and future implications of current or cited cases. Students will be able to examine laws through the use of legal research in case													
of legal research in case studies by employing the use of a law library and case law research and apply critical thinking and logical analysis in presenting a case brief.			x	x			x	x		x			
CJM03													
term relationships with community service agencies in addressing quality of life issues in the community and identify workable solutions. Students will provide service										x		x	×
to the community through volunteer activities to support a service learning project. CJM08									x	x		x	X
Analyze the influence of the United States Constitution and the Supreme Court of the United States upon American society, criminal justice system and government.	8		x	x						x			
Examine and articulate the concepts of judicial review and the incorporation of the Bill of Rights.	3		x	x						x			
effects of the American political process on the action and decisions issued by the Supreme Court of the United			x	x				x		x			
CJM09A Students will be able to compare and contrast the													
historical development and philosophy of the Bujinkan Martial Arts System and other popular self-defense systems								x		x			

Students will be able to	1		1	1	1	1	1	1		1	1		1		1	
Students will be able to develop proficiency in practical, non violent self- defense strategies and								x			x			x		
techniques to positively resolve physical and mental								Î			Â			Â		
CJM40																
identify and analyze ethical issues in criminal justice define the concepts of integrity				<u> </u>					×	x						
and ethics									x	x						
apply key principles in criminal justice ethics to analyze real life and hypothetical decision-									×	x				x		
making situations in the practice of criminal justice.										·						
COLM01																
evaluate a variety of educational goals (obtaining certificates or degrees, transferring to a college or																
transferring to a college or university, expanding career options, and/or establishing			×	×												
design a personal educational plan for achieving those goals. describe and practice skills																
needed for persistence in college and relate them to a														x		x
variety of settings (both academic and non-academic).														Â		^
COMMM01																
Demonstrate techniques of effective speech delivery. Demonstrate critical listening and feedback skills when	x	x												x		x
and feedback skills when evaluating speeches. Demonstrate the ability to	×	x	x											x		x
write an appropriately organized speech that		x														
effectively uses credible evidence to support claims	×	^	×	x										x		x
made. COMMM01H																
Demonstrate critical listening and feedback skills when evaluating speeches.	x	х	x											x		x
Demonstrate techniques of effective speech delivery. Demonstrate the ability to	х	x												x		х
Demonstrate the ability to write an appropriately organized speech that effectively uses credible																
effectively uses credible evidence to support claims	×	x	x	x										x		x
made.																
from a primary text and use them to analyze a real-world sneech situation	x	x	x	x										x		x
speech situation. COMMM02 Analyze and evaluate the																
content and context of public discourse. Demonstrate the ability to			x	x										х		х
write and deliver an effective	x	x		x										x		x
persuasive speech. Incorporate effective strategies of situational and audience																
adaptation into a persuasive speech.	x	×		x										x		
COMMM04 Demonstrate an																
understanding of effective communication skills in a variety of contexts including	×	x									x	x		x		x
conflict management. Identify and explain how																
culture, gender, media and other factors influence our interpersonal communication	x	x									x	x				
skills. Identify and explain the																
importance of interpersonal relationships in influencing people's beliefs, attitudes,	x	x									x	x				
values, and behaviors. COMMM05 Demonstrate an																
genres of literature through the creation of a program performance, with an original	×	x									x	х				
introduction. Demonstrate appropriate																
performance techniques for the different genres of literature in a program	x	x									x	x				
common Common																
Evaluate arguments and construct counter arguments.			x	x												
Identify propositions and formulate cases containing the																
necessary stock issues with evidence.			x	×												
COMMM12 Demonstrate the ability to																
recognize barriers to intercultural communication:																
ethnocentrism, stereotypes and prejudice, language, non-			x	x					×		x	x				
ennocentrism, sereotypes and prejudice, language, non- verbal misinterpretations, and assuming similarities instead of differences.																
Demonstrates the ability to																
identify dominant cultural values in the US and globally through Hofstede's dimensions of culture, value			×	×					×		x	x				
orientations and cultural																
contexts. COMMM13																
Demonstrates the ability apply a variety of theoretical perspectives to multiple																
perspectives to multiple communication contexts as a means of effectively evaluating			x	x					x		x	x				
gender phenomena, gender socialization, gendered interactions, and gender																
interactions, and gender stereotypes. Demonstrates the ability to																
explain and evaluate the role,																
significance of gender on our everyday communication interactions. COMMM25 Describe the key elements of			×	x					×		x	х				
COMMM25																
	x	x														
analyze the artifact using an appropriate critical perspective. Evaluate the effectiveness of																
the rhetorical strategies.	x	x	x	x												
COMMM26																

Analyze explicit and implicit messages in artifacts of popular culture for their impact on self-concept and social			x	x									
structures. Evaluate the influence of popular culture on mainstream acceptance or exclusion of subcultures and identity groups.			x	x									
COUNM02 COUNM02 Create a career action plan reflecting identified values, skills, and interests related to the emerging world of work			x	x								x	 x
COUNM05 describe and practice skills needed for persistence in college and griste them to a			x	x								x	x
variety of settings (both academic and non-academic). evaluate a variety of educational onals (obtaining													
certificates or degrees, transferring to a college or university, expanding career options, and/or establishing life-long learning patterns) and design a personal educational plan for achieving those goals.			x	x								x	x
CSM01 Explain fundamental			<u> </u>				<u> </u>						
architecture concepts of computer design.				x			ļ!					x	
compare and contrast different software engineering concepts demonstrate ability to communicate solutions to non-	x	x	ļ	x			ļ!					x	
technical audience design and build program solutions with computer	x	Ŷ										x	 x
problem solving discuss and explain	x	x					+					x	
fundamental computer network and Internet concepts implement proper algorithms	×											x	
to solve problems CSM10J Sturients who complete CS			⊨										
Students who complete CS M10J will successfully use object-oriented programming techniques of polymorphism and dynamic binding. CSM125	x	x		x								x	
analyze programming problems and design algorithms to solve those problems that require file			x	x	x	x						x	
apply best practices when writing code apply the concepts of								x	x			x	
structured programming such as arrays, functions, loops to solve given problems demonstrate ability to	x				x	x						x	
communicate solutions to non- technical audience		x	ļ				ļ!					x	
solve complex problems using Object Oriented Concepts CSM155	x				x	x						x	
Apply combinatoric techniques to application problems. Apply the rules of inference	x			x	x	x	ļ!					x	
and methods of proof including direct and indirect proof forms, proof by contradiction, and mathematical induction.	x			x	x	x						x	
Use tree and graph algorithms to solve problems. Calculate probabilities of	x		ļ]	x	x	x	ļ!					x	
events and expectations of random variables for elementary problems. DANCM01	x			x	x	x							
apply critical thinking to the viewing, analysis, and interpretation of dance works.			x	x							x		
analyze the elements and methods of dance. demonstrate a greater appreciation of dance as a theatrical art and cultural			x	x							x		
DANCM01H Demonstrate a greater													
understanding of the LOD language and concepts as they pertain to analysis and interpretation of dance works.	x										x		
analyze the elements and methods of dance. apply critical thinking to the			x	x									
viewing, analysis, and interpretation of dance works. demonstrate a greater			x	x							×		
appreciation of dance as a theatrical art and cultural practice. DANCM03			ļ								x		
demonstrate an understanding of the historical and contemporary nomenclature of the wide-ranging activity of dance as it has existed throughout the world and its historical contexts.	x										x		
apply verbal and written			ļ										
communication skills in their dance history assignments. apply critical thinking skills to	x	x		 									
apply critical thinking skills to the study of dance history. DANCM09A define and describe the			x	x	<u> </u>		<u> </u>				×		
	x	x			<u> </u>						x		
aestrieuc characteristics of bailet as an art form. perform foundational bailet steps (including but not limited to barre work pilé, lendu, degage, fondu, developpe, etc.) identify and explain essential	x				<u> </u>								
etc.) identify and explain essential ballet barre terminology corresponding to ballet steps and elements of performance technique		x											

demonstrate proficiency in musicality, responding kinesthetically to beat, tempo, and accents in music.	x		x	x							
DANCM10A identify and explain essential ballet center work terminology corresponding to ballet steps and elements of performance	x										
technique obtain the overall fitness level and technique to meet the needs of a foundation level ballet class or performance.	x									x	
recall and discuss ballet history from the Renaissance through the Romantic Ballet.		x							x		
identify and perform steps with duple and triple subdivision.	x										
DANCM10B recall and discuss Romantic through Classical ballet history.			x	x					x		
identify and explain the derivation of ballet terminology corresponding to a demonstrated technique.			x	x							
obtain the overall fitness level and technique to meet the needs of a beginning level ballet class or performance.	x									x	
identify and perform in 3/4, 4/4, and 6,8 time. DANCM10C	х		x								
identify and explain the derivation of ballet terminology corresponding to a demonstrated technique.			x	x							
recall and discuss the history of modern and neo-classical ballet: Ballet Russe, Neoclassical, Tudor, Loring, and Balanchine.			x	x					x		
obtain the overall fitness level and technique to meet the needs of an intermediate level ballet class or performance.	x									x	
demonstrate an understanding of many musical forms and their related applications in ballet choreography. DANCM10D			x	x							
demonstrate an understanding of Contemporary ballet works and choreogrpahers.			x	x					x		
obtain the overall fitness level and technique to meet the needs of an advanced level ballet class or performance.	x									x	
identify and explain the derivation of ballet terminology corresponding to a demonstrated technique.			x	x							
demonstrate musical and technical fluency in all the sections of a ballet class structure and in performance.	x		x	x							
DANCM11A identify and discuss the major European and African influences in American Jazz Dance as a theatrical art form			x	x					x		
Dance as a theatrical art form and cultural practice. demonstrate the overall fitness level and technique to meet the needs of a foundation level	x									x	
jazz class or performance. analyze jazz dance movement according to essential movement principles and cultural contexts.			x	x							
cultural contexts. DANCM11B discuss the major European											
and African influences in American Jazz Dance as a theatrical art form and cultural practice.			x	x					x		
demonstrate the overall fitness level and technique to meet the needs of a beginning level jazz class or performance.	x									x	
analyze jazz dance movement according to essential movement principles and cultural contexts. DANCM11C			x	x							
explain and categorize Europeanist and Africanist characteristics in American			x	x					x		
Jazz Dance. demonstrate the overall fitness and technique to meet the needs of an intermediate level jazz class or performance,											
accuracy, fluency in performance and versatile jazz styling (in more than one stylistic trend in the genre:	x									x	
Lyrical, Blues, Classical, Swing, Musical Theater, Funk, Latin or Contemporary).											
analyze jazz dance movement according to essential movement principles and cultural contexts. DANCM11D			x	x							
explain and categorize Europeanist and Africanist characteristics in American			x	x					x		
Jazz Dance. demonstrate at the overall fitness and technique of an advanced level jazz dance class or performance, including spatial and rhythmic											
including spatial and rhythmic accuracy, fluency in performance and versatile jazz styling (in more than one stylistic trend in the genre: Lyrical, Blues, Classical,	x									x	
Swing, Musical Theater, Funk, Latin or Contemporary).											
analyze jazz dance movement according to essential movement principles and cultural contexts.			x	×							

DANCM122												
DANCM122 A deeper understanding of the dance world or practices												
within it as specifically determined in conversations			x	x					x			
between the instructor and the student.												
demonstrate knowledge in												
demonstrate knowledge in areas of history, theory and philosophy of modern dance obtain the overall fitness level			x	×					 x			
and technique to meet the needs of a foundation level	x			1							x	
modern dance class or	^			1							^	
performance. describe and demonstrate aesthetic components and												
cultural values of modern dance.			x	x					x			
DANCM12B												
describe and demonstrate aesthetic components and cultural values of modern			x	×					x			
dance. obtain the overall fitness level				 								
and technique to meet the needs of a beginning level modern dance class or	x			1							x	
modern dance class or performance.												
demonstrate knowledge in areas of history, theory and			x	x					x			
demonstrate knowledge in areas of history, theory and philosophy of modern dance DANCM12C												
describe and demonstrate aesthetic components and cultural values of modern			x	x					x			
cultural values of modern dance. obtain the overall fitness level			^	^					^			
and technique to meet the												
needs of an intermediate level modern dance class or performance.	x										x	
demonstrate knowledge in												
areas of history, theory and philosophy of modern dance.			x	x					x			
DANCM12D describe and demonstrate												
describe and demonstrate aesthetic components and cultural values of modern			x	x					x			
dance. obtain the overall fitness level and technique to meet the				<u> </u>								
needs of an advanced level	x										x	
modern dance class or performance. demonstrate knowledge in				<u> </u>								
areas of history theory and			x	x					x			
philosophy of modern dance DANCM13A express an appreciation of												
express an appreciation of dance as an art form and tap dance within the world of												
dance.				<u> </u>								
applications in dance performance, including how			x	x								
music is rhythmically structured and affects a dance				1								
performance. perform a fundamental-level tap combination with sufficient												
monall Steepe including	x											
identify the rudiments of tap dance.			x	<u> </u>								
DANCM13B				<u> </u>								
demonstrate the overall fitness level including strength, agility.												
demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning level tap dance	x										x	
demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning level tap dance combination.	x										x	
demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning level tap dance combination. recreate rhythms with an awareness of ducle and triple	x		x	x							x	
demonstrate the overall fitness level including strength agility, and endurance to perform a beginning level tap dance combination. recreate rhythms with an awareness of duple and triple subdivision of the beat. analyze dance as an art form	x		x	x							x	
demonstrate the overall fitness level including strength agility, and endurance to perform a beginning level tap dance combination. recreate rhythms with an awareness of duple and triple subdivision of the beat. analyze dance as an art form	x		x	x							x	
demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning uper lap dance combination. recreate rhythms with an awareness of duple and triple subdivision of the beat. analyze dance as an art form and the role of tap dance. Within the world of dance.			x								x	
demonstrate the overall fitness level including strength, agility, and endurance to perform a beginning jewei tap dance combination. recreate rhythms with an awareness of duple and thigh subdivision of the beat. analyze dance as an art form and the roke of tap dance within the world of dance. identify and name or perform beginning level tap steps and their components (undimeth).	x										x	
demostate the overall thread level including tempt, agily, and endurance to perform a beginning level tag dance combination. Increase in thread tag dance subdivision of the beat. analyze dance as an art form and the role of tag dance within the world of dance. Identify and rane or perform beginning level tag begins and their components (udiments). DANCH'SC			x	x							x	
demonstrate the oreal Thread International Control of the International Combinations of the International Combinations of the International Combinations of the International Statistics of the International Combination Statistics of the International Combination Statistics of the International Combination Statistics of the International Combination Statistics of the International Combination International Combinations of the International International Combinations of the International International Combination International International Combination International Combination International Combinations of the International International Combination International Combination International Combination International Combination International Combination International Combinations International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combination International Combinational Combination International Combinational Combined Combinational Combined Combined Combined Combined Combined Combined Combined Combined Co			x								x	
demostrate the overall threes level including steeps, agily, and endurance to perform a combination. combination. Increast reflythms with an everage steep steeps and the best subdivision of the best subdivision of the best and the rice of tag dance within the verified of dance. Users and endurate of tag dance within the verified of dance. Users and the steep steep and beginning level tag steps and before syncepsitors within tag dance municially.	x		x	x								
demonstrate the overall threes level including steeps, ballyly, and endurance to perform a constrution. Constrution, Constrution, Constrution, Construction,			x	x							x	
demonstrate the overall threes level including steeps, ballyly, and endurance to perform a constrution. Constrution, Constrution, Constrution, Construction,	x		x	x						x		
demonstrate the overall threes level including steeps, ballity, and endurance to perform a constrution. Constrution constrution, and the steep of the ball analyse dance as an at form ballity and the ball data data of the ball and the red of the ball ball and the second of the ball the composed to the ball t	x		x	x						x		
demonstrate the oreal Thread International Control of the Section Combination of the Section of the combination of the Section of the subsection of the Section of the subsection of the Section of the Section analysis alone as and from authorities of the Section of the Section analysis alone as and from authorities of the Section of Section With the World of dates. Identity and name as perform their components (undiversity). DANCES define syncapsitors within the automatical section of the subsection of the Section of Section frameworld as lowed for an intermediate lowed for an interme	x		x	x					x	x		
demonstrate the oreal Thread International Control of the Section of the control of the Section of the Section of the control of the Section of the Section of the subscription of the Section of the Section of the subscription of the Section of the Section of the subscription of the Section of the Section of the Section within the world of dataset. Identity and name as perform the proceedings of the Section of the Section Description of the Section of the Section of the Section Description of the Section of the Section of the Section Description of the Section of the Section of the Section of the Section of the Section of the Section of the Section Description of the Section of the Section of the Section of the Section of the Section of the Section of the Section of the Section of the Sectio	x		x	x					x	x		
demonstrate the overall threes the length calling strength, sality, and endurance to perform a beginning live langt channel of the length calling live contribution. In contribution, the length calling live contribution of the beat within the work of the length calling live contribution of the beat within the work of dance. I density and rates as an at form within the work of dance. I density and rates a set of the length of dance of the spectra of the length o	x x x x		x	x x					x	×	x	
demonstrate the overall fitness to beginning level (acking strength, sagity), and endurance to perform a beginning level (las dance combination. Combination: Com	x		x	x					×	x		
demonstrate the overall fitness to beginning level (acking strength, sagity), and endurance to perform a beginning level (las dance combination. Combination: Com	x x x x x		x	x x					x	x	x	
demonstrate the overall fitness to beginning level (acking strength, sagity), and endurance to perform a beginning level (las dance combination. Combination: Com	x x x x	x	x	x x					x	x	x	
demonstrate the oreal fitness level including steeps, ballity, and endurance to perform outhinking. In the steep of the continuation in the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of	x x x x x	X	x	x x					x	x	x	
demonstrate the overall threes the level including steeps, sayity, and endurance to perform combination. combination, combination, excellent physics with an awareness of ducie and typical analyse dance as an art form beginning level tag dance. The comparents of ducies within the work of ducies. The comparents (understit) before synchrotechics (understit) before synchrotechics (understit) before synchrotechics (understit) before synchrotechics (understit) ducies characterized within the ducies characterized within the duces characterized duces and and the duces of duces and and the source of the duces and the source of duces characterized by the duces characteriz	x x x x x x x		x	x x x					x		x	
demonstrate the overall threes the level including steeps, bally, and endurance to perform a combination. Combination, com	x x x x x	x	x	x x					x	x	x	x
demonstrate the oreal flows (here) hading shores had been and the interacting shores had been and been including shores and the combined of and the subcritical shores and the course of the subcritical define synopation within the subcritical shores and the subcritical shores and the subcrit	x x x x x x x		x	x x x					x		x	x
demonstrate the oreal fitness (herein including steep), sailly, and endurance to perform combination. Combination: Combination: Combination: Analysis demonstration in the steep of the steep combination of the beat market demonstration of the beat market demonstration. Compared to the steep of the steep of the steep of the steep of the beat of the steep of the steep of the steep of the steep of the beat of the steep of the steep of the steep of the steep of the beat of the steep of the steep of the beat of the steep of the steep of the beat of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of the steep of th	x x x x x x x		x	x x x					x		x	x
demonstrate the oreal filtness level including steeps, sality, and endurance to perform occursive the second steeps of the combination. Including and the second steep steeps of the second steeps of the subortic steeps of the second steep steeps of the second steep down within the world of dama. Including any steeps and beer components (undiversity), perform intermediate tag dama syncapsians within the steeps of the second steep down the second steep down dama steep	x x x x x x x x		x	x x x					x		x	x
demonstrate the oreal filtness level including steeps, sality, and endurance to perform occursive the second steeps of the combination. Including and the second steep steeps of the second steeps of the subortic steeps of the second steep steeps of the second steep down within the world of dama. Including any steeps and beer components (undiversity), perform intermediate tag dama syncapsians within the steeps of the second steep down the second steep down dama steep	x x x x x x x x		x x	x x x x x x x x x					x	x	x	x
demonstrate the oreal flows in the interaction of the sector of the sect	x x x x x x x x		x	x x x					x		x	x
demonstrate the oreal flows in the interaction strength, safity, and endurance to perform a second flow of the best or constrained on the second strength of the	x x x x x x x x		x x	x x x x x x x x x					x	x	x	x
demonstrate the oreal flows in the interaction strength, safity, and endurance to perform a second flow of the best or constrained on the second strength of the	x x x x x x x x		x x	x x x x x x x x x x x x x					x	x	x	x
demonstrate the oreal flows in the interaction strength, safity, and endurance to perform a second flow of the best or constrained on the second strength of the	x x x x x x x x		x x	x x x x x x x x x					x	x	x	x
demonstrate the overall threes (been including steeps), agily, and endurance to perform constrution. Construction, and an endurance to perform a subcristion of the last analyse dance as an art form the component of the last analyse dance as an art form beginning level tap steps and the component of dance. United the steps and define sprogrammers and the steps and define sprogrammers and the steps and the red of the steps define sprogrammers and the steps and the red of the steps define sprogrammers and the component beginning level tap steps and define sprogrammers and the steps and the red of the steps define sprogrammers and the steps and the red of the steps and the steps and the steps and define sprogrammers and the steps define sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps demonstrate for sprogrammers and the steps demonstrate for sprogrammers and the steps demonstrate sprogrammers and the steps demonstrate sprogramme	x x x x x x x x		x x	x x x x x x x x x x x x x x x x x x x					x	x	x	x
demonstrate the overall threes (been including steeps), agily, and endurance to perform constrution. Construction, and an endurance to perform a subcristion of the last analyse dance as an art form the component of the last analyse dance as an art form beginning level tap steps and the component of dance. United the steps and define sprogrammers and the steps and define sprogrammers and the steps and the red of the steps define sprogrammers and the steps and the red of the steps define sprogrammers and the component beginning level tap steps and define sprogrammers and the steps and the red of the steps define sprogrammers and the steps and the red of the steps and the steps and the steps and define sprogrammers and the steps define sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps defined sprogrammers and the steps demonstrate for sprogrammers and the steps demonstrate for sprogrammers and the steps demonstrate sprogrammers and the steps demonstrate sprogramme	x x x x x x x x		x x	x x x x x x x x x x x x x x					x	x	x	x
demonstrate the overall threes therein including steeps, bagithy, and endurance to perform beginning livels lang dance contributions and the steep of the beat analyse dance as an art form and the steep of the beat analyse dance as an art form beginning livel to grace and the steep of the beat dance dance and the dance dance dance dance and the dance dance dance dance and the dance dance dance dance dance dance dance dance dance dance dance dance dance dance dance dance dance	x x x x x x x x		x x	x x x x x x x x x x x x x x x x x x x					x	x	x	x
demonstrate the oreal flows in the interaction strength, safity, and endurance to perform a second flow of the best or constrained on the second strength of the			x x	x x x x x x x x x x x x x x x x x x x					x	x	x	x

After successful completion of this course, students will be able to identify the 4 components of hip hop culture.			x					х	х		
culture. Students will discuss and measure the influences hip hop dance has had on the American culture and cultures abroad			x					x	x		
abroad. Students will differentiate between the following urban dance techniques: hip hop, pop lock, hip hop funk, break dancing, krumping and			x					x	x		
dancing, krumping and freestyte. Students will demonstrate the ability to perform simple hip hop movement combinations.			x								
Students will demonstrate improvement in strength, coordination and rhythmic ability to execute the technical skills for performance.										x	
Students will gain a deeper awareness of musicality and its applications in dance performance_including how									x		
music is rhythmically structured and affects a dance performance. DANCM17											
Express an appreciation of dance as a collaborative art form by participating in a performance ensemble/dance cast and participating in its									x		
rehearsal and performance. characterize movement and dance sequences to fit the storvline or aesthetic need of			x								
the show perform in a musical show in either an informal or formal setting as appropriate for the given style of the show. DANCM18	x										
DARCINTS identify values and philosophies behind dance conditioning and somatic practices. describe and demonstrate					×	x		x	x		
proper alignment methods for improving balance and control.					x	x					
identify the major components of the musculo-skeletal system as it pertains to dance. apply their kinesiological and anatomical understanding of					x	x					
the body to their dance performance. DANCM19A Demonstrate knowledge of the objectives and theories of					^	^					
practice related to the Classical Pilates Mat Work. Demonstrate knowledge of the objectives and theories of			x								
practice related to the Classical Pilates Reformer and apparatus work. Demonstrate an increase in strength, flexibility and performance function. Assess and utilize			A							x	
Assess and utilize modifications for working with injuries/special populations needs. DANCM19B		x	x								
Assess and utilize modifications for working with injuries/special populations needs. Demonstrate an increase in		x	x								
strength, flexibility and performance function. Demonstrate knowledge of the objectives and theories of										x	
practice related to the Classical Pilates Reformer and apparatus work. Demonstrate knowledge of the objectives and theories of		x	x								
practice related to the Classical Pilates Mat Work. DANCM19C Demonstrate knowledge of the objectives and theories of practice related to the		 x	x								
Classical Pilates Mat Work. Demonstrate knowledge of the objectives and theories of		x	x x								
practice related to the Classical Pilates Reformer and apparatus work. Demonstrate an increase in strength, flexibility and performance function.		 								x	
Assess and all interests in performance function. Assess and utilize modifications for working with injuries/special populations needs. Explain how Plates work		x	x								
benefits the dancer or individual outside of Pilates class. DANCM20A		x	x								
identify a variety of improvisational perspectives and practices according to genre, culture and aesthetic vision. create and perform an									x	x	
create and perform an improvisational score for which they have set the parameters and directed the group (or partner) in the score and rule set for the										x	
define, describe and implement theoretical concerts of space, time, body					x	x					
effort and shape. DANCM20AH connect brain and body					x	x					
rearming for cognitive, social- emotional and creative development, correct improvisation to disparate fields of study or cognitive, creative, aesthetic processes to disparate fields created study, created study, cre					x	x					
parameters and directed the										x	
group (or partner) in the score and rule set for the performance.											

define, describe and implement theoretical concepts of space, time, body, effort and shape. identify a variety of		x	x									
and practices according to		x	x									
genre, culture and aesthetic vision. DANCM20B												
design a rule set, structure, or thematic score for a solo improvisational performance. incorporate and unize an	x									x		
incorporate and utilize an understanding of dance composition within an improvisational setting, including the thorough understanding of body, action, space, time, energy, and relationship					×	x			x			
improvisation setting which may include but is not limited the incorporation of props, costumes, music and set	x											
DANCM20C perform in a variety of												
improvisational contexts including unique or alternative performance spaces.										x		
identify the historical origin, current trends and key figures in contact improvisation and partnering in an improvisational context.		x	x						x			
participate in a contact improvisation performance with two or more people by												
demonstrating the concepts of yielding their weight to a partner and, conversely,												
supporting their partner in a variety of ways and in a number of situational contexts. DANCM30A												
identify cultures of origins and historical context of the ballroom dance they are studying.									x			
apply concepts of movement to improve dance performance (centerpoint of balance, posture, foot positions,			x									
transfer of weight, lead and follow).												
practices (line of dance, leading/following, maintaining the rhythm) while transitioning from one variation to the next.			x									
recognize the rhythm of a piece of recorded music and choose a dance from his/her repertoire which fits it			x									
repertoire which fits it. DANCM30B relate historical and/or cultural information to each of the dances: compare and contrast												
dances: compare and contrast characteristic steps and styling within their geographical and historical contexts.									x			
apply styling characteristics of the dance and develop personal creativity in response to the music, partnering and group dynamics.			x									
recognize and compare distinguishing characteristics of Social dance forms.			x						x			
DANCM31 Students will understand the myriad influences on a dance												
practices including cultural values, music style, societal structure, and religion among others. Students will have deeper									x			
understanding of cultural diversity within dance practices through learning of dance s many forms as seen around the world.									x			
Students will have an increased appreciation for dance as an art, fostered by exposure and critical analysis.									x			
DANCM31L define and describe the social and aesthetic function of one												
and sestness function of one or more world dance form. improve their body awareness, coordination, strength, flexibility and									x			
incorporate related components into one or more											x	
world dance practices: costumes, props, musical instruments, voice, etc. learn music structures for the			×									
specified world dance they are studying.			x									
define and describe Swing Dance as a social, cultural and performance practice. improve physical conditioning									x			
and coordination (including but not limited to: turning, body shape, weight trasnfer) select and utilize appropriate											x	
terminology in describing			x				 					
dance and music fundamentals. recognize the beat of the music and perform basic swing steps with and without a partner while remaining on beat. DANCM40			x									
beat. DANCM40 demonstrate an understanding of the different types of												
partnerwork through ballet history.									x			
demonstrate alignment, conditioning, appreciation and technical proficiency in ballet and partnering skills. count and perform to musical	x											
count and perform to musical structures in variations or pas de deux repertory. DANCM51			x									
DANGE101												

identify and analyze the aspects of creativity and organization that go into a dense production					x	x						
dance production describe and apply best practices for rehearsal and performance							x			x		
DANCM55A model performance level	x											
technique and expression. demonstrate evaluative skills	*											
when viewing, performing or critiquing dance.					x	x			x			
learn self reliance and cooperation within an ensemble to serve an aesthetic vision or artistic			x							x		x
concept. demonstrate a deeper appreciation of the historical												
appreciation of the historical background, cultural context and/or aesthetic values of the dance they are performing.									x			
DANCM55B												
model performance level technique and expression.	x						 					
demonstrate evaluative skills when viewing, performing or critiquing dance.					x	x			х			
cooperation within an			x							x		x
aesthetic vision or artistic concept. demonstrate a deeper												
appreciation of the historical background, cultural context and/or aesthetic values of the									x			
dance they are performing. DANCM55C												
model performance level technique and expression.	х											
demonstrate evaluative skills when viewing, performing or critiquing dance.					x	x			x			
learn self reliance and cooperation within an ensemble to serve an			x							x		x
aesthetic vision or artistic concept.												
demonstrate a deeper appreciation of the historical background, cultural context and/or aesthetic values of the dance they are performing.									x			
DANCM55D												
model performance level technique and expression.	x											
demonstrate evaluative skills when viewing, performing or critiquing dance.					x	x			x			
offer leadership and peer guidance for other members of a working dance ensemble.			x							x		x
demonstrate a deeper									x			
background, cultural context and/or aesthetic values of the dance they are performing.									X			
DANCM56 demonstrate increased knowledge of kinesthetic,												
somatic and alignment principles and their application to choreography and movement.					x							
demonstrate evaluative skills when viewing, performing or critiquing dance.					x							
demonstrate an increased knowledge of successful												
auditioning techniques and performance expectations for dance careers and educational pathways.			x									
Express an appreciation of dance as a collaborative art form by participating in a									v			
performance ensemble/dance cast and participating in its rehearsal and performance.									x			
DANCM70A define and cultivate an identity or "brand" as a performer.												
or "brand" as a performer. learn and perform spirit routines for performance.	x											x
DANCM70B	x											
form connections with local cheer and dance teams as part of their networking and												x
outreach training within the local cheer and spirit industry. improve physical and												
improve physical and performance skills. DANCM70C											x	
DANCM70C Identity area(s) of growth for a specific sector of the cheer and dance team industry												x
and dance team industry (performer, coach, choreographer, stunt coordinator, etc.).												
coordinator, etc.). lead or model spirit routines for performance. oversee collaborative	×	x										
DANCM70D	x	*										
improve physical and performance skills.											х	
participate in and role model best practices for recruitment and marketing for the team as	x	x										
and marketing for the team as representatives of themselves and/or the MC Spirit Squad.												
EATMM09 students will be able to demonstrate understanding of												
the concepts and issues pertaining to animal behavior topics of development,												
students will be able to demonstrate understanding of the concepts and issues pertaining to animal behavior topics of development, including types of learning, evolution, social organization, communication, and intelligence as well as how to somb such concents to the					x			х		х		
intelligence as well as how to apply such concepts to the management of captive animals												
EATMM12 Students will be able to												
identify and describe the basic anatomical structures of mammals.			х									

EATMM17												
EATMM17 Students will be able to recognize and identify by common name, scientific												
name, phylum, class, order, and family, a wide variety of				x								
animal species including invertebrates, fish, amphibians, reptiles, birds												
amphibians, reptiles, birds opon subdemmonalityeeron or this course, students will be										 		
able to demonstrate ability to describe the characteristics of												
the major phyla of invertebrates and the classes				×								
of vertebrates as well as the major orders and families of												
ECONM170 identify and recognize the												
identify and recognize the impact of organizations and institutions on the economy's				×					х			x
development demonstrate and interpret the												
cause and effect relationships in the development of America's economy.				×					×			
Compare and examine the historical trends in the												
economic development of the United States.				×		 			 x	 		
ECONM201 Distinguish how changes in opportunity cost affect												
decisions on the Micro level.			x	x		x			 x			x
Explain to a non-economist the real economic consequences of scarcity and what it means	х	×				×			×			
for markets to fail.												
policy (price controls and rationing) upon markets and the general public interest.						x			×			
ECONM202												
demonstrate an understanding of major macroeconomics problems and issues in their												
problems and issues in their historical, contemporary, geographical contexts or future implications.			x	×		x			х			x
demonstrate an understanding												
of the value of the Economy as a whole and relate it to their life, their country, and the			x	×		x			x			
world. demonstrate an understanding of the basic macroeconomic												
of the basic macroeconomic principles, theories, and applications under the												
paradigm of the Classical and the Keynesian models, as well as AS-AD model. Some			x	x		x			x			
advance analytical and data												
collection ability will also be demonstrated. ECONM202H												
demonstrate an understanding												
a whole and relate it to their life, their country, and the			x	x					x		x	x
world. demonstrate a complete understanding of the basic												
macroeconomic principles, theories, and applications under the paradigm of the												
under the paradigm of the Classical and the Keynesian models, as well as AS-AD model. Some advance			x	x					x			
analytical and data collection												
ability will also be												
of major problems and issues in their historical,			x	×					x			
contemporary, geographical contexts or future implications.						 						
ENGLM01A demonstrate critical reading, writing, thinking, and research												
skills through analysis, synthesis, and evaluation of a	x	×	x	×		x	х		x			x
variety of material encompassing varying viewpoints.						 				 		
write a thesis-driven essay that is clearly organized,												
supported by relevant evidence, uses academic prose, and follows up-to-date	х	×	x	×		x	х		х			
MLA citation conventions. ENGLM01AH												
demonstrate critical reading, writing, thinking, and research												
skills through analysis, synthesis, and evaluation of a	x	×	x	×		x	x		x			x
variety of material encompassing varying viewpoints.												
that is clearly organized,												
supported by relevant evidence, uses academic prose, and follows up-to-date MLA citation conventions.	х	×	x	x		x	x		x			
MLA citation conventions. ENGLM01B												
ENGLM01B demonstrate softwarced critical reading, writing, thinking, and research skills through interpretation, analysis, withere and existing for a												
	x	x	x	x		x	x		x			x
variety of material encompassing varying												
identify elements of literature in a specific workcharacter, setting, theme, plot, etcand												
explain their significance to the	x	×	x	×		x	x		×			
work. ENGLM01BH demonstrate advanced critical reading, writing, thinking, and												
reading, writing, thinking, and research skills through												
research skills through interpretation, analysis, synthesis, and evaluation of a variety of material	х	x	x	x		x	x		x			x
variety of material encompassing varying viewooints identify elements of literature in a specific workcharacter,												
in a specific workcharacter, setting, theme, plot, etcand	x	x	x	x		x	x		x			
setting, theme, plot, etcand explain their significance to the work. ENGLM01C												
reading, writing, thinking, and												
research skills through analysis, synthesis, and	x	x	x	x		x	x		x			x
evaluation of a variety of material encompassing varying viewpoints.												
the prospering.			•		•			·			· · · · · ·	

identify rhetorical elements in a specific work assumptions, argumentation, evidence, situation, appeals, etc and explain their significance to the work. ENGLMOTCH	x	x	x	x		x	x		x				
demonstrate advanced critical reading, writing, thinking, and research skills through analysis, synthesis, and evaluation of a variety of material encompassing	x	x	x	x		x	x		x				x
identify rhetorical elements in a specific work assumptions, argumentation, evidence, situation, appeals, etc and explain their significance to the work. ENGLM10A	x	x	x	x		x	x		x				
write a story that effectively creates conflict, crisis, climax, and resolution. ENGLM10B	x	x											
demonstrate a personal writing style and use effective revision strategies in creative	x	x											
pieces. use research to evaluate contemporary publishing opportunities alongside compiling a representative portfolio of revised creative writing.	x	x	x	x		x	x					x	x
writing. ENGLM13A identify and discuss important issues, themes, and historical													
issues, themes, and historical and cultural contexts in the works of American literature in the period. ENGLM13B			x	x					x		x		
identify and discuss important issues, themes, and historical and cultural contexts in the works of American literature in the period. ENGLM14			x	x					x		x		
identify the form and features of a poem and explain how these impact the poem's meaning on its own and in relation to its biographical,	x	x	x	x					x		x		
historical, and cultural contexts ENGLM15A identify and discuss important													
issues, themes, and historical and cultural contexts in the works of British literature in the period.	х	x	x	x					x		x		
ENGLM15B identify and discuss important issues, themes, and historical													
issues, themes, and historical and cultural contexts in the works of British literature in the period. ENGLM16	x	x	x	x					x		x		
compare and contrast different authors' treatments of theme, character, and subject matter using evidence and analyzing it from specific works.	x	x	x	x					x		x		
ENGLM17 Describe the characters and													
themes of a Shakespeare play in its historical and cultural contexts. identify and describe the metrical, structural, and	x	x	x	×					x		x		
ENGLM20	x	x	x	x							×		
compare and contrast different authors' treatment of staging and social, historical, philosophical, cultural, psychological, and aesthetic themes on specific works.	x	x	x	x					x		x		
ENGLM29A identity and describe the specific literary formsheroic narrative, epic, narrative													
poetry, lyric poetry, biblical encomiumin the Old Testament.	x	×	×	×							×		
identify and describe the social, cultural, and literary contexts of the Old Testament	x	x	x	x					x		x		
ENGLM29B identify and describe the specific literary forms-gospel, parable, narrative, sermon, epistle, oratory, apocalypse-	x	x	x	x							x		
in the New Testament. identify and describe the historical, social, political, cultural, and literary contexts of the New Testament.	x	x	x	x				 	x		x		
ENGLM30A identity and discuss important issues, themes, and historical and cultural contexts in Western and non-Western works of world literature in the	x	x	x	x							x		
period. ENGLM30B identify and discuss important issues, themes, and historical													
and cultural contexts in Western and non-Western works of world literature in the period. ENGL MAD		x	x	x					x		x		
identify and describe the written and pictorial content, themes, and genres of selected works of children's literature and analyze their effects on the text.	x	x	x	x							x		
describe the impact of historical context on literary techniques and themes in children's literature.	x	×	x	x							x		
ENSCM01 Students enrolled in ENSC M01 will relate the history and impacts of unsustainable societal practices and discuss modern public policy or societal changes that have introduced more sustainable			x	x		x	x		x	x			
introduced more sustainable alternatives.													

ENSCM01L interpret and measure the															
interpret and measure the biodiversity of natural ecosystems, and identify members of the fauna and flora.			x	x	x	x									
monitor metrics of soil health on agriculture and water pollution, and evaluate its			x	x	x	x									
physical, chemical and biological properties. perform project focused on key environmental issues, and do so by formulating and			x	x	x	x									
determine the physical and chemical properties of water samples and understand how to manage and predict the			x	x	x	x									
contamination of ground and coastal waters. explain what is meant by energy types, the conversion			x	x	x	x									
of energy, and thermodynamics. ENSCM02 Students enrolled in ENSC M02 will evaluate and assess															
economic/government/social program decisions and their impact on the environment or human health			x	x			x	x	x		x	x			
MO2 will demonstrate an understanding of the role and impacts of humans in the ecosystem by writing a three page essay relating an environmental reading to class lectures on human health and			x	x			x	x	x		x	x		x	x
the environment ENSCM03 Students completing ENSC M03 will demonstrate an understanding of the practical															
application and conservation of currently used energy and other natural material resources. ETHSM01			x	x											
analyze core concepts of Chicana/o Studies such as race, racialization, Eurocentrism and white supremacy.	x	x	x	x					x		x	x			
describe events critical in Chicana/o history, culture and intellectual traditions, with an emphasis on liberation, self- determination and agency.	x	x	x	x					x		x	x			
interpret how resistance, social justice, and liberation as experienced by the Chicanalo community are connected to current societal issues. ETHSM10	x	x	x	x					x		x	x			
analyze contemporary issues using African American Studies theories and methodology. analyze core concepts of	x	x	x	x					x		x	x			
African American Studies such as race, racialization, discrimination and white	х	x	x	x					x						
supremacy. describe events critical in African American history, culture and intellectual traditions, with an emphasis on liberation, self-	x	x	x	x					x		x	x			
determination and spency interpret how resistance, social justice, and civil rights as experienced by the African American community are connected to current societal issues. FREMM01	x	x	x	x					x		x	x			
FREMM01 begin to conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present tense.	x	x	x	x			x	x	x	x	x	x	x	x	
demonstrates comprehension of intermediate-level authentic texts (reading, listering, and viewing) on day to day activities, such as advertisements, applications, instructions, articles, and schedules.	x	x	x	x			x	x	x	x	x	x	x	x	
describe familiar events and present personal information about daily life topics (family, school, activities, likes/disilkes) in both oral and written form in the present lense.	x	x	x	x			x	x	x	x	x	x	x	x	
demonstrate some knowledge and understanding of the cultures of the French- speaking regions studied.	x	x	x	x			x	x	x	x	x	x	x	x	
FRENM02 conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present and past tenses.	x	x	x	x			x	x	x	x	x	x	x	x	
demonstrates comprehension of intermediate-advanced level authentic texts (reading, listening, and viewing) on day to day activities, such as advertisements, applications, instructions, articles, and instructions, articles, describe tamiliar events and	x	x	x	x			x	x	x	x	x	x	x	x	
present personal information about daily life topics (family, school, activities, likes/dislikes) in both oral and written form in the present and past tenses.	х	x	x	x			x	x	x	x	x	x	x	x	
demonstrate some knowledge and understanding of the cultures of the French- speaking regions studied.	x	x	x	x			x	x	x	x	x	x	x	x	
FTMAM100 apply theories of media effects to critically assess the impact of media on society.							x	x							
compare and contrast the historical evolution of the media world to today's media landscape.							x	x							

evaluate information distinguishing assertions of fact from opinion.							x	x					1	x		x
FTMAM101 Demonstrate an understanding of the various	18		+			4				(()	'			· '
innovations throughout cinematic history, and how they inform aesthetic and	,		x	x		'				1	'	1	x	1		
socio-cultural themes, patterns and influences in selected	ns		'							1	'	1	'	1		'
films Demonstrate Rhoweage of film form (narrative content, mise-en-scène,				1		,			1	,		· · · · ·				·
cinematography, editing, sound aesthetics and performance styles) and	4		x	x						1	'	1	x	1		
interpret those different aesthetic properties in the context of selected films FTMAM102				· · · · · · · · · · · · · · · · · · ·		· '			I	(⁾		11	'			
examine developments in			x	x									x		-	· · · · · · · · · · · · · · · · · · ·
television programming and technological innovation. recognize and analyze the					+	'		+	'	t'		t'				
cultural content, influences, and aesthetic patterns and influences of and in television.			x	x		1		x		1	'	1	x	1		'
FTMAM103 compare critically and contrast	ast		+'			4		4	'	· · · · · · · · · · · · · · · · · · ·	'	·'	·'			· · · · · · · · · · · · · · · · · · ·
the elements common the theatrical releases and the television narrative.			x	x		1				1	'	1	x	1		
demonstrate recognition of the tools used in visual and audio	a o		+	- <u> </u>		· ['	†	+	++	,	· · · · ·	· · · · · · · · · · · · · · · · · · ·		<u> </u>	+	1
and analyze why they are used to create visual images in media aesthetics.	ed		x	x		'			'	¹	<u> </u> '	<u> </u>	x			'
demonstrate the ability to critically write about aesthetic elements in the media using	lic X		x	x		· · · · ·				1	'	1	x			
specific language. FTMAM104			'	<u> </u>	<u> </u>	<u> </u> '	 '		<u> </u> '	t'	<u> </u>	t/	<u> </u>	<u> </u>		'
analyze documentary films as cinematic socio-cultural										1	· ·	1				
engagement in relation to topics such as periods, styles, genres, and movements by using film terminology.	4		x	x		1		x		1	'	1	x	1		
apply stylistic film analysis to historical periods of documentary film history.			x	x	+		· · · · · · · · · · · · · · · · · · ·	+	+	,	†+	+	x	(+	·
differentiate the theories and	4				+	+	+	+	+	,	++	+		<u> </u>	+	· / *
styles of documentary filmmakers within film history from the 1890s to the present.	4		x	x		· · · · · · · · · · · · · · · · · · ·	· · · · · · · · · · · · · · · · · · ·		'	()	<u> </u> '	<u> </u>	x			
FTMAM105 demonstrate the use of basic terminology of film form and criticion to conduct	4		+							· · · · · · · · · · · · · · · · · · ·	1	· · · · · · · · · · · · · · · · · · ·				
criticism to analyze international film narratives from film's emergence to			x	x		1				1	1	1	x	1		'
WWIL identify prominent international filmmakers and film	1		x	x	+	+	<u> </u>	+	++	,		· · · · · ·	x	t		+
movements from film's emergence to WWII interpret the connection	_	_		+	+	'		+	- <u> </u>	·'	<u>+'</u>	l'	'		+	
between aesthetics and technological developments in early international cinema.	n		x	x		1		x		1	'	1	x	1		
FTMAM106 demonstrate the use of basic	ic		+	4		4		4							4	
erritorist are tile use of basic terminology of film form and criticism to analyze international film narratives from WWII to present.	4		x	x		'				1	'	1	x	1		
identify prominent international	al		'	+'	+	'		+	'	t'	+'	t ^j	<u> </u> '		+	+
filmmakers and film movements from WWII to present interpret the connection			x	x	_	·'	ļ'		'	·'	ļ'	''	x	ļ '		
between aesthetics and technological developments in international cinema from	m		x	x	1	1		x		1	'	1	x	1		
FTMAM107 Demonstrate an			'	<u> </u>		<u> </u>	<u> </u>		<u> </u> '	L	L		 '			
understanding the aesthetic, socio-cultural, and historical	4		x	x		1		x		1	'	1	x	1		
importance and impact of significant "auteurs" (directors) and the genres in which they work.	ev l			'		· '	'		'	1'	'	11				
work. identify and analyze salient cinematic techniques employed by the specified film	Im			x		· · · · · · · · · · · · · · · · · · ·			ı	[]		[]				
directors and extract meaning from these artistic choices.			x	×			· · · · · · · · · · · · · · · · · · ·		!	11	'	II	x			
FTMAM108 Analyze depictions of hegemonic patriarchy in		-	'													
hegemonic patriarchy in selected films, and compare and contrast changes in the commentary being made	4		x	x		'		x		1	'	1	x	1		
commentary being made about the institution. Demonstrate an understanding of key concepts	No.		+'	+'	+	· +'	<u> </u>	+	+	t	++		′	1	+	
concerning the representation of women (gender, race, class and other areas of diversity) in selected films and behind the	8		x	x		1		x		1	1	1	x	1		
camera			'	'		'	· · · · · · · · · · · · · · · · · · ·		· · · · · · · · · · · · · · · · · · ·	()	<u>ا</u>	·'	l'			
FTMAM109 Demonstrate understanding various historically significant			+							· · · · · · · · · · · · · · · · · · ·	1	(/				
representations of nationhood in American film from 1970 to the present.	od to		x	x		1		x		1	1	1	x	1		
Discuss the cultural socio-				- <u> </u>	1	+'	† – – – – – – – – – – – – – – – – – – –	t "	++	,	· · · · · ·	· · · · · ·		1	+	
economic, entertainment industry innovations, and politics in the context of selected films. FTMAM110			x	x		· · · · · · · · · · · · · · · · · · ·	· · · · · ·	x	· · · · · · · · · · · · · · · · · · ·	l'	<u> </u> '	۱ <u>ــــــــــــــــــــــــــــــــــــ</u>	x			
FTMAM110 Analyze shifting representations of nationalism, cultural identity, socio- historical situations and their	"[· · · · · · · · · · · · · · · · · · ·	1					
cultural identity, socio- historical situations and their influence upon cinema from	1		x	x		,		x		1		1	x			
around the world.	tic			'		'			'	·'	<u> </u> '	t'	·'			
characteristics and production practices of national cinemas.			x	x			'	x	!	l'	l'	<u> </u>	x			
FTMAM115 analyze and understand film and television story structure			·'			′										
and apply the theory of script writing in critiques.	pt		x	x		· '	'	x	'	1'	'	1	x			
describe what a motion picture or television treatment is and why treatments are important.	Ire		x	x		,			1	,		1	x			
why treatments are important.	4		'	'	1	· '	·		'	<u>، </u>	<u>'</u>	ر <u>ـــــــ</u> ا	<u>ا</u>	· '		

integrate professional standards of writing into introductory-level script writing activities. GEOGM01	x		x	x											
identify and explain the underlying controls involved in climate zones. GEOGM01L			x	x			x	x							x
answer correctly 7 out of 10 questions related to climate zones, their distribution and			x	x	x	x		×							x
underlying processes. GEOGM02 identify and understand the dynamics of population change			x	x	x	x					x	x			x
change. GEOGM03 recognaphic patterns and demographic patterns and associations between															
demographics such as birth rates, death rates and migrations rates in different regions.			x	x	×	x					x	x	×		x
regions GEOCM03H recorp. demographic patterns and associations between demographics such as birth rates, death rates and micraftices rates in different			x	x	x	x					x	x	x		x
regions. GEOGM05															
explain short and medium term weather forecasts based on sound meteorological principles. explain climate phenomena			x	x	x	x					x	x			
including global circulations, past and current climate, and basic physical mechanisms, responsible for climate change, GEOLM02			x	x	x	x					x	x			
demonstrate understanding of and apply the "9 Big Ideas" of Earth Science as outlined by the National Science Foundation.			x	x	x	x		x			x				x
GEOLM02H demonstrate understanding of and apply the "9 Big Ideas" of Earth Science as outlined by the National Science			x	x	x	x		×			x				x
Foundation. GEOLM02L Identify and analyze sedimentary rocks and															
construct a paleogeographic map based on their interpretations of depositional environments. GEOLM03			x	x	x	x		x			x				x
apply the criteria used to differentiate among periods of geologic time to points of change in the past and to the present Earth conditions.			х	x	x	x		x			x				
GEOLM03L interpret paleogeographic and geologic maps of a region to interpret its geologic evolution.			x	x	x	x		x			x				
GEOLM05 describe the tectonic, sedimentary, climatological, and celestial processes that			x	x	x	x		×			x				
affect ocean depth at a given location or time. explain how and why the climate crisis is an "ocean crisis".	x	x	x	x	x	x		x	x		x				
GEOLM121 demonstrate understanding of and apply the "9 Big Ideas" of Earth Science as outlined by			x	x	x	x		×			x				x
the National Science Foundation. GEOLM18 collect and analyze geologic															
data and summarize the results in a scientific journal- style paper. GEOLM61 relate the concepts of			x	x	x	x		×						x	
magnitude and frequency to the major types of natural hazards.			x	x	x	x		x			x	x			
hazard through the lens of the 4 P's: Process, Procedure (mitigation), Prediction, and Preparedness			x	x	×	x		x			x	x			
GERMM01 demonstrate some knowledge and understanding of the cultures of the German-	x	x	x	x			x	x	x	x	x	x	x	x	
speaking regions studied. begin to conduct simple, short interpersonal communications in the language, such as	x	x	x	x			x	x	x	x	x	x	x	x	x
practical dialogues, in both oral and written form in the present tense. demonstrates comprehension of intermediate-level authentic	^		^	^			^	^	^	^	^	^	^	^	^
texts [reading, listening, and viewing] on day to day activities such as	x	x	x	x			x	x	x	x	x	x	x	x	x
advertisements, applications, instructions, articles, and schedules. will be able to identify the main idea and supporting points of readings in the target language	*	^	*	*				*	*	*	*	*	*	*	*
describe familiar events and present personal information about daily life topics (family, school, activities	x	x	x	x			x	x	x	x	x	x	x	x	
likes/dislikes) in both oral and written form in the present tense. GERMM110				A					~		~		~~~~~		
conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present and past tenses.	x	x	x	x										x	x
demonstrates comprehension of intermediate-advanced level authentic texts (reading, listening, and viewing) on day to day activities, such as advertisements, applications, instructions, articles, and	x	x	x	x							x	x	x	x	x
schedules.					l	l					l				

describe familiar events and present personal information about daily life topics (family,																
school, activities, likes/dislikes) in both oral and written form in the present and	x	x	x	x			x	x	x	x	x	x	x	х		x
past tenses. demonstrate some knowledge and understanding of the cultures of the German- speaking regions studied.	x	x	x	x			x	x	x	x	x	x	x	x		x
GRM10 analyze and evaluate the various aspects of design, considering the design process, context, aesthetics,			x	x			x	x								
rhetorical use, expressive value, and sustainability, recognize the influence design has on society and society has			x	x			x	x			x	x				
discuss the use of the elements and principles of			x	x			x	x								
design in contemporary and historical works. GRM10H anaryze and evaluate the																
various aspects of design, considering the design process, context, aesthetics, rhetorical use, expressive			x	x			x	x								
value, and sustainability. discuss the use of the elements and principles of design in contemporary and historical works.			x	×			x	x								
historical works. recognize the influence design has on society and society has on design. GRM11			x	x			x	x			x	x				
apply historical design aesthetic to solve contemporary design	x															
problems. develop a foundation for the pursuit of design research.					x	x										
identify, compare and contrast significant movements in the history of graphic design.			x	x			x	x								
GRM11H apply historical design styles to solve contemporary			x	x			x	x								
styles to solve contemporary design problems. develop a foundation for the pursuit of design research.					x	x										
identify, compare and contrast significant movements in the history of graphic design.			x	x			x	x								
GRM30 analyze the effectiveness of visual communication through the critique of the concepts, themes, aesthetic concerns and process	x	x					x	x								
and process. demonstrate knowledge of the basic elements and principles of design.	x		x	x												
demonstrate original concept development, design and composition using type and image, production and presentation skills.	x		x	x												
HEDM01 explain a plan to improve ones																
overall health.	x	x	x	x										x	x	x
overall health. identify areas of improvement in nutrition, fitness and wellness. identify concepts of nutrition,	x	x	x	x										x	x	x
overall health. identify areas of improvement in nutrition, fitness and wellness. identify concepts of nutrition, fitness, and wellness as it pertains to a healthy lifestyle on society.																
overall health. identify areas of improvement in nutrition, fitness and wellness. identify concepts of nutrition, fitness, and wellness as it pertains to a healthy lifestyle on society. HEMM03 identify how nutrition, fitness, and stress management contribute to personal health	x	x	x	×										x	x	x
overall health. Identify areas of Improvement in not as of Improvement in not as of Improvement identify concepts of Autifunc, fitness, and vellness as it pertains to healthy lifetyde on society. Identify how nutrition, fitness, and stess management Contribute to periorit health HEMMS HEMMS descripte adult, chin, any resuscitation and the use of an	x	x	x	x										x	x	x x
overal health. Identify states of miprocentral the miprocentral Identify concepts of nutritors. Identify concepts of nutritors. Identify concepts of nutritors. Identify how nutritors. These, and stress management IDENTIFY and the nutritors. Identify how nutritors. These, and stress management IDENTIFY and the nutritors. IDENTIFY and the nutritors of the nutritors IDENTIFY and the nutritors. IDENTIFY and the nutritors of the nutritors describes and the nutritors. IDENTIFY and the nutritors. IDENTIFY and the nutritors of the nutritors IDENTIFY and the nutritors. IDENTIFY and the nutritors of the nutritors of the nutritors IDENTIFY and IDENTIFY and IDENTIF	x x x	x	x x x	x										x	x	x x
overall health. Gentry areas of improvement in numbers. Identify creases of improvement identify concepts in numbers. Identify how numbers is and interpret of the number of the control of the numbers of the Identify how numbers of the HEDBO describe adult, child, and AED. describe the basis components of health and AED. describe the basis components of health and CPR and blocked army procedures	x x x x	x x x x	x x x x	x x x x										x	x	x x x
overall health. Gently areas of improvement in numbers, dentify concepts of nutrition. Threes, and wellness and the set of accelly. In the set of the set of the set of the on accelly. In the set of the set of the on accelly. In the set of the set of the on accelly. In the set of the set of the intervent the set of the intervent the set of the composed in the set of the AED. denotify the set of the set of the one power the set of the intervent the set of the Composed in the set of the Composed in the set of the AED. Denotify the set of the set of the AED. Denotify the set of the set of the AED. Denotify the set of the set of the AED. AE	x x x x x x	x x x x x	x x x x x x	x x x x x x										x x x x	x	x x x
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overall health. overall health. Identify sease of mysocial and the sease of mysocial between the sease of the sease of the sease of the sease of the sease HEDMOS HEDMO	x x x x x x x x x x x	x x x x x x x x x x x x x	x x x x x x x x x x x x	x x x x x x x x x x x x			x	x			x	x		x x x x x	x x x x x x x x	x x x x x x x x x x x x x x x x x x x
overal health. General relation of empositions in the second se	x x x x x x x x x x x x x x x	x x x x x x x x x x x x x	x x x x x x x x x x x x	x x x x x x x x x x x x			x	x						x x x x x x x x x x x x x x x x x x x	x x x x x x x x	x x x x x x x x x x x x x x x x x x x
overalt health. General relationships of the processing of the pr	x x x x x x x x x x x x x x x	x x x x x x x x x x x x x	x x x x x x x x x x x x	x x x x x x x x x x x x			x	x						x x x x x x x x x x x x x x x x x x x	x x x x x x x x	x x x x x x x x x x x x x x x x x x x

Mi31 will be able to perform at an introductory level the skills utilized by historians within their discipline thus contributing to their skills in critical thinking.					x	x		x	x	x	
writino.speaking.and HISTM133 identify connections between Mexican American history and their current roles and challenges in the United States today, thus preparing students for the challenges and responsibilities of life and								x	x	x	
and responsibilities of life and change in American society and within the global community. demonstrate the ability to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument		x	x		x	x					
In inges, or loads an argument to compose an argument which uses them, as appropriate, for support in understanding the History of Mexican Americans in the HISTM135 Identify connections between Native American history and their current roles and											
their current roles and challenges in the United States today, flux preparing students for the challenges and responsibilities of life and change in American society and within the global community, demonstrate the stutty to contextualize and interpret								x	x	x	
primary and secondary texts, images or audio sources and to compose an argument which uses them for support in understanding Native American History HISTM 137 Lifentify connections bahasan		x	x		x	x					
American womens' history and their current roles and challenges in the United States today, thus preparing students for the Analenges and responsibilities of life and change in American society and within the global community.								x	x	x	
community. cemonstate use samily to contextualize and interpret primary and secondary texts, images, or audio sources, and to compose an argument which uses them for support in understanding the History of American women in the United <u>States</u> HISTM137H		x	x		x	x					
Students completing HIST M137H will be able to identify the purpose of the study of the history of Women in American History. Students completing HIST M137H will be able to		x	x		x	x		x			
demonstrate an understanding of the contributions that individuals made to the development of the History of American Women. Students completing HIST		x	x		x	x		x			
M137H will be able to explain significant themes, issues, and contributions identified in the study of the Women in <u>American History</u> . Students completing HIST M137H will be able to critically		x	x		x	x		x			
evaluate a historical primary source document. HISTM 140			~		^	~		~			
demonstrate the ability to contextualize and interpret primary and secondary texts, images and audio sources, and to compose an argument which uses them for support in understanding United States History since 1865.		x	x		x	x					
identify connections between the History of the United States since 1865 and current issues in the United States loday, thus preparing students for the challenges and responsibilities of life and change in American society and within the global								x	x	x	
community. HISTM141 Students complete HIST 141											
will be able to demonstrate an understanding of the major themes in Africa A Merrican history within the social, political, and economic transformation of United States history to 1877. Students compating HIST		x	x					x	x		
Students courge for any feature of the student to the student of the students of the students for the challenges and change in American basices for the challenges and any fragment of the students for the s		x	x					x	x	x	
change in American society and within the global subsense compressing russ. M141 will be able to perform at an introductory level the skills utilized by historians within their discipline thus contributing to their skills in critical thinking, writing, seeakina and listening. HISTM143		x	x		x	x					
demonstrate an understanding and appreciation of the contributions that individuals made to the development of		x	x		x	x		x			
California history. identify the value of the study of California history.		x	x					x			
explain the significant themes, issues, and contributions identified in the study of California history. HISTM145					x	x		x			

identify connections between the history of race and ethnicity and issues in the United States today. compose an argument			x	x					x	x		x	
contextualizing primary and secondary sources regarding the history of race and	х		×	×		x	x		x				
ethnicity in the US. HISTM150 compose an argument contextualizing primary and secondary sources regarding			x										
secondary sources regarding world history from prehistory to 1500 C.E. identify connections between world history from prehistory	x		×	×		x	×		x				
to 1500 C.E. and their current roles and challenges in the United States today.									x	x		x	
HISTM152 identify connections between Monsoon Asian history and the students' current role in the									x	x		x	
world today. compose an argument contextualizing primary and secondary sources regarding	x		x	x		x	x		x				
the history of Monsoon Asia from prehistory to 1600. HISTM 160 compose an argument													
compose an argument contextualizing primary and secondary sources regarding world history from 1450 to the present.	х		x	x		x	x		x				
identify connections between world history of the past and the students' current roles in the world today									x	x		x	
HISTM 162 identify connections between Monsoon Asian history and the sturtents' current role in the									x	x		x	
students' current role in the world today. compose an argument contextualizing primary and secondary sources regarding													
the history of Monsoon Asia from 1600 to the present. HISTM 164	x		x	x		x	x	 	x				
identify connections between Latin American history and living in the United States today.									x	х		x	
iving in the United States today. compose an argument contextualizing primary and secondary sources regarding the history of Lafin America. HISTM170	x		x	x		x	x		x				
HISTM170 compose an argument contextualizing primary and secondary sources regarding the history of Western civilization from prehistory to	x		x	x		x	x		x				
1600. identify connections between Western civilizations from									x	x		x	
prehistory to 1600 and life in the United States today. HISTM 180 compose an argument									^	^		^	
contextualizing primary and secondary sources regarding the history of Western civilization from 1600 to the present.	x		x	x		x	x		x				
identify connections between Western civilization of the past and the students' current role in the world today.									x	x		x	
HISTM25 Students completing HIST M25 will be able to critically evaluate a historical primary source document.			x	x		x	x						
Students completing HIST M25 will be able to identify the purpose for the study of the history of the United States.									x				
Students completing HIST M25 will be able to demonstrate an understanding of the contributions that									x				
individuals made to the development of United States history.													
Students completing HIST M25 will be able to explain the significant themes, issues, and contributions identified in the study of United States history.				x		x	x		x				
HISTM25H Explain the purpose for the study of the history of the United States Explain the contributions that				x					x				
individuals made to the development of study of United States history.									x				
Explain the significant themes, issues, and contributions identified in the study of United States history.				x		x	x		x				
HUMM07 identify and describe elements and techniques used to create a work of art.	x	×	x	x			x		x	x	x		
distinguish representative characteristics of the arts specific to a historical period. HUMM10A	x	x	×	x					x	x	x		
Identify and analyze significant works of art, philosophy, and literature, primarily but not exclusively in the Western	x	x	x	x			x		x	x	x		
tradition. demonstrate an understanding of other peoples by identifying and discussing significant values found in their cultures.	x	x	x	x					x	x	x		
HUMM108 Identify and analyze significant works of art, philosophy, and iiterature, primarily but not exclusively in the Western tradition.		x	x	x			x		x	x	x		
of other peoples by identifying and discussing significant values found in their cultures.	×	x	x	x					x	x	x		

HUMM11														
identify causes that lead to conflict and assess the impact of social and physical conflict.	x	x	x	x			x		x	х	x			
analyze whether social or physical conflict is appropriate or necessary.	x	x	x	x					x	x	x			
HUMM14 identify past and present philosophical trends in the United States of America describe elements and techniques used to create	x	×	x	x			x		x	x	x			
	x	x	x	x					x	x	x			
States of America ICAM01A demonstrate proper technique in all skills associated with														
baseball. organize a scouling report of upcoming opponents. ICAM01B												x		
ICAM01B demonstrate improvement in skills identified as inefficient at the beginning of the off-													x	
season. demonstrate proper technique in all skills associated with														
intercollegiate baseball. improve muscular strength and cardiovascular													x	
endurance. ICAM02A demonstrate proper technique														
in all skills associated with intercollegiate basketball. organize a scouling report of												x		
ICAM02B												*		
demonstrate improvement in skills identified as inefficient at the end of the intercollegiate women's basketball season.													x	
demonstrate proper technique in all skills associated with women's intercollegiate basketball														
basketball. improve muscular strength and cardiovascular endurance. ICAM03A													x	
demonstrate proper technique in all skills associated with men's cross country.														
organize and explain strategic approaches to various cross country courses.												x		
ICAM03B demonstrate proper technique in all skills associated with														
in all skills associated with men's cross country. develop and apply cross country skills necessary to be														
country skills necessary to be successful at the intercollegiate level. ICAM04A												x		
demonstrate proper technique in all skills associated with intercollegiate football.														
organize a scouting report of upcoming opponents. ICAM04B												x		
demonstrate improvement in skills identified as inefficient at the beginning of the off- season.													x	
demonstrate proper technique in all skills associated with intercollegiate football.														
improve muscular strength and cardiovascular endurance.													x	
ICAM07A demonstrate proper technique in all skills associated with														
intercollegiate men's soccer. organize a scouting report of upcoming opponents.												x		
ICAM07B demonstrate improvement in skills identified as inefficient at the beginning of the off- season.													x	
demonstrate proper technique in all skills associated with														
intercollegiate soccer. improve muscular strength and cardiovascular endurance. ICAM10A						1		<u> </u>					x	
endurance. ICAM10A demonstrate effective safety techniques and equipment use associated with intercollegiate														
track and field.													x	
demonstrate proper technique in all skills associated with men's track or field events.														
ICAM10B develop and apply track and field skills necessary to be successful at the														
report improved positive character traits due to their												x		x
participation in athletics. ICAM11A demonstrate the necessary skills for strategy application.												x		
skills for strategy application. perform according to the necessary standards of conditioning and competition.													x	
ICAM11B														
demonstrate improvement in skills identified as inefficient at the end of the intercollegiste competitive season and at the beginning of the off-season													x	
demonstrate proper technique in all skills associated with intercollegiate volleyball.														
improve muscular strength and cardiovascular													x	
ICAM20A														

report improved positive character traits due to their participation in athletics. develop and apply team skills								х		
compete at the intercollegiate level.						x				
ICAM20B demonstrate improvement in skills identified as inefficient a the end of the intercollegiate										
women's basketball season.			<u> </u>						×	
demonstrate proper technique in all skills associated with intercollegiate women's basketball.										
improve muscular strength and cardiovascular endurance.									x	
ICAM21A demonstrate proper technique in all skills associated with intercollegiate women's cross										
organize and explain strategic approaches to various cross										
ICAM21B										
demonstrate proper technique in all skills associated with women's cross country.	•									
develop and apply cross country skills necessary to be successful at the intercollegiate level. ICAM24A										
demonstrate proper technique										
intercollegiate women's soccer. develop and apply skills necessary to compete in			 							
intercollegiate athletics. develop, analyze, and apply offensive and defensive tactic:	8	x								
ICAM24B										
demonstrate improvement in skills identified as inefficient a the end of the intercollegiate competitive season and at the beginning of the off-season.									x	
demonstrate proper technique in all skills associated with intercollegiate women's soccer.	•									
improve muscular strength and cardiovascular									x	
endurance. ICAM25A demonstrate proper technique in all skills associated with	5 5									
softball. organize a scouting report of upcoming opponents.										
ICAM25B demonstrate improvement in skills identified as inefficient a	t i i i i i i i i i i i i i i i i i i i									
the end of the intercollegiste competitive season and at the beginning of the off-season.									x	
demonstrate proper technique in all skills associated with intercollegiate softball. improve muscular strength										
and cardiovascular endurance. ICAM28A									x	
demonstrate effective safety techniques and equipment use associated with intercollegiate track and field.	÷							x		
demonstrate proper technique in all skills associated with	•									
iCAM28B demonstrate improvement in										
skills identified as inefficient as the end of the intercollegiate track season. improve muscular strength and cardiovascular									x	
ICAM29A									x	
demonstrate proper technique in all skills associated with volleyball. organize a scouling report of upcoming opponents. ICAM29B								x		
demonstrate improvement in										
skills identified as inefficient a the end of the intercollegiste competitive season and at the beginning of the off-season.									x	
demonstrate proper technique in all skills associated with intercollegiate volleyball.	•									
improve muscular strength and cardiovascular endurance.									x	
ICAM35A demonstrate safe and effective use of training equipment.	e								×	
show an improvement in muscular strength and endurance.									x	
ICAM36 demonstrate proper technique in all shots associated with intercollegiate golf.	5									
organize and explain pre- round scouting.		x								
ICAM38A demonstrate proper technique in all skills associated with intercollegiate wrestling.	•									
organize a scouting report of upcoming opponents.		x	<u> </u>							
ICAM38B demonstrate improvement in skills identified as inefficient a the end of the intercollegiste	t								x	
competitive season and at the beginning of the off-season.									^	

demonstrate proper technique in all skills associated with intercollegiate wrestling.															
improve muscular strength and cardiovascular edurance.														x	
ICAM40 demonstrate proper technique in all skills associated with intercollegiate beach volleyball.															
organize a scouting report of upcoming opponents. ITALM101		x													
begin to conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present tense.	x	x	x	x											
demonstrates comprehension of intermediate-level authentic texts [reading, listening, and viewing] on day to day activities, such as advertisements, applications,	x	x	x	x		x	x	x	x	x	x	x	x		x
instructions, articles, and schedules. describe familiar events and present personal information about daily life topics (family, school, activities.	x	x	x	x		x	x	x	x	x	x	x	x	x	x
likes/dislikes) in both oral and written form in the present tense. demonstrate some knowledge and understanding of the cultures of the Italian-speaking	x	x								x	x				
regions studied. ITALM110	~									~	~				
conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the present and past tenses.	х	x	x	x		x	x	x	x	x	x	x	x		x
demonstrate some knowledge and understanding of the cultures of the Italian-speaking regions studied.	x	x	x	x		x	x	x	x	x	x	x	x		x
demonstrates comprehension of intermediate-advanced level authentic texts (reading, listening, and viewing) on day to day activities, such as	x	x	x	x		x	x	x	x	x	x	x	x		x
advertisements, applications, instructions, articles, and schedules. describe familiar events and present personal information about daily life topics (family, school, activities,	x	x	x	x									x		
likes/dislikes) in both oral and written form in the present and past tenses. JAPNM01 demonstrates comprehension of beginning-level authentic texts [reading, listening, and															
texts [reading, listening, and viewing] on day to day activities, such as advertisements, applications, instructions, articles, and schedules.	х	x													
describe familiar events and present personal information about daily life topics (family, school, activities, likesidislikes) using mostly word lists and some highly practiced phrases in both oral and written form in the present tense.	x	x											x		
demonstrate some knowledge and understanding of the cultures of the Japanese- speaking regions studied.	x	x								x	x				
begin to conduct simple, short interpersonal communications in the language, using mostly word lists and some highly practiced phrases in both oral and written form in the present tense.	x	x													
JAPNM110 describe familiar events and present personal information															
about daily life topics (family, school, activities, likes/dislikes) using mostly phrases and highly practiced simple sentences in both oral and written form in the present and and the set new form the present	х	x	x	x									х		
and past tenses. demonstrate some knowledge and understanding of the cultures of the Japanese- speaking regions studied.	x	x	x	x		x	x	x	x	x	x				
conduct simple, short interpersonal communications in the language using word lists, mostly practiced phrases, and some simple sentences, in both oral and	x	x	x	x		x	x	x	x	x	x	x	x		x
written form in the present and past tenses. demonstrates comprehension of intermediate-advanced level authentic texts [reading, listening, and viewing] on day to day activities such as	x	x	x	x		x	x	x	x	x	x	x	x		x
advertisements, applications, instructions, articles, and schedules. JOURM01 critically analyze and evaluate information distinguishing assertions of fact from opinion,															
evaluating the source of information and understand the value of multiple sources. apply theories of media effects antiform mass communications			x	x		x	x								
to critically assess and analyze the impact of media on diverse groups (e.g. culture, religion, age gender).				x		x	x								

news and information to determine which sources are															
determine which sources are reliable, trustworthy and free of biases or agendas, and which may be the result of paid consultants or				x		x	x								x
Undisclosed agendas. JOURM05															
analyze the personal, social and political impact that various visual messages have on people and society in terms of consumer visual literacy.										x	x				x
assess and critique the legal and ethical issues and				+				x							
considerations surrounding visual media. KINM20								*							
create individualized corrective strategies. navigate an integrated assessment protocol in order						×								x	
to identity human movement dysfunction. KINM21			x	x		 x	x								
create a comprehensive exercise protocol to help athletes achieve their performance goal						x								x	
navigate an integrated assessment protocol in order to identify decreased performance.			x	x		x	x								
KINM23 Students will understand the core components to Kinesiology.			x	x											
KINM24 demonstrate proper and															
effective running techniques. KINM31	x													x	
Students will understand the core components to Kinesiology. KINM32			x	x											
Students will understand the core components to Kinesiology. KINM33			x	x											
demonstrate proper lifting, breathing, and spotting techniques associated with a	x													x	
variety of resistance training exercises. KINM34 demonstrate proper basic															
movement skills for cardiovascular and muscular conditioning. KINM40	x													x	
Students will understand the core components to Kinesiology.			x	x											
KINM42 apply learned fundamental skills of rhythmic whole body dance.	x													x	
dance. demonstrate improvement in the 3 minute step test which assesses cardiorespiratory														x	
and aerobic endurance. explain the physical and mental benefits of increased activity.		x												x	
KINM43															
demonstrate appropriate use of cardio equipment such as jump ropes and step platform. demonstrate improvement in														x	
demonstrate improvement in the 3 minute step test which assesses cardiorespiratory and aerobic endurance.														x	
demonstrate proficiency in martial arts movements to improve fitness. KINM 50	x													x	
apply the theoretical and scientific health benefits and practical applications of Pilates principles.				-										x	
KINM51 Students will understand the														x	
core components to Kinesiology. KINM52 demonstrate basic movement														^	
skills that activate the five primary actions of the core. KINM53														x	
apply learned fundamental skills of Tai Chi. KINM70														x	
KINM71 Students will understand the core components to Kinesiology.				x											
KINM72 Students will understand the				x											
core components to Kinesiology. KINM82 demonstrate fundamentals of															
basketball skills and team play. KINM84 demonstrate proficient soccer striking mechanics.									×						
explain how the components of fitness benefit from soccer.		x		x											
explain soccer offensive and defensive strategies. KINM85				x											
KINM85 Students will understand the core components to Kinesiology.				x											
KINM87 demonstrate proficiency in all volleyball mechanics				x											
and defensive strategies. KINM91				x											
LATM100 demonstrates comprehension of beginning-level graded texts.	x	x													
texts.			L												<u> </u>

describe familiar events and present personal information														
present personal information about daily life topics (family, school, activities,	x	x										x		x
likes/dislikes) in both oral and written form in the present tense.														
demonstrate some knowledge and understanding of the		×												
cultures of the Latin speaking regions studied.	x	x							x	x				
begin to conduct simple, short interpersonal communications														
in the language, such as practical dialogues, in both oral and written form in the	x	×												
present tense. LSM03														
Students will be able to asses														
identify, practice, and reflect on their beliefs and behaviors related to the choices of							х					x		x
successful students. Students will be able to														
recognize study skills challenges, implement							x					x		x
appropriate strategies, and evaluate the effectiveness. MATHM03														
Analyze and solve various equations, inequalities, and systems of equations.				x	x									
Graph and interpret linear and quadratic functions.				x	x									
MATHM05 determine all real and														
complex roots of a polynomial				x	x					x		x		
using synthetic division, rational root theorem, and remainder theorem.														
evaluate functions, equations,														
higher level concepts in preparation for Calculus				x	х					x		x		
MATHM06 Apply trigonometric identities and concepts to solve														
and concepts to solve equations and application problems, and to prove				x	x					x		x		
identities.			 											
trigonometric functions and their transformations MATHM07				x	x					x		x		
solve a quadratic				x	x					x		x		
trigonometric equation. simplify a difference quotient expression.				x	x					x		x		
graph a trigonometric function of the type y=A sin Bx + C.				×	x					x		x		
MATHM10 Demonstrate understanding of														
standard and non-standard algorithmic procedures for				x	x					x		x	x	x
performing operations on subsets of real numbers.														
Analyze and solve problems using the fundamental properties of real number				x	x					x		x	x	x
properties of real number operations and problem solving techniques.										~		~	~	~
Use mathematical language and notation appropriately and effectively to communicate ideas verbally and in writing.	×	x		x	x					x		x	×	x
ideas verbally and in writing. MATHM11														
successfully identify the														
transformations of a basic function and graph the function on a Cartesian plane.				x	x					x		x		
determine all real and														
complex roots of a polynomial of degree three or higher using synthetic division,				x	x					x		x		
using synthetic division, rational root theorem, and remainder theorem. MATHM12														
MATHM12 Learn how to take control of finances by budgeting and saving; compute interest using														
saving; compute interest using simple and compound interest formulas; calculate projected	1													
investment values for savings				x	x					x	x	x	x	x
plans, retirement plans, stocks, and bonds; Compute loan, credit card, and														
Think critically by understanding logical														
arguments and common fallacies; understand various forms of propositions, including "and", "or", and														
	x	х				х	х			х	х	x	x	x
converse, inverse, and contrapositive of those statements, with the aid of														
Understand the fundamentals of statistics including														
sampling methods, types of studies, the placeho effect and				x	x	х	х			x	х	x	x	x
blinding; understand when to believe a statistical study MATHM15														
construct a single-sample														
construct a single-sample confidence interval, and draw an appropriate conclusion. This can be done by hand,				×	×	x				x		x		x
with a graphing calculator, or with a graphing calculator.														
construct a single-sample hypothesis test based on a given claim, and draw an														
appropriate conclusion. This can be done by hand, with a graphing calculator, or with a				x	x	x				x		x		x
graphing calculator. MATHM15H														
construct a single-sample confidence interval, and draw														
construct a single-sample confidence interval, and draw an appropriate conclusion. This can be done by hand, with a graphing calculator, or with statistical software.				х	х	х				х		x		x
hypothesis test based on a given claim, and draw an				x	x	x				x		x		x
appropriate conclusion. This can be done by hand, with a graphing calculator, or with				^	~	X				X		x		*
statistical software. MATHM16A find a limit of a function														
find a limit of a function graphically.				x	х			 		х		x		

find the area between two curves.					х	х						х		х	
MATHM16B use a double-integral to find the volume of a solid.					x	x						x		x	
use partial derivatives to determine the extrema of a function of two variables. MATHM21					x	x						x		x	
MATHM21 Identify one-to-one (injective) and onto (surjective) functions.					x	x						x		x	
Prove a mathematical proposition using Proof by Contradiction.					x	x						x		x	
MATHM25A Use limit to determine the continuity of a function.					x	x						x		x	x
Apply differentiation techniques on an optimization					x	x						x		x	x
or related rates problem MATHM25AH Use limit to determine the continuity of a function.					x	x									
Apply differentiation					x	x						x		x	x
techniques on an optimization or related rates problem. MATHM25B												^		^	~
Use series to approximate a function or an integral. apply integration techniques to calculate arc length, area, or					x	x						x		x	x
MATHM25BH					x	×						x		x	X
apply integration techniques to calculate arc length, or volume. apply proper tests to					x	x						x		x	x
determine convergence or divergence of series and					×	x						x		x	x
integrate varied forms of algebraic, trigonometric and transcendental functions.					x	x						x		x	x
MATHM25C					x	x						x		x	x
Apply Green's Theorem, Stokes's, or Divergence Theorem in a vector field.					x	x						x		x	x
MATHM31 Students completing this course will be able to compute					x	x									
the inverse of an invertible matrix.					^	*						x		x	
course will be able to find the null space of a matrix and represent it as the span of					×	x						x		x	
independent vectors. Students completing this course will be able to find the matrix representation of a					x	x						x		x	
linear transformation given bases of the relevant vector spaces. MATHM35					~	~						^		^	
Students completing this course will be able to solve first order differential															
equations utilizing the standard techniques for separable, exact, linear,					×	x						x		x	
homogeneous, or Bernoulli cases. Find particular solutions when given initial or Students completing this course will be able to solve															
					x	,									
equations using reduction of order, undetermined coefficients, or variation of narameters					^	x						x		x	
parameters. Students completing this course will be able to find inverse Laplace transforms.					x	x						х			
MICRM01 Students will be able to critically analyze data and interpret results from experiments throughout the					x	x									
experiments throughout the course. Students will be able to	x		x	x	~	~	x	x	x	x					
communicate concepts in both written and spoken forms .	x	x													
Students will be able to educate the public regarding microbiological principles.	x													x	x
MUSM01 construct Major and minor scales with correct key	x														
identify intervals and triads in various qualities.	x														
read and notate pitch and rhythmic notation. MUSM02A	x														
analyze short excerpts of scores and songs by composers and songwriters from diverse backgrounds, artistic styles, aesthetics, and	x		x	x											
cultures. analyze short music examples															
to identify cadences and harmonic rhythm. write short compositions using	x		x	x											
write short compositions using correct voice leading and music notation habits. MUSM04														x	
identify predominant musical features of melody, rhythm, texture, form, and timbre.	x		x												
to serve the target of the day have															
inquiring into the unfamiliar expressions of other cultures. Recognize "ethnocentrism" and bases of judgment as music of non-Western cultures reflects social activities of that			x	x							x	x	x		
music of non-Western cultures reflects social activities of that culture.															
recognize and identify musical styles and stylistic characteristics representing various cultures.	x		x												
various cultures. relate musical performance to its broader social context, as music is connected to															
music is connected to activities, such as work songs, love songs, storytellings, ritual, social comment, games, lullabies, and word-play.			x	x							x	х	x	x	
Iullabies, and word-play. MUSM04H															

recognize country of origin and describe musical styles															
based on the above characteristics; compare and contrast musical	x		x							x	x	x			
characteristics of different cultures.															
identify predominant musical features of melody, rhythm, texture, form, and timbre. recognize and identify musical	x		x												
styles and stylistic characteristics representing	х		x							x	x	x			
various cultures. examine issues that are raised when inquiring into the unfamiliar expressions of other cultures; recognize															
ethnocentrism and bases of judgment as music of non- Western cultures that reflect social activities of that culture.										x	x	x			
relate musical performance to its broader social context, as music is connected to															
activities such as work songs, love songs, storytellings, ritual, social comment, games, Iullabies, and word-play.										x	x	x	x		
MUSM08															
recognize and identify musical styles and stylistic characteristics from five historical periods.	x		x												
choose appropriate terminology when conversing or writing about music.	x	x													
demonstrate understanding of ways in which music interacts with art, literature, and other expressive forms of culture.		x	x							x	x	x			
MUSM08H recognize and identify musical															
recognize and identify musical styles and characteristics from five historical periods. MUSM09A	x		x												
identify historical periods in listening to examples from Ancient Greek to Baroque era.			x	x						x	x	x			
recognize and identify key concepts and composers of Western music from Ancient Greek to the Baroque era.			x	x						x	x	x			
identify each historical periods of Western Music from Ancient Greek to the Baroque era and			x	x						x	x	x			
place them in correct chronological order. MUSM09AH identify historical periods in															
listening to examples from Ancient Greek to Baroque era. recognize and identify key			×	×						x	×	x			
concepts and composers of Western music from Ancient Greek to the Baroque era.			x	x						x	x	x			
identify each historical period of Western Music from Ancient Greek to the Baroque era, and place them in correct chronological order.			x	x						x	x	x			
MUSM09B identify historical periods in															
listening to examples from Baroque to the modern stylistic eras.			x	x						x	x	x			
recognize and identify key concepts and composers of Western music from Baroque to the modern stylistic eras.			x	x						x	×	x			
identify each historical periods of Western Music from Baroque to the modern stylistic eras, and place them			x	x						x	x	x			
in correct chronological order. MUSM09BH															
identify each historical period of Western Music from late Baroque to the modern			x	x						x	x	x			
stylistic eras, and place them in correct chronological order. identify historical periods in listening to examples from Baroque to the modern										x					
stylistic eras. recognize and identify key			x	x						x	×	x			
concepts and composers of Western music from Baroque to the modern stylistic eras. NSM17			x	x						x	x	x			
NSM17 demonstrate competency in ethical decision making.								x	x						
NTSM01															
Students completing NTS M01 (Nutrilion) will categorize personal food choices within the various national dietary recommendations.													x	x	x
recommendations. NTSM07 Students will be able to															
identify cultural food patterns, values, cultures, traditions, bealth beliefe, and publice													x	x	x
practices of various world populations. PHILM01 Students will evaluate															
Students will evaluate significant philosophical arguments in order to demonstrate familiarity with						x	x								
philosophical analysis. Students will identify, explain, and trace the interaction or						x	x								
divergence of competing philosophical arguments. PHILM01H Students will evaluate						~	~								
significant philosophical arguments in order to demonstrate familiarity with						x	x								
philosophical analysis. Honors students will incorporate original source material into their						x	x								
philosophical analysis and interpretation of traditional philosophical positions. PHILM02															
PHILM02 Students will evaluate the relevance of ethical topics.						x	x	x							
verevance or ethical topics.		1					I	I	I	I		I	-	1	

Students will recognize and distinguish various major moral ethical theories						1	x	x	x			1				· · · · · · · · · · · · · · · · · · ·
assumed in moral reasoning and judgment. PHILM02H			L'	<u> </u>	<u> </u>	<u> </u>	L/	t'	t'		<u> </u>	<u> </u>	<u> '</u>	L	L	· · · · · · · · · · · · · · · · · · ·
Students will evaluate the relevance of ethical topics. Students will recognize and		— —	'	F	'	'	x	x	x	— —	\	'	<u> </u>	'	F	
distinguish various major moral ethical theories assumed in moral reasoning			1			1	x	x	x			1	'			/
and judgment Honors students will incorporate original source material into their					++	(,	+	· · · · · · · · · · · · · · · · · · ·								·
philosophical analysis and interpretation of traditional				x		1	x	x	×			1	'			
philosophical positions. PHILM03 Students will compare and								·'					'			· · · · · · · · · · · · · · · · · · ·
contrast different forms of government and compare them from moral point of view.						1	x	x	x		x	x	'			'
PHILM05 Students will complete major			 	 				'	·					 		· · · · · · · · · · · · · · · · · · ·
writing assignments that demonstrate familiarity with the nature and forms of						1	x	x	x		x	x	'			'
PHILM07		-	 				+	′			ļ!		ļ'	 		· · · · · · · · · · · · · · · · · · ·
Students will explore deductive and inductive reasoning, definitions, argument forms, and analyze formal and informal fallacies.			1			1	x	x	'			1	'			/
formal and informal fallacies. Students will analyze the nature of arguments for			'		+'	<u> </u> '	<u> </u>	t'	<u>+'</u>			t'	<u> </u>			
validity and soundness, applying a study of formal techniques of sentential logic						1	x	x	1			1	'			
techniques of sentential logic to assignments. Students who complete this course will demonstrate the ability to critically assess			+'		+'	+	+	('	+'		++	·'	<u> </u>			
arguments expressed in public discourse.						[]	x	x				'	!	x		x
Students will compare and contrast ideas in eastern and																· · · · · · · · · · · · · · · · · · ·
western religions and spirituality. PHILM09 Students will demonstrate			<u> </u>	L	<u> </u> '	<u> </u> '	x	x	 '		x	x	<u> </u>	L		′
					x	x	x	x	· · · · ·							· · · · · · · · · · · · · · · · · · ·
elements of symbolic logic, sentential, predicate, and quantificational. PHILM11			ļ'	<u> </u>	<u> </u> '	<u> </u> '	<u>'</u> '	<u> </u>	 '		L	· · · · · · · · · · · · · · · · · · ·	<u> </u>			′
Students will compare and contrast current Western Religious beliefs and practices						,	x	x			x	x				,
from a philosophical standpoint. PHILM12			 '	L	<u> </u>	<u> </u> '	· ــــــــــــــــــــــــــــــــــــ	<u> </u>	 '			<u> </u>	<u> </u>	L		/
Students will compare and contrast current Eastern						,	x	x			x	x	· · · ·			· · · · · · · · · · · · · · · · · · ·
Religious beliefs and practices from a philosophical standpoint. PHILM13			 '	L	<u> </u> '	<u> </u>	<u>'</u> ــــــــــــــــــــــــــــــــــــ	<u> </u>	 '			· · · · · · · · · · · · · · · · · · ·	 '	<u> </u>		′
Students will analyze and evaluate traditional arguments for and against traditional						,	x	x	T		x	x	· · · ·			· · · · · · · · · · · · · · · · · · ·
positions from classical philosophy. PHILM14			<u> </u>	<u> </u>	<u> </u> '	<u> '</u>	<u> </u>	<u>+</u> '	<u> </u> '		<u> </u>	<u> </u>	<u> </u>	<u> </u>	<u> </u>	'
Students will analyze and evaluate traditional arguments for and against traditional						J	x	x			x	x				
positions from modern philosophy. PHILM21			<u> </u> '	<u> </u>	<u> </u> '	<u> </u>	└─── ┘	<u> </u>	└─── ′		<u> </u>	<u> </u> '	<u> '</u>	<u> </u>	<u></u>	'
Students will be able to identify ethical issues involved in biomedical research and						· [· · · · ·	x	x	x	x		· · · · ·	'			
decision-making. PHILM22			<u> </u>	<u> </u>	<u> </u>	<u> </u>	L	t'	<u> </u>		L	<u> '</u>	<u> </u> '	<u> </u>		
evaluate professional decisions from various ethical frameworks.			['		'	<u> </u>	x	x	x	x			'			
PHOTM10 articulate and express themselves and their						[/	+		1							
ideas/concepts through the use of techniques and technologies appropriate for	x	x	1			1	1	1	'			1	'			
demonstrate creative and critical thinking, with an						,		,,	,			(· · · · · ·			
awareness and sensitivity to historical and cultural differences of important photographic works.			'		'	1'	x	x	'			I'	'			
photographic works. demonstrate knowledge of RAW file processing through exposure and contrast			x			1	1	1				1	· · · · · ·			
adjustments using a camera raw editor. PHOTM40			<u> </u>	<u> </u>	<u> </u> '	<u>+'</u>	└─── ┘	└─── ′	<u> </u>		<u> </u>	<u> </u>	<u> </u> '	<u> </u>		
recognize the influence photography has on culture and culture has on					· · · ·	· [)		· ['				· · · ·	x			
photography. increase their understanding of the history of photography.			x	x	+'	1	· · · · · · · · · · · · · · · · · · ·	′	++		++	· · · · · · · · · · · · · · · · · · ·	'	<u> </u>	+	
recognize iconic images in the			x	x	<u> </u>	<u> </u>	· · · · · ·	′	<u> </u>		<u> </u>	′				
PHSCM01 Cultivate problem solving and decision-making skills using the scientific method to study			'		x	x										
the scientific method to study the physical world. Demonstrate an understanding of the physical			ļ'	<u> </u>	'	· · · · · · · · · · · · · · · · · · ·	<u>ا</u>	<u> </u>	+'		ļ]	<u> </u>	<u> </u> '			
world to solve basic problems					x	x	x	1	1			1	'			
in Physics, Chemistry, and Astronomy PHSCM01L			 	—				′				′		—	—	
demonstrate an understanding of the chemical reaction balancing chemical equations and determining limiting					x	x	1	1	1			1	'			
reagents and percentage yield			<u> </u> '	<u> </u>	'	<u> </u>	' '	<u> </u>	<u> </u>		<u> </u>	Ļ'	<u> </u>	<u> </u>		
indentify the major concepts or displacement, position, velocity,		T	<u> </u>		x	x		í '				· · ·	· · · ·			
indentify the major concepts of displacement, position, velocity, speed, acceleration and the appropriate units for each PHSOM01 Students enrolled in Physiology M01 will be able to appropriate uncide the human			<u> </u> '	<u> </u>	<u> </u> '	<u> </u>	t'	<u> </u>	<u> </u>			<u> </u>	<u> </u>			
Students enrolled in Physiology M01 will be able to correctly predict the human	x		x	x	x	x	x	x	· ·			· · · ·	· · · ·			
correctly predict the human body's response when compensating for deviations from homeostasis					<u> </u>	<u> </u>	<u> </u>	'	4'		<u> </u>	L'	<u> </u>	<u> </u>		
PHSOM01H			4	1	4				·		·		·			

Students errolled in Physiology M01 will be able to correctly predict the human body's response when X compressing for deviations from homeostasis.	x	x	x	x	x	x					
PHYSM01 Demonstrate as conceptual understanding of the physical world and mechanical systems through the scientific method, Solve problems involving			x	x	x			x			
kinematics, force, energy, momentum, waves, and thermodynamics at a beginner's level. PHYSM011			x	x							
Demonstrate an understanding of basic knowledge, principles, and laws of the physical world as applied during lab experiments Apply ritroductory financiples			x	x	x			x			
b solve problems involving kinematics, force, energy, momentum, waves, and thermodynamics during lab experiments. PHYSN10A			x	x							
Demonstrate a beginners-to- intermediate understanding of basic knowledge, principles, and laws that govern the physical world, in the area of mechanical systems and			x	x				x			
thermodynamics. Demonstrate competence in applying the methods of scientfici inquiry using algebra- based physics principles to solve problems involving kinematics, force, energy, mometum, waves, and			x	x							
Bernocheantics PPYTSMIRecart Recognize the feavore Recognize the feavore bad gome physical phenomens in the area of mechanical systems and thermochymmics during beginner-6-intermediate lab			x	x				x			
UmmonSh142 CUINj8ennce m applying physical principles to setup, observe and solve beginner-bo-intermediate problems involving kinematics, force, energy,			x	x							
momentum, waves, and thermodynamics during lab exercimenta PHYSMI08 Demonstrate a beginners-to- intermediate understanding of basic knowledge, principles,											
and laws that govern the physical world in the areas of electricity, magnetism and modern physics.			x	x							
Demonstrate competence in apphying the methods of scientific inquiry using algebra- based physics principles to solve problems involving electricity, magnetism, and modern physics.			x	x							
PHYSM K06L Record the releavant physical principles and laws that govern physical phenomena in the area of electricity, magnetism, and modern physics, during beginner-bi-ritemediate lab			x	x				x			
Demon 451WF 051Mp3ence m applying physical principies to setup, observe and solve beginner-b-intermediate problems involving electricity, magnetism and modern physics during lab			x	x							
experiments. PHTSR24 Demonstrate an intermediate- locativanced understanding of the analysis of the set of physical work, in the area of mechanical systems and Simple Harmonic Motion.			x	x							
applying the methods of scientific inquiry using calculus-based physics			x	x							
Provide provides, force, energy, movements, and structure Harmonic Molion PHYSBARA Physical Content of the second second physical second second second second physical second second second second physical second second second second second mechanical systems and			x	x				x			
Simple Harronic Motion during intermediate-to- 			x								
approximation of the second se				x							
Demonstrate an intermediate- to advanced understanding of basic knowledge, principles, and laws that govern the physical world in the areas of thermodynamics, electricity and magnetism.			x	x							
Demonstrate competence in applying the methods of accentific inquiry using principle to acceleration of the principle involving thermodynamics, electricity and subsections recording the relevant principle to acceleration recording the relevant principle in acceleration principle in acceleration that govern physical thermodynamics, selectricity			x	x							
Recordinate the relevant physical principles and laws that govern physical phenomena in the area of Bermodynamics, electricity and magnetism, during intermediate-to-advanced lab exercised			x	x				x			

applying physical principles to setup, observe and solve																
intermediate-to-advanced problems involving		1		1	x	x	'	1	'	1	'	1	'	1		
thermodynamics, electricity and magnetism during lab experiments. PHYSM20C		'		<u> '</u>	 '	<u> </u>	 '	<u> </u>	 '	<u>+</u> '	 '	<u> </u>	<u> </u> '	<u> </u>	<u> </u> '	· · · · · · · · · · · · · · · · · · ·
Demonstrate an intermediate- to-advanced understanding of basic knowledge, principles,		· ·		1	1	1 <u> </u>	'	, 	'	· · · ·	'	/		1		
and laws that govern the physical world, in the area of Wave Mechanics, Optics, and Modern Physics.		1		1	x	x	'	1	'	1 '	'	1	'	1		'
Demonstrate competence in applying the methods of scientific inquiry using		1		· · · · · ·	†	,	(· [· · · · ·		,		('	,	1	
principles to solve problems involving Wave Mechanics,		1		1	x	x	'	1	'	1 '	'	1	'	1		'
Optics. and Modern Physics. PHYSM20CL			ļ						·'				'			· · · · · · · · · · · · · · · · · · ·
physical principles and laws that govern physical phenomena in the area of Wave Mechanics, Optics, and		1		1	x	x	'	1	'	1 '	x	1	'	1		'
Modern Physics during intermediate-to-advanced lab experiments permonstrate competence in		'	ļ!	ļ'	''	ļ'	ļ'	<u> </u> '	ļ'	<u> </u>	ļ'	· · · · · · · · · · · · · · · · · · ·	<u> </u> '	·'	'	<u> </u> '
applying physical principles to setup, observe and solve intermediate-to-advanced problems involving Wave		1		1	x	x	'	1	'	1 '	'	1	'	1		'
Mechanics, Optics, and Modern Physics during lab				1	1	1'	'	!		1'	'	'		1'		
experiments. POLSM01 Students will be able to evaluate arguments presented in a primary (according)							['		[]		['					
evaluate arguments presented in a primary / secondary source and use those arguments to evaluate current events.	х	x	x	x	X	X	x	x	X	1'	X	'		x		x
events. Students will be able to use evidence (qualitative or quantitative) to defend a position.	х	х	x	x	x	x	x	x	x	· · · · · · · · · · · · · · · · · · ·	x	· · · · · · · · · · · · · · · · · · ·		x		X
Pol.SM02 Students will be able to evaluate arguments presented in a primary (accordary							('							[]		· · · · · · · · · · · · · · · · · · ·
in a primary / secondary source and use those arguments to evaluate current events. Students will be able to use	х	x	x	x	x	x	x	x	x		x			x		x
Students will be able to use evidence (qualitative or quantitative) to defend a position. POLSM03	х	x	x	x	x	x	x	x	x	<u> </u>	x			x		
Students will be able to evaluate arguments presented		1					· · · · · · · · · · · · · · · · · · ·									
in a primary / secondary source and use those arguments to evaluate current events. Students will be able to use		x	x	x	ا ا		x	x	ļ'	<u> </u>	'	ļ'		x		x
evidence (qualitative or quantitative) to defend a position.		x		I!	x	x	x	x	'	1'	'	'		x		
POLSM03H Students will be able to evaluate arguments presented							['									
in a primary / secondary source and use those arguments to evaluate current events. Students will be able to use		x	x	x	[]	[]	x	x	I	[]	L'		I	x		x
evidence (qualitative or quantitative) to defend a position.		x			x	x	x	x		!				 		
POLSM04 Students will be able to evaluate arguments presented in a primary / secondary source and use those	х	x	x	x	x	x	x	x	x	,			1	x		x
arguments to evaluate current events. Students will be able to use										<u> </u>	 '	·'	'		'	
evidence (qualitative or quantitative) to defend a position.		x	x	x	x	x	x	x	x	<u> </u> '	<u> </u>	<u> </u> '	<u> </u> '	x	·	
POLSM05 Students will be able to evaluate arguments presented in a primary / secondary source and use those		x	x	x		,	x	x	· · · ·	,	· · · ·	· · · · · · · · · · · · · · · · · · ·		x		x
arguments to evaluate current events. Students will be able to use		'		ļ!	''	ļ'	'	!	ļ'	<u> </u>	ļ'	·	<u> </u> '	'	'	
evidence (qualitative or quantitative) to defend a position.		x		[]	x	x	x	x	L'	L'	L'	/	I	['		
POLSM06 Students will be able to evaluate arguments presented in a primary / secondary			f	[]		· · · · · ·	[f /		('	[,,		
source and use those arguments to evaluate current events. Students will be able to use		×	x	x	ļl	ļ'	×	x	ļ'	<u> </u>	ļ'	ļ'	'	x		x
evidence (qualitative or quantitative) to defend a position.		x		ļ!	x	×	×	× !	'	<u> </u> '	'	· · · · · · · · · · · · · · · · · · ·	'	<u> </u>		
POLSM09 Students will be able to evaluate arguments presented in a primary / secondary source and use those		x	- J		· · · · · ·	,		· · · ·	· · · · ·	,	· · · · ·			,		
arguments to evaluate current events. Students will be able to use		'	x	x	ا <mark>ـــــــــــا</mark>	ļ'	x	x	ļ'	<u> </u>	ļ'	ļ'	'	<u> </u>		x
evidence (qualitative or quantitative) to defend a position PSYM01		x		<u> </u>	x	x	x	x	<u> </u>	<u> </u>	'	· · · · · · · · · · · · · · · · · · ·	'	<u> </u>		x
demonstrate on understanding		-	x	x	· · · · · ·	,		,	· · · · · ·	,	['					
of perspectives, theories, and core concepts in Psychology. discuss ways that the content from this course can apply to		'		ļ	ļ'	·'	<u> </u> '	·'	<u> </u> '	·'	<u> </u> '	'	<u> </u> '	·'		
from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course.		x	x	x	1	1	x	x	1	1 '	'	1	'	x		
value of diversity on				<u> </u>	<u> </u>	<u> </u> '	<u> </u> '	'	<u> </u> '	<u> </u> '	<u> </u> '		+'	<u> '</u>		+
psychological research,		1		1	1	1	'	1 1	'	1	x	x	'	1		1
including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual orientation PSYM01H				<u> </u>	<u> </u>	<u> </u>	'	<u> </u> '	<u> </u> '	<u> </u>	<u> </u>	<u> </u>	<u> </u> '	<u> </u>		
demonstrate an understanding			<u> </u>				['					[]	[]			
of perspectives, theories, and core concepts in Psychology.		′	x	x	''	·′	L'	'	<u> </u>	<u> </u>	<u> </u>	·'	<u> </u>	<u> </u>		1

discuss ways that the content from this course can apply to			1										
their lives by referencing core concepts, perspectives, and/or theories examined in this course		x	x	x		x	x					x	
value of diversity on													
psychological research, theory, and application, including but not limited to:									x	x			
age, race, ethnicity, culture, gender, socioeconomic status, disability, and sexual													
PSYM02													
demonstrate an understanding of perspectives, theories, and core concepts in Psychology.			x	x									
discuss ways that the content from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this course		x	x	x		x	x					x	
theories examined in this course demonstrate an understanding of the way that the sciences in													
particular neuroscience describe the universe and the nature of scientific inquiry (scientific paradigms and methods)			x	x					×	x			
recognize and understand the impact and value of diversity on psychological research,													
theory, and application, including but not limited to: age, race, ethnicity, culture,			x	x		x	x		x	x			
gender, socioeconomic status, disability, and sexual orientation. PSYM02H													
demonstrate an understanding of perspectives, theories, and core concepts in Psychology.			x	x									
discuss ways that the content from this course can apply to their lives by referencing core concepts, perspectives, and/or theories examined in this		x	x	x		x	x					x	
course													
demonstrate an understanding of the way that the sciences in particular neuroscience describe the universe and the nature of scientific inquiry (scientific paradigms and methods)			x	x					x	x			
methods) recognize and understand the impact and value of diversity on psychological research, theory, and application,													
theory, and application, including but not limited to: age, race, ethnicity, culture,			x	x		x	x		x	x			
gender, socioeconomic status, disability, and sexual orientation.													
PSYM03 Students will be able to													
demonstrate an understanding of perspectives, theories, and core concepts in Psychology.			х	x									
Referencing core concepts, perspectives, and/or theories examined in this course, students will be able to			x	ÿ			,		x	x			x
discuss ways that the content from this course can apply to their lives. PSYM04			^ 	x			x		^	^			^
recognize and understand the impact and value of diversity													
on child psychological research, theory, and application, including but not limited to: age, race, ethnicity,			x	x		x	x		x	x			
culture, gender, socioeconomic status, disability, and sexual													
demonstrate an understanding of perspectives, theories, and core concepts in Child Psychology.			x	x									
discuss ways that the content from child psychology can apply to their lives by referencing core concepts, perspectives, and/or theories			x	x			x		x	x			x
examined in this course. PSYM05													
recognize and understand the impact and value of diversity on social psychological													
research, theory, and application, including but not limited to: age, race, ethnicity,			x	x		x	x		x	x			
culture, gender, socioeconomic status, disability, and sexual													
demonstrate an understanding of perspectives, theories, and core concepts in social psychology			x	x									
discuss ways that the concepts of social psychology can apply to their lives by referencies error concepts.			x	x			x		x	x			x
referencing core concepts, perspectives ,and/or theories examined in this course PSYM06													
demonstrate an understanding of perspectives, theories, and core concepts in Psychology.			x	x									
evaluate the validity of scientific studies and claims with scientific principles.			x	x		x	x						
scientific studies and claims with scientific principles. demonstrate proficiency in APA-style PSYM07	x	x											
recognize and understand the													
impact and value of diversity on developmental psychological research, theory, and application, including but not limited to: age, race, ethnicity, culture, gender, socioeconomic status,			x	x		x	x		x	x			
gender, socioeconomic status, disability, and sexual											l		

demonstrate an understanding of perspectives, theories, and core concepts in Developmental Psychology,	x	x										
ratiosas ways that the content from Devolution and the second second second Psychology can apply to their lives by (referencing core concepts, perspectives, and/or theories examined in this	x	x				x			x	x		x
coarse PSYM08 Precoptize and understand the impact and values of diversity on downmail psychologial galication, including bain tod imited to age, rane, ethnicity, cubiter, gender, sociaccontrol e status, citabality, and sexual	x	x			x	x			x	x		
demonstrate an understanding of perspectives, theories, and core concepts in abnormal psychology.	x	x										
diacase ways that the content from abnormal proceedings and apply to that lives by perspectives, and/or thanking exemited in this course BYW10	x	x				x			x	x		x
Referencing core concepts, perspectives, and or handles examined in this conse, discuss way that the content from the course can apply to the content from.	x	x				x			x	x		x
Students will be able to demonstrate an understanding of perspectives, theories, and core concepts in Psychology. PSYM13	x	x										
recognize and understand the impact and values of dwenity in human sexually research, theory, and application, including but not limited to pendre, scotcomonic tablas, gendre, scotcomonic tablas, orientation.	x	x			x	x			x	x		
demonstrate an understanding of perspectives, theories, and core concepts in human sexuality	x	x										
diacase ways that the content from human seasally can apply to their lives by perspectives, walch therefore examined in this course. PSTW14	x	x				x			x	x		x
Students will be able to demonstrate an understanding of perspectives, theories, and core concepts in Psychology.	x	x										
Reservering core concept. perspective, and/or theories examined in this course, shadens with the side to the source can apply to them.	x	x				x			x	x		x
Students will be able to it demonstrates understanding of the effects of culture on the psychological discreters PSVM16	x	x				x			x	x		
recognize and understand the impact and value of diversity on personality theory research, theory, and application, including but not limited to perform a solution to the solution of the solution of the solution of the origination.	x	x			x	x			x	x		
discase ways that the content from personally libercies can apply to their lives by referencing core concepts, perspectives and/or theories examined in this course.	x	x				x			x	x		x
demonstrate an understanding of perspectives, theories, and core concepts in Personality Theories. RADTM17	x	x										
Students will demonstrate competency in ethical decision making. SOCM01							x	x				
Statuents successfully completing SOM should recognize basic social/spical compete (culture, socialization, stataffication/recupitly and demonstrate deep undestanding for the influence of social structure on Elemity and circuity assess	x	x			x	x			x	x		
une social factors trial contribute to contemporary inequalities that shape life chances.							x		x	х	x	x
Statents successfully completing SOC MIN Handad recognize basic sociological conceptic (Luitare, socialization; socialization; demonstrates deep understanding of the influence of social structure on the	x	x			x	x			x	x		
Students will be able to explain one or more major society in the incontemporary, Heatorical, cultural and social structural contexts.	x	x			x	x			x	x		
SOCM83 Students completing SOC M33 will apply the scientific method to contemporary social issues.	x	x	x	x	x	x						

Students completing SOC M03 will explain how the scientific method is utilized to research contemporary social issues. SOCM04		x	x	x	x	x	x							
Studentis completing SOC MO4 will be able to explain one or more major issue confronting family in their contemporary, historical, cultural, and social structural		x	x			x	x			x	x			
CONTExts. SCLOBGS Students will be able to explain one or more major rissue(s) or Taceleftmid(y in society in their contemporary, historical, cultural and social		x	x			x	x			x	x			
structural contexts. SOCM10 Upon successful completion of this course, students will be able to explain one or the service more the service of the service		x	x			x	x			x	x			
majo problems(s) concerning sexipande in their contemporary, historical, contexts contexts SOCM12 Students will be able to explain one or more major														
expandice or indicate indicate problems and issues in society in their contemporary, historical, cutural, and social structural contexts. Students will be able to understand the issues of race,		x	x			x	x			x	x			
class, and gender in relation to religious social expectation by the group to the individual. SOCM15 SUDEMIS WILD BE SUBE TO explain one or more major		x	x			x	x			x	x		x	x
problems and issues concerning crime and criminal behavior in society in their contemporary, historical, cultural and social structural contexts.		x	x			x	x			x	x			
Suddents will be able to explain one or more major problems and issues in society in context of deviant behavior in contemporary, historical cultural and social		x	x			x	x			x	x			
structural contents SOCM18 Subuerto will be able to explain one or more major problems and issues concerning terrorism in society in their contemporary, Hestoried, cutural, and social		x	x			x	x			x	x	x	x	
structural contexts. SPANM01 demonstrate some knowledge and understanding of the cultures of the Spanish- X	x									x	x	x	x	
speaking regions studied. begin to conduct simple, short interpersonal communications in the language, such as practical discupuse, in both oral and written form in the present ferme.	x									x	x	x	x	
demonstrates comprehension of intermediate-level suthentic texts (reading, listening, and viewing) on day to day activities, such as activities, such as advertisements, apolications.	x									x	x	x	x	x
instructions, articles, and schedules. describe familiar events and present personal information about daily life topics (family, school.activities. X	x									x	x	x	x	x
Ilkedidilities) in both oral and written form in the present <u>sPANM02</u> demonstrate some knowledge and understanding of the outlures of the Spanish-	x									x	x	x	x	x
speaking regions studied. conduct simple, short interpersonal communications in the language, such as practical dialogues, in both oral and written form in the	x	x	x				x	x	x	x	x	x	x	x
present and past tenses. demonstrates comprehension of intermediate-advanced level authentic texts [reading, listening, and viewing] on day to fay activities such as X	x	x	x				x	x	x	x	x	x	x	x
advertisements, applications, instructions, articles, and schedules. describe taminar events and present personal information about daily life topics (family, school activities	x									x	x	x	x	x
like/dislikes) in both crail and written form in the present and <u>past tenses</u> . SPANM03 demonstrate some knowledge and understanding of the	x						x	~	~			x		
cultures of the Spanish- speaking regions studied.	x					x	x	×	x	x	x	x	x	x
frames. demonstrates comprehension of advanced-level authentic texts (reading, listening, and viewing) on day to day activities, such as X	x	x	x			x	x	x	x	x	x	x	x	x
advertisementis, applications, instructions, anticles, and schedules. describe events and present information about some topics of general interest in both oral X and written form in all major time frames.	x	x	x			x	x	x	x	x	x	x	x	x
Bine frames. SPANR210 Genorstate some knowledge and understanding of the cultures of the Spanish- speaking regions studied. X	x	x	x			x	x			x	x	x	x	

conduct more elaborate																	
interpersonal communications in the language, such as		x															
practical dialogues, in both oral and written form in all	х	*		x	x			x	x			x	x	x	x		x
major time frames.																	
demonstrates comprehension of higher advanced-level																	
authentic texts [reading, listening, and viewing] on day																	
to day activities such as	x	x		x	x			x	x			x	x	x	x		x
advertisements, applications, instructions, articles, and																	
schedules. describe events and present			_														
information about some topics of general interest in both oral	x	x		x	x			x	x			x	x	x	x		x
and written form in all major time frames.				<u>^</u>				^	^			^	~	^	^		~
THAM01																	
demonstrate understanding of the origins of theatre in														x			
western civilization. observe theatrical																	
performances in an informed and critical manner and be																	
able to identify the central				х	х												
idea, performance elements and technical enhancements.																	
understand and use the vocabulary specific to theatre																	
as demonstrated in exam or	х																
quiz. THAM01H																	
understand and use the vocabulary specific to theatre	x																
as demonstrated in exam or quiz.	~																
observe theatrical performances in an informed																	
and critical manner and be able to identify the central				x	x												
idea, performance elements and technical enhancements.																	
demonstrate understanding of																	
the origins of theatre in western civilization.														x			
THAM02A																	
demonstrate an understanding of collaboration through														x			
performance of scene work. demonstrate the ability to																	
perform an improvisation or																	
scene from contemporary American theatre at an	х													x			
introductory skill level. understand the basic tenants																	
of script and performance analysis and utilize the	x	x		x	x									x			
vocabulary specific to acting on the stage.	~			â	^									^			
THAM04 observe theatrical																	
performances in an informed																	
and critical manner to analyze the historical, social and				х	x									x			
political relevance of the																	
piece. demonstrate an understanding of the history of theatre and its																	
cultural, social and political				x	x									x			
influences from the Greeks to the twentieth century.																	
THAM04H																	
demonstrate an understanding of the history of theatre and its																	
cultural, social and political influences from the Greeks to				х	x									x			
the twentieth century. utilize skills in dramatic																	
criticism to illustrate a world view of classical and	x																
contemporary dramatic	x			х	x									x			
literature. observe theatrical																	
performances in an informed and critical manner to analyze				x	x									x	x		
the historical, social and political relevance of the					~									^	â		
zooM01																	
compare and contrast the																	
many adaptations to the challenge of survival																	
demonstrated by the studied animal phyla and understand				х	x	×		x				×	x				
how evolutionary forces select for these adaptations																	
tor prove bacepartoris	0	0		0	0	0	0	0	0	0	0	0	0	0	0	0	0