



In Bookmarks, click the + next to a prefix to see the list of courses with submitted goals.
Click on a course to see more details.

ANTH

ANTH	214D	Submitted by Robin Smith	12/19/2016
Physical Anthropology			
ANTH	215D	Submitted by Robin Smith	12/19/2016
Archaeology			
ANTH	310	Submitted by Robin Smith	12/19/2016
World Prehistory			
ANTH	311	Submitted by Robin Smith	12/19/2016
Human Evolution			
ANTH	313	Submitted by Robin Smith	12/19/2016
North American Prehistory			
ANTH	369	Submitted by Robin Smith	12/19/2016
Visual Anthropology			
ANTH	370	Submitted by Robin Smith	12/19/2016
Women in Cross-cultural Perspective			
ANTH	480	Submitted by Robin Smith	12/19/2016
History and Theory of Archaeology			
ANTH	482	Submitted by Robin Smith	12/19/2016
Historical Archaeology			
ANTH	494	Submitted by Robin Smith	12/19/2016
Northwest Indian Cultures			
ANTH	496	Submitted by Robin Smith	12/19/2016
Indian America			
ANTH	332D	Submitted by Robin Smith	12/27/2016
Latin America			
ANTH	360D	Submitted by Robin Smith	12/27/2016
Museum Studies			
ANTH	392D	Submitted by Robin Smith	12/27/2016
Applied Anthropology			
ANTH	496D	Submitted by Robin Smith	12/27/2016
Environmental Anthropology			
ANTH	432D	Submitted by Robin Smith	12/27/2016
Human Rights			
ANTH	213D	Submitted by Katherine Miller	1/02/2017
Language and Culture			
ANTH	324	Submitted by Katherine Miller	1/02/2017
Anthropological Theory			
ANTH	324	Submitted by Katherine Miller	1/02/2017
Anthropological Theory			
ANTH	384	Submitted by Katherine Miller	1/02/2017
Anthropology of Modernization			

ANTH	386	Submitted by Katherine Miller	1/02/2017
Anthropology of Islam			
ANTH	325W	Submitted by Isidore Lobnibe	1/20/2017
Ethnographic Methods			
ANTH	325D	Submitted by Isidore Lobnibe	1/22/2017
Ethnographic Methods			
ANTH	216D	Submitted by Isidore Lobnibe	1/22/2017
introduction to Cultural anthropology			
ANTH	395D	Submitted by Isidore Lobnibe	1/22/2017
Medical Anthropology			
ANTH	388D	Submitted by Isidore Lobnibe	1/22/2017
Transnational Migration			
ANTH	476D	Submitted by Isidore Lobnibe	1/22/2017
Religion and Ritual			
ANTH		Submitted by Isidore Lobnibe	1/22/2017
Cultures of Africa			
ANTH	496D	Submitted by Robin Smith	3/16/2017
Indian America			
ANTH	461	Submitted by Robin Smith	4/27/2017
Urban Anthropology			
ANTH	372	Submitted by Robin Smith	4/27/2017
Social Constructions of Race			
ANTH	216	Submitted by Robin Smith	4/27/2017
Cultural Anthropology			
ANTH	326	Submitted by Robin Smith	4/27/2017
Ethnographic Writing			

Art-VCD

Art-VCD	308W	Submitted by Jen Bracy	11/27/2016
History of Graphic Design			
Art-VCD	120	Submitted by Daniel Tankersley	11/30/2016
Foundations of Digital Art & Design			
Art-VCD	100	Submitted by Jen Bracy	12/02/2016
Art Topics: various			
Art-VCD	130	Submitted by Rebecca McCannell	12/03/2016
Beginning Drawing			
Art-VCD	115	Submitted by Jodie Garrison	12/09/2016
Beginning Design: 2D			
Art-VCD	315w	Submitted by Diane Tarter	12/21/2016
Intermediate Design 2-D			
Art-VCD	116	Submitted by Mary Harden	12/26/2016
Beginning Design: Three-Dimensional			
Art-VCD	316W	Submitted by Mary Harden	12/26/2016
Intermediate Three-Dimensional Design			

Art-VCD 204	Submitted by Michael Freeman	1/02/2017
Art History: Prehistoric through Late Antiquity		
Art-VCD 205	Submitted by Michael Freeman	1/02/2017
Art History: The Middle Ages through the Renaissance		
Art-VCD 206	Submitted by Michael Freeman	1/02/2017
Art History: Baroque through Contemporary		
Art-VCD 404C	Submitted by Michael Freeman	1/02/2017
Non-Western Art—History of African Art		
Art-VCD 404C [different topic]	Submitted by Michael Freeman	1/02/2017
The Use of Film in the Study of Non-Western Art		
Art-VCD 405C	Submitted by Michael Freeman	1/02/2017
Gender in Art		
Art-VCD 270	Submitted by Rebecca McCannell	1/05/2017
Intro to Printmaking		
Art-VCD 370	Submitted by Rebecca McCannell	1/05/2017
Intermediate Printmaking		
Art-VCD 371	Submitted by R. McCannell	1/05/2017
Intermed. Printmaking		
Art-VCD 372	Submitted by R McCannell	1/05/2017
Intermed. Printmaking		
Art-VCD 470	Submitted by R McCannell	1/05/2017
Advanced Printmaking		
Art-VCD 471	Submitted by R McCannell	1/05/2017
Adv Printmaking		
Art-VCD 472	Submitted by R McCannell	1/05/2017
Adv Printmaking		
Art-VCD X	Submitted by BREAK	1/26/2017
Art-VCD 315w	Submitted by Diane Tarter	3/01/2017
Intermediate Design 2-D		
Art-VCD 270	Submitted by Rebecca McCannell	4/26/2017
Intro to Printmaking		
Art-VCD 370 - 372	Submitted by Rebecca McCannell	4/26/2017
Intermed. Printmaking		
Art-VCD 470 - A472	Submitted by Rebecca McCannell	4/26/2017
Advanced Printmaking		
Art-VCD 475	Submitted by Rebecca McCannell	4/26/2017
BFA Thesis Project: Printmaking		
Art-VCD 230	Submitted by Rebecca McCannell	4/26/2017
Intro to Life Drawing		
Art-VCD 330	Submitted by Rebecca McCannell	4/26/2017
Intermediate Drawing		
Art-VCD 331	Submitted by Rebecca McCannell	4/26/2017
Intermed. Drawing		

Art-VCD 332 Intermed. Drawing	Submitted by Rebecca McCannell	4/26/2017
Art-VCD 430 Adv. Drawing	Submitted by Rebecca McCannell	4/26/2017
Art-VCD 431 Adv. Drawing	Submitted by Rebecca McCannell	4/26/2017
Art-VCD 432 Adv. Drawing	Submitted by Rebecca McCannell	4/26/2017
Art-VCD 262 Digital Images & Photography 1	Submitted by Daniel Tankersley	4/27/2017
Art-VCD 462 Digital Images & Photography 2	Submitted by Daniel Tankersley	4/27/2017
Art-VCD 326 Video & Animation 1	Submitted by Daniel Tankersley	4/27/2017
Art-VCD 327 Video & Animation 2	Submitted by Daniel Tankersley	4/27/2017
Art-VCD 468 Art & Technology Workshop	Submitted by Daniel Tankersley	4/27/2017
Art-VCD 220 Introduction to Typograohy	Submitted by Diane Tarter	4/27/2017
Art-VCD 320 Graphic Design: Process & Theory	Submitted by Jen Bracy	4/27/2017
Art-VCD 321 Graphic Design: Form & Communication	Submitted by Jen Bracy	4/27/2017
Art-VCD 322 Graphic Design: Contemporary Issues	Submitted by Jen Bracy	4/27/2017
Art-VCD 329 Print Design: Systems & Techniques	Submitted by Jen Bracy	4/27/2017
Art-VCD 421 Print Design: Expressive & Structural	Submitted by Jen Bracy	4/27/2017
Art-VCD 422 Print Design: Contemporary Issues	Submitted by Jen Bracy	4/27/2017
Art-VCD 290 Beginning Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 390 Intermediate Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 391 Intermediate Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 392 Intermediate Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 4909 Advanced Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 491 Advanced Sculpture	Submitted by Kim Hoffman	4/28/2017

Art-VCD 492 Advanced Sculpture	Submitted by Kim Hoffman	4/28/2017
Art-VCD 495 Sculpture BFA	Submitted by Kim Hoffman	4/28/2017
Art-VCD 280 Intro to Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 380 Intermediate Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 381 Intermediate Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 382 Intermediate Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 480 Advanced Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 481 Advanced Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 482 Advanced Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 485 BFA Thesis Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 410 Critique & Seminar	Submitted by Jodie Garrison	4/29/2017
Art-VCD 314 INTL Intermediate 2D Design INTL	Submitted by Jodie Garrison	4/29/2017
Art-VCD 485 BFA Thesis Painting	Submitted by Jodie Garrison	4/29/2017
Art-VCD 410 Critique & Seminar	Submitted by Jodie Garrison	4/29/2017
Art-VCD 383 Intermediate Illustration	Submitted by Jodie Garrison	4/29/2017
Art-VCD 483 Advanced Illustration	Submitted by Jodie Garrison	4/29/2017
Art-VCD 419 Professional Concerns	Submitted by Jodie Garrison	4/29/2017
Art-VCD 318 Gallery Internship (formerly: Gallery Production)	Submitted by Jodie Garrison	4/29/2017
Art-VCD 418 Gallery Exhibition	Submitted by Jodie Garrison	4/29/2017
Art-VCD 445 BFA Thesis Project: Visual Communication Design	Submitted by Daniel Tankersley	4/30/2017
Art-VCD 250 Intro to Ceramics	Submitted by Mary Harden	4/30/2017
Art-VCD 350 Intermediate Ceramics	Submitted by Mary Harden	4/30/2017

Art-VCD	351	Submitted by Mary Harden	4/30/2017
Intermediate Ceramics			
Art-VCD	352	Submitted by Mary Harden	4/30/2017
Intermediate Ceramics			
Art-VCD	451	Submitted by Mary Harden	4/30/2017
Advanced Ceramics			
Art-VCD	451	Submitted by Mary Harden	4/30/2017
Advanced Ceramics			
Art-VCD	452	Submitted by Mary Harden	4/30/2017
Advanced Ceramics			
Art-VCD	455	Submitted by Mary Harden	4/30/2017
BFA Ceramics Thesis			
Art-VCD	323	Submitted by Garima Thakur	4/30/2017
Interaction design: Web structures and communication			
Art-VCD	323	Submitted by Garima Thakur	4/30/2017
Interaction media : Applied			
Art-VCD	425	Submitted by Garima Thakur	4/30/2017
Interaction media : Contemporary issues			
Art-VCD	120	Submitted by Garima Thakur	4/30/2017
Digital art and design			
Art-VCD	304	Submitted by Michael Freeman	5/03/2017
History of Modern Art, 1789-1914			
Art-VCD	305	Submitted by Michael Freeman	5/03/2017
History of Modern Art, 1914-1965			
Art-VCD	306	Submitted by Michael Freeman	5/03/2017
History of Modern Art, 1965-Present			

ASL

ASL	429	Submitted by Brent Redpath	12/07/2016
American Deaf History			
ASL	201	Submitted by Brent Redpath	12/30/2016
American Sign Language IV			
ASL	202	Submitted by Brent Redpath	12/30/2016
American Sign Language V			
ASL	203	Submitted by Brent Redpath	12/30/2016
American Sign Language VI			
ASL		Submitted by BREAK	1/26/2017
X			
ASL	320	Submitted by Katie Pfaff	4/19/2017
Deaf Women			
ASL	205	Submitted by Brent Redpath	4/20/2017
Introduction to ASL Studies			
ASL	325	Submitted by Brent Redpath	4/20/2017
ASL Literature			

ASL	215	Submitted by Jolene Reed	4/25/2017
Visual Gestural Communication			
ASL	315	Submitted by Jolene Reed	4/25/2017
American Deaf Culture			
ASL	303	Submitted by Jolene Reed	4/25/2017
American Sign Language IX			
ASL	310	Submitted by Jolene Reed	4/25/2017
Fingerspelling and Numbers			
ASL	440	Submitted by Brent Redpath	4/26/2017
Mental Health in Deaf Community			
ASL	330	Submitted by Brent Redpath	4/26/2017
Special Topics			
ASL	301	Submitted by Brent Redpath	4/26/2017
ASL 301			
ASL	302	Submitted by Brent Redpath	4/26/2017
ASL 302			
ASL	101	Submitted by Amanda Smith	4/28/2017
ASL 1			
ASL	103	Submitted by Amanda Smith	4/28/2017
ASL 3			
ASL	102	Submitted by Amanda Smith	4/28/2017
ASL 2			
ASL	353	Submitted by Lyra Behnke	4/28/2017
Linguistics of ASL			
ASL	413	Submitted by Lyra Behnke	4/28/2017
American Sign Language Phonology			
ASL	414	Submitted by Lyra Behnke	4/28/2017
American Sign Language (ASL) Morphology			
ASL	415	Submitted by Lyra Behnke	4/28/2017
American Sign Language (ASL) Syntax and Semantics			
ASL	456	Submitted by Lyra Behnke	4/28/2017
First and Second Language Acquisition: Deaf and Hard of Hearing			
ASL	420	Submitted by Lyra Behnke	4/28/2017
Sociolinguistics of Deaf Communities			

BA

BA	367Q	Submitted by Hamid Bahari-Kashani	11/23/2016
Regression Analysis			
BA	211	Submitted by Wendy Krislen-Adams	12/08/2016
Financial Accounting			
BA	229	Submitted by Wendy Krislen-Adams	12/08/2016
Personal Finance			
BA	484D	Submitted by Paul Disney	12/10/2016
International Management			

BA	361D	Submitted by Paul Disney	12/10/2016
	Organizational Behavior		
BA	345W	Submitted by David Shaw	12/12/2016
	Internet and E-Commerce		
BA	477W	Submitted by David Shaw	12/12/2016
	Marketing and the Internet		
BA	392	Submitted by Jennifer Yang	12/13/2016
	Management of Diversity		
BA	370D	Submitted by Michael Martin	12/20/2016
	Business and Society		
BA	492	Submitted by Michael Martin	12/20/2016
	Total Quality Management		
BA	391	Submitted by Michael Martin	12/20/2016
	Human Resource Management		
BA	311	Submitted by Michael Martin	12/20/2016
	Personal Selling		
BA	409	Submitted by Michael Martin	12/20/2016
	Internship		
BA	411W	Submitted by Hamid Bahari-Kashani	12/20/2016
	Marketing Strategy		
BA	340Q	Submitted by John Leadley	12/21/2016
	Business Forecasting		
BA	213	Submitted by Hamid Bahari-Kashani	12/28/2016
	Managerial Accounting		
BA	101	Submitted by Marty Schulz	12/28/2016
	Introduction to Business		
BA	412	Submitted by Marty Schulz	12/28/2016
	New Product Development		
BA	455W	Submitted by Hamid Bahari-Kashani	12/29/2016
	Advertising Writing		
BA	240Q	Submitted by Hamid Bahari-Kashani	12/30/2016
	Quantitative Business Methods		
BA	451	Submitted by Anna Mahony	12/30/2016
	Auditing		
BA	361	Submitted by Jennifer Yang	12/30/2016
	Organizational Behavior		
BA	491	Submitted by John Morris	1/05/2017
	Strategic Management		
BA	361D	Submitted by Jennifer Yang	1/06/2017
	Organizational Behavior		
BA	X	Submitted by BREAK	1/26/2017
BA	495	Submitted by Jennifer Yang	3/29/2017
	Organization Design		

BA	415	Submitted by Jennifer Yang	3/29/2017
	Advertising and Promotion		
BA	318	Submitted by Judy Beebe	4/01/2017
	Intermediate Accounting II		
BA	421	Submitted by Judy Beebe	4/01/2017
	Cost Accounting		
BA	319	Submitted by Judy Beebe	4/01/2017
	Intermediate Accounting III		
BA	399	Submitted by Judy Beebe	4/01/2017
	Mastering QuickBooks		
BA	474	Submitted by Paul Disney	4/03/2017
	Business Leadership		
BA	362	Submitted by Paul Disney	4/03/2017
	Business Ethics		
BA	411	Submitted by Keven Malkewitz	4/03/2017
	Marketing Strategy		
BA	310	Submitted by Keven Malkewitz	4/05/2017
	Principles of Marketing		
BA	414	Submitted by Keven Malkewitz	4/05/2017
	Sports Marketing		
BA	490	Submitted by Hamid Bahari-Kashani	4/17/2017
	Operations Management		
BA	368	Submitted by Hamid Bahari-Kashani	4/17/2017
	Introduction to Operations Research		
BA	315	Submitted by Robin Olsen	4/17/2017
	Financial Management		
BA	325	Submitted by Bojan Ilievski	4/24/2017
	Portfolio Management		
BA	420	Submitted by Bojan Ilievski	4/24/2017
	Security Analysis		
BA	415	Submitted by Hamid Bahari-Kashani	4/24/2017
	Advertising and Promotion		
BA	441	Submitted by Judy Beebe	4/26/2017
	Advanced Accounting		
BA	317	Submitted by Judy Beebe	4/26/2017
	Intermediate Accounting I		
BA	316	Submitted by Anna Mahony	4/28/2017
	Advanced Financial Management		
BA	431	Submitted by Anna Mahony	4/28/2017
	Federal Taxation I		
BA	432	Submitted by Anna Mahony	4/28/2017
	Federal Taxation II		
BA	243	Submitted by Hamid Bahari-Kashani	4/28/2017
	Business Statistics		

BI

BI	314	Submitted by Kristin Latham-Scott	10/27/2016
Introductory Genetics			
BI	211	Submitted by Michael Baltzley	11/10/2016
Principles of Biology			
BI	101	Submitted by Erin Baumgartner	11/22/2016
General Biology (Ecology and Evolution)			
BI	102	Submitted by Erin Baumgartner	11/22/2016
General Biology (Cell Biology)			
BI	103	Submitted by Erin Baumgartner	11/22/2016
General Biology (Anatomy and Physiology)			
BI	213	Submitted by Michael Baltzley	11/29/2016
Principles of Biology			
BI	331	Submitted by Sarah Boomer	12/11/2016
General Microbiology			
BI	454	Submitted by Ava Howard	12/14/2016
Plant Ecology			
BI	212	Submitted by Bryan Dutton	12/14/2016
Principles of Biology			
BI	357W	Submitted by Karen Haberman	12/26/2016
General Ecology			
BI		Submitted by BREAK	1/26/2017
X			
BI	315	Submitted by Michael Baltzley	2/27/2017
Cell Biology			
BI	434	Submitted by Michael Baltzley	2/27/2017
Comparative Animal Physiology			
BI	324	Submitted by Michael Baltzley	4/03/2017
Comparative Vertebrate Anatomy			
BI	437	Submitted by Michael Baltzley	4/03/2017
Neurobiology			
BI	318	Submitted by Sarah Boomer and Bryan Dutton (Co-Instructors)	
4/04/2017			
Microbiology for the Health Sciences			
BI	432	Submitted by Sarah Boomer	4/04/2017
Immunology			
BI	432	Submitted by Sarah Boomer	4/04/2017
Immunology			
BI	317	Submitted by Erin Baumgartner	4/04/2017
Vertebrate Natural History			
BI	360	Submitted by Erin Baumgartner	4/04/2017
Animal Behavior			
BI	234	Submitted by Mike LeMaster	4/18/2017
Human Anatomy and Physiology			

BI	235	Submitted by Mike LeMaster	4/18/2017
		Human Anatomy and Physiology	
BI	236	Submitted by Mike LeMaster	4/18/2017
		Human Anatomy and Physiology	
BI	334	Submitted by Mike LeMaster	4/18/2017
		Advanced Human Anatomy and Physiology	
BI	335	Submitted by Mike LeMaster	4/18/2017
		Advanced Human Anatomy and Physiology	
BI	336	Submitted by Mike LeMaster	4/18/2017
		Advanced Human Anatomy and Physiology	
BI	424	Submitted by Mike LeMaster	4/18/2017
		Human Dissection	
BI	370	Submitted by Ava Howard	4/30/2017
		Humans and the Environment	
BI	316	Submitted by Bryan Dutton	4/30/2017
		Evolution	
BI	321	Submitted by Bryan Dutton	4/30/2017
		Systematic Field Botany	
BI	330	Submitted by Ava Howard	4/30/2017
		Plant Physiology	
BI	371	Submitted by Bryan Dutton	4/30/2017
		Structure of Seed Plants	
BI	458	Submitted by Bryan Dutton	4/30/2017
		Field Biology	
BI	461	Submitted by Bryan Dutton	4/30/2017
		Conservation Biology	
BI	340	Submitted by Ava Howard	4/30/2017
		Plant Nutrition	
BI	361	Submitted by Karen Haberman	4/30/2017
		Marine Ecology	
BI	361	Submitted by Karen Haberman	4/30/2017
		Marine Ecology	
BI	474	Submitted by Karen Haberman	4/30/2017
		Biology of Insects	
BI	451	Submitted by Karen Haberman	4/30/2017
		Invertebrate Zoology	
BI	453	Submitted by Karen Haberman	4/30/2017
		Marine Vertebrates	
BI	426	Submitted by Kristin Latham-Scott	5/01/2017
		Genes and Development	
BI	441	Submitted by Kristin Latham-Scott	5/01/2017
		Human Heredity	

CH	103	Submitted by Patricia Flatt	11/23/2016
	Allied Health Chemistry		
CH	104	Submitted by Patricia Flatt	11/23/2016
	Chemistry and the Environment		
CH	105	Submitted by Patricia Flatt	11/23/2016
	Consumer Chemistry		
CH	106	Submitted by Patricia Flatt	11/23/2016
	Biochemistry and Biotechnology		
CH	450	Submitted by Patricia Flatt	11/23/2016
	Biochemistry I		
CH	420	Submitted by Patricia Flatt	11/23/2016
	Forensic Laboratory Techniques and Documentation		
CH	345	Submitted by Patricia Flatt	11/23/2016
	Introduction to Toxicology		
CH	350W	Submitted by Arlene Courtney	12/07/2016
	Chemical Literature		
CH	407 W	Submitted by Arlene Courtney	12/07/2016
	Seminar		
CH	462W	Submitted by Arlene Courtney	12/07/2016
	Experimental Chemistry		
CH	221	Submitted by Pete Poston	12/08/2016
	General Chemistry I		
CH	222	Submitted by Pete Poston	12/08/2016
	General Chemistry II		
CH	223	Submitted by Pete Poston	12/08/2016
	General Chemistry III		
CH	461	Submitted by Pete Poston	12/08/2016
	Experimental Chemistry		
CH	441	Submitted by Rahim Kazerouni	12/13/2016
	Physical Chemistry II		
CH	411	Submitted by Rahim Kazerouni	12/14/2016
	Advanced Inorganic Chemistry		
CH	440	Submitted by Rahim Kazerouni	12/14/2016
	Physical Chemistry I		
CH	442	Submitted by Rahim Kazerouni	12/14/2016
	Physical Chemistry III		
CH	360	Submitted by Rahim Kazerouni	12/14/2016
	Nuclear Chemistry		
CH	340	Submitted by Rahim Kazerouni	12/14/2016
	Elements of Physical Chemistry		
CH	463	Submitted by Rahim Kazerouni	12/14/2016
	Experimental Chemistry		
CH		Submitted by X	1/26/2017
	X		

CH	451	Submitted by Patricia Flatt	3/17/2017
	Biochemistry II		
CH	452	Submitted by Patricia Flatt	3/17/2017
	Biochemistry Laboratory		
CH	320	Submitted by Patricia Flatt	4/10/2017
	Introduction to Forensic Science		
CH	420	Submitted by Patricia Flatt	4/10/2017
	Forensic Laboratory Techniques and Documentation		
CH	322	Submitted by Patricia Flatt	4/10/2017
	Medicinal Chemistry and Pharmacology		
CH	347	Submitted by Patricia Flatt	4/10/2017
	Biochemistry of Complementary and Alternative Medicine		
CH	445	Submitted by Patricia Flatt	4/10/2017
	Toxicology Laboratory		
CH	463	Submitted by Rahim Kazerouni	4/17/2017
	Experimental Chemistry		
CH	334	Submitted by Arlene Courtney	4/20/2017
	Organic Chemistry		
CH	335	Submitted by Arlene Courtney	4/20/2017
	Organic Chemistry		
CH	336	Submitted by Arlene Courtney	4/20/2017
	Organic Chemistry		
CH	337	Submitted by Arlene Courtney	4/20/2017
	Organic Chemistry Lab I		
CH	338	Submitted by Arlene Courtney	4/20/2017
	Organic Chemistry Lab II		
CH	462	Submitted by Arlene Courtney	4/20/2017
	Experimental Chemistry		
CH	371	Submitted by Arlene Courtney	4/20/2017
	Environmental Chemistry		
CH	361	Submitted by Arlene Courtney	4/20/2017
	Energy, Resources and the Environment		
CH	412	Submitted by Arlene Courtney	4/20/2017
	Inorganic Chemistry of the Environment		
CH	161	Submitted by Pete Poston	4/24/2017
	Fundamentals of Photography for Forensic Science		
CH	310	Submitted by Pete Poston	4/24/2017
	Environmental Geochemistry		
CH	312	Submitted by Pete Poston	4/24/2017
	Quantitative Methods		
CH	354	Submitted by Pete Poston	4/25/2017
	Computational Chemistry		
CH	150	Submitted by Arlene Courtney	4/26/2017
	Preparatory Chemistry		

CJ

CJ	244	Submitted by David Murphy	12/06/2016
		Comparative Criminal Justice Systems	
CJ	435	Submitted by David Murphy	12/06/2016
		Gender, Crime and Justice	
CJ	450	Submitted by David Murphy	12/06/2016
		Criminology	
CJ	427Q	Submitted by Vivian Djokotoe	12/14/2016
		Quantitative Methods in Criminal Justice	
CJ	463D	Submitted by Vivian Djokotoe	12/14/2016
		Topics on Juvenile Issues	
CJ	327W	Submitted by Vivian Djokotoe	12/14/2016
		Research Methods in Criminal Justice	
CJ	455D	Submitted by Richard Robison	12/14/2016
		Correctional Casework and Counseling	
CJ	225	Submitted by Stephen Gibbons	12/15/2016
		Substance Abuse	
CJ	225	Submitted by Stephen Gibbons	12/15/2016
		Substance Abuse	
CJ	310	Submitted by Christine Harvey Horning	12/16/2016
		Professional Writing in Criminal Justice	
CJ	267	Submitted by Christine Harvey Horning	12/16/2016
		Research and Writing on Social Justice Issues	
CJ	213d	Submitted by omar melchor ayala	12/19/2016
		Introduction to crime and criminal justice	
CJ	219d	Submitted by omar melchor ayala	12/19/2016
		ethics and leadership in criminal justice	
CJ	451c	Submitted by omar melchor ayala	12/19/2016
		youth, crime and society	
CJ	407W	Submitted by David Murphy	12/22/2016
		Criminal Justice Seminar	
CJ	444	Submitted by Vivian Djokotoe	12/22/2016
		Restorative Justice Compared	
CJ	411	Submitted by Vivian Djokotoe	12/22/2016
		Families and Crime	
CJ	241	Submitted by Amy Stutzenberger	12/30/2016
		Introduction to Community Crime Prevention	
CJ	440	Submitted by Amy Stutzenberger	12/30/2016
		Community Crime Prevention Studies	
CJ	212	Submitted by Jennifer Moreno	12/31/2016
		History and Development of Law Enforcement	
CJ	454D	Submitted by Jennifer Moreno	12/31/2016
		Parole and Probation	

CJ	331	Submitted by Jennifer Moreno	12/31/2016
	Police and Community		
CJ	372D	Submitted by Misty Weitzel	1/03/2017
	Social Constructions of Race		
CJ	436D	Submitted by Bud Brown	1/10/2017
	Minorities, Crime, Social Policy, and Social Control		
CJ		Submitted by X	1/26/2017
	X		
CJ	408	Submitted by William Brown	3/05/2017
	veterans entangled in the criminal justice system		
CJ	449	Submitted by William Brown	3/05/2017
	Youth Gangs in America		
CJ	453	Submitted by William Brown	3/05/2017
	Corrections		
CJ	352	Submitted by William Brown	3/05/2017
	Criminal Law		
CJ	320	Submitted by Scott S Tighe	3/08/2017
	Developing Homeland Security Practices		
CJ	220	Submitted by Scott S. tighe	3/09/2017
	Introduction to Homeland Security: Creating Vigilant, Prepared and Resilient Communities for Homeland Security		
CJ	419	Submitted by Scott S. Tighe	3/14/2017
	Crisis and Managing Risk in Community Preparedness		
CJ	322	Submitted by Misty Weitzel	4/03/2017
	Introduction to Forensic Anthropology		
CJ	328	Submitted by Misty Weitzel	4/03/2017
	Forensic Osteology		
CJ	441	Submitted by Misty Weitzel	4/03/2017
	Forensic Archaeology and Taphonomy		
CJ	442	Submitted by Misty Weitzel	4/03/2017
	Readings in Forensic Anthropology		
CJ	442	Submitted by Misty Weitzel	4/03/2017
	Readings in Forensic Anthropology		
CJ	461	Submitted by omar melchor ayala	4/15/2017
	Youth, Immigration, and Crime		
CJ	244	Submitted by David Murphy	4/19/2017
	Comparative Criminal Justice Systems		
CJ	459	Submitted by Amy Stutzenberger	4/29/2017
	Victimology		
CJ	252	Submitted by Jennifer Moreno	4/29/2017
	American Court Systems		
CJ	452	Submitted by Jennifer Moreno	4/29/2017
	Criminal Procedure		

COM

COM	111	Submitted by Frank Nevius	11/10/2016
		Introduction to Public Speaking	
COM	426 W	Submitted by Frank Nevius	11/21/2016
		Language of the Mass Media	
COM	211	Submitted by Frank Nevius	11/30/2016
		Introduction to Mass Media	
COM	236	Submitted by Frank Nevius	11/30/2016
		Contemporary Issues in American Broadcasting	
COM	342	Submitted by Frank Nevius	11/30/2016
		Media Literacy	
COM	343	Submitted by Frank Nevius	11/30/2016
		Communication and Information Technology	
COM	351W	Submitted by Paula K Baldwin, PhD	12/07/2016
		Foundations of Health Communication	
COM	331W	Submitted by Paula K Baldwin, PhD	12/07/2016
		Nonverbal Communication	
COM	312W	Submitted by Claire Ferraris	12/07/2016
		Public Relations Communication	
COM	439W	Submitted by Emily Plec	12/28/2016
		Contemporary U.S. Public Address	
COM	325D	Submitted by Emily Plec	12/28/2016
		Intercultural Communication	
COM	335D	Submitted by Dana Schowalter	12/31/2016
		Communication and Gender	
COM	435	Submitted by Dr. Molly Mayhead	1/03/2017
		Rhetoric of the Women's Movement	
COM		Submitted by X	1/26/2017
		X	
COM	340	Submitted by Nick Backus	4/13/2017
		Conflict Management	
COM	420	Submitted by Nick Backus	4/13/2017
		Communication in Organizations	
COM	405	Submitted by Nick Backus	4/13/2017
		Human Communication Theory	
COM	370	Submitted by Nick Backus	4/13/2017
		Communication Ethics	
COM	432	Submitted by Nick Backus	4/13/2017
		Rhetoric in the Western Tradition	
COM	422	Submitted by Nick Backus	4/13/2017
		Persuasion	
COM	321	Submitted by Molly Mayhead	4/24/2017
		Influence Through Argument	

COM	326	Submitted by Molly Mayhead	4/24/2017
		Freedom of Speech in the U.S.	
COM	327	Submitted by Molly Mayhead	4/24/2017
		Communication in the Legal Field	
COM	328	Submitted by Molly Mayhead	4/24/2017
		Law and Popular Culture	
COM	440	Submitted by Paula K Baldwin, PhD	4/26/2017
		Relational Communication	
COM	450	Submitted by Claire Ferraris	4/26/2017
		Crisis Communication	
COM	323	Submitted by Claire Ferraris	4/26/2017
		Group Discussion and Leadership	
COM	324	Submitted by Claire Ferraris	4/26/2017
		Business and Professional Communication	
COM	360	Submitted by Emily Plec	4/27/2017
		Sport Communication	
COM	380	Submitted by Emily Plec	4/27/2017
		Environmental Communication	
COM	442	Submitted by Emily Plec	4/27/2017
		Communication and Social Change	
COM	412	Submitted by Molly Mayhead	4/28/2017
		Criticism of Public Discourse	
COM	410	Submitted by Molly Mayhead	4/28/2017
		Communication and Event Planning	
COM	112	Submitted by Paula K Baldwin, PhD	4/28/2017
		Interpersonal Communication	
COM	462	Submitted by Paula K Baldwin, PhD	4/28/2017
		Dark Side of Family Communication	
COM	461	Submitted by Paula K Baldwin, PhD	4/28/2017
		Family Communication	
COM	212	Submitted by Dana Schowalter	4/28/2017
		Advertising and Society	
COM	430	Submitted by Dana Schowalter	4/28/2017
		Social Media and Culture	
COM	416	Submitted by Dana Schowalter	4/28/2017
		Communication and Politics	
COM	444	Submitted by Dana Schowalter	4/28/2017
		Global Media	
COM	436	Submitted by Dana Schowalter	4/28/2017
		Gender, Power & Cultural Production	

CS-2

CS-2	162	Submitted by David Olson	12/12/2016
		Computer Science II	

CS-2	134	Submitted by Ted Beers	12/12/2016
Perl Programming			
CS-2	123	Submitted by Ted Beers	12/12/2016
Introduction to Information Systems			
CS-2	127	Submitted by Tad Shannon	12/12/2016
Introduction to Multimedia Programming			
CS-2	133	Submitted by Tad Shannon	12/12/2016
Introduction to Python Programming			
CS-2	137	Submitted by Tad Shannon	12/12/2016
Introduction to MATLAB Programming			
CS-2	125	Submitted by David Olson	12/12/2016
Introduction to Game Development			
CS-2	126	Submitted by David Olson	12/12/2016
Introduction to Smartphone App Development			
CS-2	135	Submitted by David Olson	12/12/2016
JavaScript			
CS-2	160	Submitted by David Olson	12/12/2016
Survey of Computer Science			
CS-2	161	Submitted by David	12/12/2016
Computer Science I			
CS-2	101	Submitted by David Olson	12/14/2016
Computers and Society			
CS-2	125	Submitted by David Olson	12/29/2016
Introduction to Computer Game Development			
CS-2	126	Submitted by David Olson	12/29/2016
Introduction to Smartphone App Development			
CS-2	127	Submitted by David Olson	12/29/2016
Introduction to Multimedia Programming			
CS-2	133	Submitted by David Olson	12/29/2016
Introduction to Python Programming			
CS-2	134	Submitted by David Olson	12/29/2016
Perl Programming			
CS-2	135	Submitted by David Olson	12/29/2016
JavaScript			
CS-2	137	Submitted by David Olson	12/29/2016
Introduction to MATLAB Programming			
CS-2	160	Submitted by David Olson	12/29/2016
Survey of Computer Science			
CS-2	161	Submitted by David Olson	12/29/2016
Computer Science I			
CS-2	162	Submitted by David Olson	12/29/2016
Computer Science II			
CS-2	121	Submitted by David Olson	12/29/2016
Computer Applications			

CS-2	122	Submitted by David Olson	12/29/2016
Introduction to Computer Science			
CS-2	195	Submitted by David Olson	12/29/2016
Fundamentals of Web Design			
CS-2	340W	Submitted by David Olson	12/30/2016
Ethics and Information Management			
CS-2		Submitted by X	1/26/2017
X			
CS-2		Submitted by David Olson	5/04/2017
260			
CS-2		Submitted by David Olson	5/04/2017
262			
CS-2	271	Submitted by David Olson	5/04/2017
Computer Organization			
CS-2	360	Submitted by David Olson	5/04/2017
Programming Languages			
CS-2	361	Submitted by David Olson	5/04/2017
Algorithms			
CS-2	363	Submitted by David Olson	5/04/2017
Information Assurance and Security			
CS-2	364	Submitted by David Olson	5/04/2017
Information Management			
CS-2	365	Submitted by David Olson	5/04/2017
Operating Systems and Networking			
CS-2	460	Submitted by David Olson	5/04/2017
Software Engineering I			
CS-2	461	Submitted by David Olson	5/04/2017
Software Engineering II			
CS-2	462	Submitted by David Olson	5/04/2017
Software Engineering III			
CS-2	481	Submitted by David Olson	5/04/2017
Computer Graphics			
CS-2	431	Submitted by David Olson	5/04/2017
Intelligent Systems			
CS-2	434	Submitted by David Olson	5/04/2017
Data Mining and Data Warehousing			
CS-2	435	Submitted by David Olson	5/04/2017
Open Source Software Development			

D

D	251	Submitted by Tim Cowart	12/30/2016
Intro to Dance			
D	170	Submitted by Tim Cowart	12/30/2016
World Dance			

D	171	Submitted by Tim Cowart	12/30/2016
World Dance			
D	172	Submitted by Tim Cowart	12/30/2016
World Dance			
D	172	Submitted by Tim Cowart	12/30/2016
World Dance			
D	177	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	178	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	179	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	277	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	278	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	279	Submitted by Tim Cowart	12/30/2016
Hip Hop			
D	188	Submitted by Tim Cowart	12/30/2016
Jazz			
D	189	Submitted by Tim Cowart	12/30/2016
Jazz			
D	190	Submitted by Tim Cowart	12/30/2016
Jazz			
D	288	Submitted by Tim Cowart	12/30/2016
Jazz			
D	289	Submitted by Tim Cowart	12/30/2016
Jazz			
D	290	Submitted by Tim Cowart	12/30/2016
Jazz			
D	196	Submitted by Tim Cowart	12/30/2016
Tap			
D	197	Submitted by Tim Cowart	12/30/2016
Tap			
D	198	Submitted by Tim Cowart	12/30/2016
Tap			
D	296	Submitted by Tim Cowart	12/30/2016
Tap			
D	297	Submitted by Tim Cowart	12/30/2016
Tap			
D	298	Submitted by Tim Cowart	12/30/2016
Tap			
D	180	Submitted by Tim Cowart	12/30/2016
Modern			

D	182	Submitted by Tim Cowart	12/30/2016
Modern			
D	181	Submitted by Tim Cowart	12/30/2016
Modern			
D	280	Submitted by Tim Cowart	12/30/2016
Modern			
D	281	Submitted by Tim Cowart	12/30/2016
Modern			
D	282	Submitted by Tim Cowart	12/30/2016
Modern			
D	380	Submitted by Tim Cowart	12/30/2016
Modern			
D	381	Submitted by Tim Cowart	12/30/2016
Modern			
D	382	Submitted by Tim Cowart	12/30/2016
Modern			
D	185	Submitted by Tim Cowart	12/30/2016
Ballet			
D	186	Submitted by Tim Cowart	12/30/2016
Ballet			
D	187	Submitted by Tim Cowart	12/30/2016
Ballet			
D	285	Submitted by Tim Cowart	12/30/2016
Ballet			
D	286	Submitted by Tim Cowart	12/30/2016
Ballet			
D	287	Submitted by Tim Cowart	12/30/2016
Ballet			
D	385	Submitted by Tim Cowart	12/30/2016
Ballet			
D	386	Submitted by Tim Cowart	12/30/2016
Ballet			
D	387	Submitted by Tim Cowart	12/30/2016
Ballet			
D	310	Submitted by Tim Cowart	1/11/2017
Dance and Gender			
D	453	Submitted by Tim Cowart	1/11/2017
Ballet History			
D	454	Submitted by Tim Cowart	1/11/2017
Evolution of Modern Dance			
D	494	Submitted by Tim Cowart	1/11/2017
Dance Pedagogy			
D		Submitted by BREAK	1/26/2017
X			

D	310	Submitted by Tim Cowart	1/27/2017
	Dance and Gender		
D	453	Submitted by Tim Cowart	1/27/2017
	Ballet History		
D	454	Submitted by Tim Cowart	1/27/2017
	Evolution of Modern Dance		
D	494	Submitted by Tim Cowart	1/27/2017
	Dance Pedagogy		
D	140	Submitted by Timothy Cowart	4/30/2017
	Conditioning For Dancers		
D	199	Submitted by Timothy Cowart	4/30/2017
	Special Studies		
D	240	Submitted by Timothy Cowart	4/30/2017
	Wellness for Dancers		
D	250	Submitted by Timothy Cowart	4/30/2017
	Drumming for Dancers		
D	260	Submitted by Timothy Cowart	4/30/2017
	Dance Improvisation		
D	270	Submitted by Timothy Cowart	4/30/2017
	Dance Partnering		
D	301	Submitted by Timothy Cowart	4/30/2017
	Pointe Technique 1		
D	302	Submitted by Timothy Cowart	4/30/2017
	Pointe Technique 2		
D	303	Submitted by Timothy Cowart	4/30/2017
	Pointe Technique 3		
D	330	Submitted by Timothy Cowart	4/30/2017
	Rhythmic Awareness		
D	330	Submitted by Timothy Cowart	4/30/2017
	Rhythmic Awareness		
D	351	Submitted by Timothy Cowart	4/30/2017
	Dance Composition I		
D	352	Submitted by Timothy Cowart	4/30/2017
	Dance Composition 2		
D	357	Submitted by Timothy Cowart	4/30/2017
	Dance in Musical Theatre		
D	390	Submitted by Timothy Cowart	4/30/2017
	Kinesiology for Dance		
D	399	Submitted by Timothy Cowart	4/30/2017
	Special Studies: Dance Concert and/or Musical		
D	405	Submitted by Timothy Cowart	4/30/2017
	Senior Project		
D	406	Submitted by Timothy Cowart	4/30/2017
	Independent Studies in Dance		

D	407	Submitted by Timothy Cowart	4/30/2017
Seminar			
D	408	Submitted by Timothy Cowart	4/30/2017
Workshop			
D	409	Submitted by Timothy Cowart	4/30/2017
Internship			
D	450	Submitted by Timothy Cowart	4/30/2017
Dance Repertory			
D	451	Submitted by Timothy Cowart	4/30/2017
Dance Production			
D	451L	Submitted by Timothy Cowart	4/30/2017
Dance Production Lab			
D	455	Submitted by Timothy Cowart	4/30/2017
Group Choreography			
D	460	Submitted by Timothy Cowart	4/30/2017
Dance and Technology			
D	491	Submitted by Timothy Cowart	4/30/2017
Creative Dance For Children			

ECON

ECON	200W	Submitted by John Leadley	12/21/2016
Introduction to Economic Perspectives			
ECON	201	Submitted by John Leadley	12/21/2016
Introduction to Microeconomics			
ECON	315WQ	Submitted by John Leadley	12/21/2016
Econometric Analysis and Report Writing			
ECON	417D	Submitted by Development Economics	12/21/2016
Development Economics			
ECON	202D	Submitted by John Leadley	12/27/2016
Introduction to Macroeconomics			
ECON	440D	Submitted by John Leadley	12/27/2016
International Trade			
ECON	444	Submitted by John Leadley	12/29/2016
Labor Economics			
ECON		Submitted by BREAK	1/31/2017
X			
ECON	311	Submitted by John Leadley	4/22/2017
Intermediate Microeconomics I			
ECON	321	Submitted by Zenon Zygmunt	4/24/2017
Public Choice			
ECON	333	Submitted by Zenon Zygmunt	4/24/2017
Economics of Professional Sports			
ECON	334	Submitted by Zenon Zygmunt	4/24/2017
Economics of Intercollegiate Sports			

ECON	365	Submitted by Zenon Zygmunt	4/24/2017
	Economics of Organized Crime		
ECON	396	Submitted by Zenon Zygmunt	4/24/2017
	Game Theory		
ECON	450	Submitted by Zenon Zygmunt	4/24/2017
	Comparative Economic Systems		
ECON	470	Submitted by Zenon Zygmunt	4/24/2017
	History of Economic Thought		
ECON	313	Submitted by Bojan Ilievski	4/26/2017
	Intermediate Macroeconomic		
ECON	312	Submitted by Bojan Ilievski	4/26/2017
	Money and Banking		
ECON	441	Submitted by Bojan Ilievski	4/26/2017
	International Monetary Economics		
ECON	360	Submitted by John Leadley	4/28/2017
	Industry Studies		
ECON	395	Submitted by John Leadley	4/28/2017
	Managerial Economics		
ECON	436	Submitted by John Leadley	4/28/2017
	Environmental Economics		
ECON	460	Submitted by John Leadley	4/28/2017
	Industrial Organization		
ECON	495	Submitted by John Leadley	4/28/2017
	Econometrics		
ECON	312	Submitted by John Leadley	4/28/2017
	Intermediate Microeconomics II		
ECON	319	Submitted by John Leadley	4/28/2017
	Public Finance		
ECON	480	Submitted by Bojan Ilievski	5/02/2017
	Mathematical Economics		

ED

ED	481	Submitted by Jessica Dougherty	12/15/2016
	Introduction to ESOL and Bilingual Education		
ED	482D	Submitted by Jessica Dougherty	12/15/2016
	Foundations of ESOL		
ED	483	Submitted by Jessica Dougherty	12/15/2016
	Culture, Community and the ESOL/Bilingual Classroom		
ED	484	Submitted by Jessica Dougherty	12/15/2016
	First and Second Language Acquisition and Educational Linguistics		
ED	491	Submitted by Jessica Dougherty	12/15/2016
	Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners		
ED	491	Submitted by Jessica Dougherty	12/15/2016
	Curriculum Models, Instructional Approaches and Assessment Strategies for English Language Learners		

ED	492	Submitted by Jessica Dougherty	12/15/2016
		Teaching ELD in the ESOL and Bilingual Classroom	
ED	409	Submitted by Jessica Dougherty	12/15/2016
		ESOL/Bilingual Practicum	
ED	233	Submitted by Marie LeJeune	12/30/2016
		Applied Adolescent Learning & Development	
ED	242	Submitted by Marie LeJeune	12/30/2016
		Applied Children's Learning & Development	
ED	259	Submitted by Marie LeJeune	12/30/2016
		Special Education & Inclusive Communities	
ED	418	Submitted by Marie LeJeune	12/30/2016
		Curriculum & Assessment	
ED	446	Submitted by Marie LeJeune	12/30/2016
		Environments for Diverse Learners	
ED	231	Submitted by Cindy Ryan	1/04/2017
		Typical and Atypical Development	
ED	427	Submitted by Cindy Ryan	1/04/2017
		Professional Development: Early Childhood Studies Capstone	
ED	449	Submitted by Cindy Ryan	1/04/2017
		Observation and Assessment of the Young Child	
ED	464	Submitted by Cindy Ryan	1/05/2017
		Families and Community Involvement	
ED		Submitted by BREAK	1/26/2017
X			
ED		Submitted by BREAK	1/31/2017
X			
ED	325	Submitted by Adele Schepige	5/01/2017
		Elementary Science Methods	

ENG

ENG	104	Submitted by Thomas Rand	12/14/2016
		Introduction to Fiction	
ENG	105	Submitted by Thomas Rand	12/14/2016
		Introduction to Drama	
ENG	106	Submitted by Thomas Rand	12/14/2016
		Introduction to Poetry	
ENG	107	Submitted by Thomas Rand	12/14/2016
		Literature of the Western World [Greco-Roman]	
ENG	107H	Submitted by Thomas Rand	12/14/2016
		Literature of the Western World [Greco-Roman]	
ENG	108	Submitted by Thomas Rand	12/14/2016
		Literature of the Western World [Medieval/Renaissance/Baroque]	
ENG	108H	Submitted by Thomas Rand	12/14/2016
		Literature of the Western World [Medieval/Renaissance/Baroque]	

ENG	109	Submitted by Thomas Rand	12/14/2016
		Literature of the Western World [18th century to present]	
ENG	218	Submitted by Thomas Rand	12/14/2016
		Introduction to Literary Study	
ENG	341	Submitted by Thomas Rand	12/14/2016
		Period Studies in Continental European Literature after 1700	
ENG	380	Submitted by Thomas Rand	12/14/2016
		Bible as Literature	
ENG	418	Submitted by Thomas Rand	12/14/2016
		Topics in Theory and Criticism	
ENG	465	Submitted by Thomas Rand	12/14/2016
		Teaching Literature	
ENG	385	Submitted by Thomas Rand	12/14/2016
		Folklore	
ENG	389	Submitted by Thomas Rand	12/14/2016
		U.S. Minority Literature	
ENG	489	Submitted by Thomas Rand	12/14/2016
		U.S. Minority Literature	
ENG		Submitted by BREAK	1/31/2017
		X	
ENG	204	Submitted by Thomas Rand	2/17/2017
		Survey of British Literature	
ENG	205	Submitted by Thomas Rand	2/17/2017
		Survey of British Literature	
ENG	206	Submitted by Thomas Rand	2/17/2017
		Survey of British Literature	
ENG	253	Submitted by Thomas Rand	2/17/2017
		Survey of American Literature	
ENG	254	Submitted by Thomas Rand	2/17/2017
		Survey of American Literature	
ENG	301	Submitted by Thomas Rand	2/17/2017
		Shakespeare	
ENG	318	Submitted by Thomas Rand	2/17/2017
		Contemporary Literary Theory	
ENG	320	Submitted by Thomas Rand	2/17/2017
		Medieval British Literature	
ENG	321	Submitted by Thomas Rand	2/23/2017
		Renaissance British Literature	
ENG	323	Submitted by Thomas Rand	2/23/2017
		British Literature 1660-1832	
ENG	325	Submitted by Thomas Rand	2/23/2017
		20th Century British Literature	
ENG	324	Submitted by Thomas Rand	2/23/2017
		Victorian British Literature	

ENG	331	Submitted by Thomas Rand	2/23/2017
		Period Studies in American Literature to 1865.	
ENG	332	Submitted by Thomas Rand	2/23/2017
		Period Studies in American Literature Since 1865	
ENG	340	Submitted by Thomas Rand	2/23/2017
		Period Studies in Continental European Literature Before 1700	
ENG	386	Submitted by Thomas Rand	2/23/2017
		Form and Meaning in Film	
ENG	387	Submitted by Thomas Rand	2/23/2017
		Mythology	
ENG	390	Submitted by Thomas Rand	2/23/2017
		World Literatures	
ENG	390	Submitted by Thomas Rand	2/23/2017
		World Literatures	
ENG	407	Submitted by Thomas Rand	2/23/2017
		Seminar	
ENG	421	Submitted by Thomas Rand	2/23/2017
		Studies in British Literature	
ENG	432	Submitted by Thomas Rand	2/23/2017
		Studies in American Literature	
ENG	441	Submitted by Thomas Rand	2/23/2017
		Studies in Continental European Literature	
ENG	447	Submitted by Thomas Rand	2/23/2017
		Major Figures	
ENG	490	Submitted by Thomas Rand	2/23/2017
		Studies in World Literatures	
ENG	498	Submitted by Thomas Rand	2/23/2017
		Senior Capstone	
ENG	104	Submitted by P. Keiko Kagawa	4/20/2017
		Introduction to Fiction	

ENT

ENT	460W	Submitted by Marty Schulz	12/08/2016
		Entrepreneurship in Action	
ENT	380	Submitted by Marty Schulz	12/08/2016
		Entrepreneurs Today	
ENT	381	Submitted by Marty Schulz	12/08/2016
		Creativity and Entrepreneurship	
ENT	382	Submitted by Marty Schulz	12/08/2016
		Innovation and Strategy	
ENT	383	Submitted by Marty Schulz	12/08/2016
		Entrepreneurship and Society	
ENT	330	Submitted by Michael Martin	12/20/2016
		Plan/Create New Venture	

ENT	350	Submitted by Michael Martin	12/20/2016
Small Business Management			
ENT		Submitted by BREAK	1/31/2017
X			
ENT	320	Submitted by Wendy Krislen-Adams	2/07/2017
Entrepreneurial Finance			

ES

ES	203/L	Submitted by Jeff Myers	11/30/2016
Historical Geology			
ES	453/553	Submitted by Jeffrey Myers	12/07/2016
Geology of Oregon			
ES	104	Submitted by Jeff Templeton	12/14/2016
Earth System Science I			
ES	105	Submitted by Jeff Templeton	12/14/2016
Earth System Science II			
ES	106	Submitted by Jeff Templeton	12/14/2016
Earth System Science III			
ES	201	Submitted by Jeff Templeton	12/14/2016
Principles of Geology			
ES	202	Submitted by Dr. Steve Taylor, Professor of Geology	12/19/2016
Principles of Geology			
ES	302	Submitted by Dr. Steve Taylor, Professor of Geology	12/19/2016
Quantitative Methods			
ES		Submitted by BREAK	1/31/2017
X			
ES	493	Submitted by Jeffrey Myers	2/27/2017
Sedimentary Geology			
ES	202	Submitted by Steve Taylor	4/10/2017
Principles of Geology II (Surface Processes)			
ES	302	Submitted by Steve Taylor	4/10/2017
Quantitative Methods			
ES	322	Submitted by Steve Taylor	4/10/2017
Geomorphology			
ES	407	Submitted by Steve Taylor	4/10/2017
Senior Seminar			
ES	408	Submitted by Steve Taylor	4/10/2017
Medical Geology			
ES	458	Submitted by Steve Taylor	4/10/2017
River Environments			
ES	473	Submitted by Steve Taylor	4/10/2017
Environmental Geology			
ES	476	Submitted by Steve Taylor	4/10/2017
Hydrology			

ES	476	Submitted by Steve Taylor	4/10/2017
	Petroleum Geology		
ES	301	Submitted by Jeff Templeton	4/14/2017
	Petrographic Microscopy		
ES	321	Submitted by Jeff Templeton	4/14/2017
	Structural Geology		
ES	354	Submitted by Jeff Templeton	4/14/2017
	Geology of Earthquakes		
ES	407	Submitted by Jeff Templeton	4/14/2017
	Senior Seminar		
ES	450	Submitted by Jeff Templeton	4/14/2017
	Introduction to Petrology		
ES	454	Submitted by Jeff Templeton	4/14/2017
	Volcanology		
ES	331	Submitted by Jeff Myers	4/25/2017
	Introduction to Oceanography		
ES	491	Submitted by Jeff Myers	4/25/2017
	Depositional Systems		
ES	431	Submitted by Jeff Myers	4/25/2017
	Paleobiology		

EXS

EXS	483W	Submitted by Brian Caster	12/01/2016
	Biomechanics		
EXS	310W	Submitted by Robert Hautala	12/09/2016
	Motor Learning		
EXS	162	Submitted by Elke Asleson	12/28/2016
	Fitness Swim		
EXS	162	Submitted by Elke Asleson	12/28/2016
	fitness Swim		
EXS	115	Submitted by Elke Asleson	12/28/2016
	Aerobic Kickboxing		
EXS	188	Submitted by Elke Asleson	12/28/2016
	Indoor Cycling		
EXS		Submitted by BREAK	1/31/2017
	X		
EXS		Submitted by BREAK	1/31/2017
	X		
EXS		Submitted by df[lhkgsa[e	3/03/2017
	d[rphlta		
EXS	473	Submitted by W. Jeffrey Armstrong	3/03/2017
	Physiology of Exercise		
EXS	430	Submitted by Gay Timken	3/03/2017
	Teaching Methods II		

EXS	361	Submitted by Brandon Claggett	3/03/2017
	Coaching Youth Sports		
EXS	431	Submitted by Gay Timken	3/03/2017
	Assessment in Physical Education		
EXS	473	Submitted by W. Jeffrey Armstrong	3/03/2017
	Physiology of Exercise		
EXS	487	Submitted by W. Jeffrey Armstrong	3/03/2017
	Advanced Topics: Exercise Physiology		
EXS	409	Submitted by Ada Massa Gonzalez	3/03/2017
	Practicum		
EXS	419	Submitted by Ada N Massa Gonzalez	3/03/2017
	Exercise Science Internship		
EXS	470	Submitted by Robert Hautala	3/03/2017
	Sociological and Psychological Aspects of Physical Activity		
EXS	242	Submitted by Gay Timken	3/03/2017
	Teaching Games II		
EXS	376	Submitted by Brandon Claggett	3/03/2017
	Intro to Sport Management		
EXS	445	Submitted by Gay Timken	3/03/2017
	Curriculum in Physical Education		
EXS	335	Submitted by Gay Timken	3/03/2017
	Field Experience in Physical Education		
EXS	433	Submitted by Katherine Farrell	3/07/2017
	Physical Education in the Elementary School		
EXS	483W	Submitted by Brian Caster	3/07/2017
	Biomechanics		
EXS	371	Submitted by Brian Caster	3/22/2017
	Kinesiology		
EXS	484	Submitted by Brian Caster	3/22/2017
	Advanced Topics in Biomechanics		
EXS	484	Submitted by Brian Caster	3/22/2017
	Advanced Topics in Biomechanics		
EXS	485	Submitted by Tom Kely	3/30/2017
	Exercise Testing and Prescription		
EXS	415	Submitted by Jennifer Taylor	4/07/2017
	Lifespan Motor Development		
EXS	444	Submitted by Jennifer Taylor	4/07/2017
	Lifespan Adapted Physical Activity		
EXS	489	Submitted by Jennifer Taylor	4/07/2017
	Advanced Topics: Adapted Fitness Programming		
EXS	245	Submitted by Gay Timken	4/15/2017
	Teaching Strength Training & Conditioning		
EXS	243	Submitted by Gay Timken	4/15/2017
	Teaching Outdoor & Adventure Education		

EXS	241	Submitted by Gay Timken	4/15/2017
	Teaching Games I		
EXS	488	Submitted by W. Jeffrey Armstrong	4/20/2017
	Exercise Motivation and Adherence		
EXS	375	Submitted by Judy Lovre	4/20/2017
	Athletics: Coaching and Administration		
EXS	410	Submitted by Robert M. Hautala	4/23/2017
	Sport Ethics		
EXS	420	Submitted by Robert M. Hautala	4/23/2017
	Motor Learning for Coaches		
EXS	486	Submitted by Robert M. Hautala	4/23/2017
	Advanced Topics of Motor Behavior		
EXS	420	Submitted by Robert M. Hautala	4/23/2017
	Motor Learning for Coaches		
EXS	330	Submitted by Marita Cardinal	4/30/2017
	Teaching Methods in Physical Education I		
EXS	239	Submitted by Marita Cardinal	4/30/2017
	Teaching Movement Education		
EXS	239	Submitted by Marita Cardinal	4/30/2017
	Teaching Movement Education		
EXS	240	Submitted by Marita Cardinal	4/30/2017
	Teaching Dance in Physical Education		
EXS	244	Submitted by Marita Cardinal	4/30/2017
	Teaching Aerobic Fitness		

FR

FR	110	Submitted by Thomas Rand	12/09/2016
	French Literature in Translation		
FR	201	Submitted by Carol Harding	12/12/2016
	Second Year French		
FR	202	Submitted by Carol Harding	12/12/2016
	Second Year French		
FR	203	Submitted by Carol Harding	12/12/2016
	Second Year French		
FR	301	Submitted by Carol Harding	12/12/2016
	Intermediate French		
FR	302	Submitted by Carol Harding	12/12/2016
	Intermediate French		
FR	303	Submitted by Carol Harding	12/12/2016
	Intermediate French		
FR	310	Submitted by Carol Harding	12/12/2016
	Introduction to French Literature		
FR	410	Submitted by Carol Harding	12/12/2016
	Topics in French Language and Literature		

FR	110	Submitted by Carol Harding	12/12/2016
		Introduction to French Literature in Translation	
FR	101	Submitted by Sue for French Program	1/09/2017
		First Year French I	
FR	102	Submitted by Sue for French Program	1/09/2017
		First Year French II	
FR	103	Submitted by Sue for French Program	1/09/2017
		First Year French III	
FR		Submitted by BREAK	1/31/2017
X			

GEN-ED

GEN-ED ASL	ASL101	Submitted by Brent Redpath	12/07/2016
		American Sign Language 1	
GEN-ED ASL	ASL102	Submitted by Brent Redpath	12/07/2016
		American Sign Language 2	
GEN-ED ASL	ASL103	Submitted by Brent Redpath	12/07/2016
		American Sign Language 3	
GEN-ED CA	CA103H	Submitted by Michael Phillips	12/29/2016
		Honors Theater	
GEN-ED GS	GS202H	Submitted by Philip Wade	4/28/2017
		Natural Science: Search and Order 2	
GEN-ED GS	GS203H	Submitted by Philip Wade	4/28/2017
		Honors: General Science; Search and Order 3	
GEN-ED PE	PE162	Submitted by Elke Asleson	11/30/2016
		Fitness Swim	
GEN-ED PE	PE132	Submitted by Brandon Claggett	12/05/2016
		Badminton	
GEN-ED PE	PE150	Submitted by Brandon Claggett	12/05/2016
		Basketball	
GEN-ED PE	PE112	Submitted by Brandon Claggett	12/05/2016
		Walking/Jogging	
GEN-ED PE	PE156	Submitted by Brandon Claggett	12/05/2016
		Volleyball	
GEN-ED PE	PE139	Submitted by Brandon Claggett	12/05/2016
		Tennis	
GEN-ED PE	PE131	Submitted by Katherine Farrell	12/14/2016
		Individual Health and Fitness	
GEN-ED PE	PE173	Submitted by Katherine Farrell	12/14/2016
		Skiing and Snowboarding	
GEN-ED PE	PE184	Submitted by Katherine Farrell	12/14/2016
		Cycling	
GEN-ED PE	PE143	Submitted by Warren Allen	12/21/2016
		Yoga	

GEN-ED PE	PE145	Submitted by Warren Allen	12/21/2016
Beginning Tai Chi Chuan			
GEN-ED PE	PE144	Submitted by Warren Allen	12/22/2016
Energy Yoga			
GEN-ED PE	PE147	Submitted by Warren Allen	12/22/2016
Beginning/Intermediate Karate			
GEN-ED PE	PE182	Submitted by Tom Kelly	12/28/2016
Backpacking			
GEN-ED PE	PE183	Submitted by Tom Kelly	12/28/2016
Advanced Backpacking			
GEN-ED PE	PE176	Submitted by Tom Kelly	12/28/2016
Beginning Rock Climbing			
GEN-ED PE	PE116	Submitted by Marita Cardinal	12/29/2016
Beginning Pilates			
GEN-ED PE	PE116	Submitted by Marita Cardinal	12/29/2016
Beginning Pilates			
GEN-ED PE	PE114	Submitted by Pamela R. Ward	12/30/2016
Aerobic Dance			
GEN-ED PE	PE114	Submitted by Pamela R. Ward	12/30/2016
Aerobic Dance			
GEN-ED PE	PE122	Submitted by Pamela R. Ward	12/30/2016
Social Dance			
GEN-ED PE	PE133	Submitted by Eric Bruce	1/02/2017
Bowling			
GEN-ED PE	PE134	Submitted by Eric Bruce	1/02/2017
Golf			
GEN-ED PE	PE154	Submitted by Eric Bruce	1/02/2017
Soccer			
GEN-ED PE	PE152	Submitted by Eric Bruce	1/02/2017
Indoor Soccer			
GEN-ED PE	PE111	Submitted by Peggy Pedersen	1/03/2017
Beginning Weight Training			
GEN-ED PE	PE113	Submitted by Peggy Pedersen	1/03/2017
Intermediate Weight Training			
GEN-ED PE	PE147	Submitted by Warren Allen	2/16/2017
Karate			
GEN-ED PE	PE145	Submitted by Warren Allen	2/16/2017
Beginning Tai Chi Chuan			
GEN-ED PE	PE144	Submitted by Warren Allen	2/16/2017
Energy Yoga			
GEN-ED PE	PE143	Submitted by Warren Allen	2/16/2017
Yoga			
GEN-ED PH	PH201	Submitted by William Schoenfeld	12/31/2016
General Physics			

GEN-ED PH PH202 General Physics	Submitted by William Schoenfeld	12/31/2016
GEN-ED PH PH203 General Physics	Submitted by William Schoenfeld	1/01/2017
GEN-ED PH PH211 General Physics with Calculus	Submitted by William Schoenfeld	1/02/2017
GEN-ED PH PH212 General Physics with Calculus	Submitted by William Schoenfeld	1/02/2017
GEN-ED PH PH213 General Physics with Calculus	Submitted by William Schoenfeld	1/02/2017

GEOG

GEOG 107D Introductory Cultural Geography	Submitted by Shaun Huston	12/05/2016
GEOG 207W Geography & Film	Submitted by Shaun Huston	12/05/2016
GEOG 307D Canadian Identity Through Film	Submitted by Shaun Huston	12/05/2016
GEOG 411W Cultural Geography	Submitted by Shaun Huston	12/05/2016
GEOG 420D The West and the American Imagination	Submitted by Shaun Huston	12/05/2016
GEOG 421D The Changing American West	Submitted by Shaun Huston	12/05/2016
GEOG 495W History & Philosophy of Geography	Submitted by Shaun Huston	12/05/2016
GEOG 433W Political Geography	Submitted by Shaun Huston	12/05/2016
GEOG 425 Urban Planning and Policy	Submitted by Sriram	12/05/2016
GEOG 105 Introductory Physical Geography	Submitted by Mark M. Van Steeter	12/05/2016
GEOG 105 Introductory Physical Geography	Submitted by Mark M. Van Steeter	12/05/2016
GEOG 106 Introductory Economic Geography	Submitted by sriram	12/06/2016
GEOG 315 INDIAN SUBCONTINENT	Submitted by sriram	1/09/2017
GEOG 370D Human Migration	Submitted by Michael McGlade	1/09/2017
GEOG 313 Pacific Northwest	Submitted by Michael McGlade	1/09/2017
GEOG 385 Quantitative Methods in Geography	Submitted by Michael McGlade	1/09/2017

GEOG	371	Submitted by Michael McGlade	1/09/2017
	Mexico and Central America		
GEOG	410D	Submitted by Sriram	1/11/2017
	Global Issues		
GEOG		Submitted by BREAK	1/31/2017
	X		
GEOG	327	Submitted by Shaun Huston	3/09/2017
	Popular Culture in Global Perspective		
GEOG	384	Submitted by Shaun Huston	3/09/2017
	Qualitative Research Methods		
GEOG	386	Submitted by Shaun Huston	3/09/2017
	Making Digital Video for the Social Sciences		
GEOG	240	Submitted by Mark Van Steeter	4/25/2017
	Map and Air Photo Interpretation		
GEOG	321	Submitted by Mark Van Steeter	4/25/2017
	Field Geography		
GEOG	380	Submitted by Mark Van Steeter	4/25/2017
	Environmental Conservation		
GEOG	391	Submitted by Mark Van Steeter	4/25/2017
	Biogeography		
GEOG	392	Submitted by Mark Van Steeter	4/25/2017
	Physical Geography		
GEOG	393	Submitted by Mark Van Steeter	4/25/2017
	Soils Geography		
GEOG	490	Submitted by Mark Van Steeter	4/25/2017
	Global Climate Change		
GEOG	435	Submitted by Shaun Huston	4/27/2017
	U.S. and Canadian Geopolitics		
GEOG	480	Submitted by Shaun Huston	4/27/2017
	Nature and the American West		
GEOG	306	Submitted by sriram	5/02/2017
	Geographies of Development		

GERO

GERO	410W	Submitted by Margaret Manoogian	12/08/2016
	Gerontology Practicum I		
GERO	430	Submitted by Margaret Manoogian	12/08/2016
	Palliative Care and Chronic Illness		
GERO	360D	Submitted by Margaret Manoogian	12/08/2016
	Cognitive and Physical Changes in Aging		
GERO		Submitted by X	1/31/2017
	X		
GERO	320	Submitted by Margaret Manoogian	4/26/2017
	Introduction to Gerontology		

GERO	480	Submitted by Margaret Manoogian	4/26/2017
		Alzheimer's Disease and Other Dementias Management	
GERO	460	Submitted by Margaret Manoogian	4/26/2017
		Retirement/Long Term Care Housing for Older Adults	
GERO	411	Submitted by Margaret Manoogian	4/26/2017
		Gerontology Practicum II	
GERO	455	Submitted by Margaret Manoogian	4/26/2017
		Social Ties and Aging	
GERO	370	Submitted by Margaret Manoogian	4/26/2017
		Aging and Mental Health	
GERO	120	Submitted by Margaret Manoogian	4/26/2017
		Medical Terminology	

GL

GL	101	Submitted by Gudrun Hoobler	12/16/2016
		First Year German	
GL	102	Submitted by G. Hoobler	12/16/2016
		First Year German	
GL	103	Submitted by G. Hoobler	12/16/2016
		First Year German	
GL	201	Submitted by G. Hoobler	12/16/2016
		Second Year German	
GL	202	Submitted by G. Hoobler	12/16/2016
		Second Year German	
GL	203	Submitted by G. Hoobler	12/16/2016
		Second Year German	
GL	301	Submitted by G. Hoobler	12/16/2016
		Third Year German	
GL	302	Submitted by G. Hoobler	12/16/2016
		Third Year German	
GL	303	Submitted by G. Hoobler	12/16/2016
		Third Year German	
GL	401	Submitted by G. Hoobler	12/16/2016
		Fourth Year German	
GL	402	Submitted by G. Hoobler	12/16/2016
		Fourth Year German	
GL	110	Submitted by G. Hoobler	12/16/2016
		German Literature in Translation	
GL	310	Submitted by G. Hoobler	12/16/2016
		German Film and Conversation	
GL	320	Submitted by G. Hoobler	12/16/2016
		Business German	
GL	331	Submitted by G. Hoobler	12/16/2016
		German Pronunciation	

GL	340	Submitted by G. Hoobler	12/16/2016
	German Culture and Civilization		
GL	341	Submitted by G. Hoobler	12/16/2016
	German Culture and Civilization		
GL	342	Submitted by G. Hoobler	12/16/2016
	German Fairy Tales		
GL	343	Submitted by G. Hoobler	12/16/2016
	Studies in German Culture and Literature to 1945		
GL	344	Submitted by G. Hoobler	12/16/2016
	Studies in German Culture and Literature to the Present		
GL	416	Submitted by G. Hoobler	12/16/2016
	Teaching Practicum		
GL	423	Submitted by G. Hoobler	12/16/2016
	19th Century Literature		
GL	450	Submitted by G. Hoobler	12/17/2016
	Topics in German Culture and Civilization		
GL		Submitted by BREAK	1/31/2017
X			

GS

GS	325	Submitted by Erin Baumgartner	4/28/2017
	Inquiry and Design for Educators		

HE

HE	471	Submitted by Peggy Pedersen	11/29/2016
	Program Planning		
HE	434W	Submitted by Janet Roberts	12/06/2016
	Diseases		
HE	375Q	Submitted by Emily Vala-Haynes	12/13/2016
	Epidemiology		
HE	465D	Submitted by Emily Vala-Haynes	12/13/2016
	International Health		
HE	362W	Submitted by Daryl Thomas	12/20/2016
	Contemporary Health Issues		
HE	485W	Submitted by Warren Allen	12/21/2016
	Bioethics For Public Health		
HE	362W	Submitted by Daryl Thomas	1/03/2017
	Contemporary Health Issues		
HE		Submitted by BREAK	1/31/2017
X			
HE	385	Submitted by Natalie DeWitt	3/03/2017
	Foundations of Health Education		

HE	329	Submitted by Ada Massa Gonzalez	3/03/2017
		Introduction to Health and Human Services	
HE	385	Submitted by Natalie DeWitt	3/03/2017
		Foundations of Health Education	
HE	487	Submitted by Doris Cancel-Tirado	3/03/2017
		Assessment & Program Evaluation	
HE	367	Submitted by Shawn Sellers	3/03/2017
		Human Sexuality	
HE	367	Submitted by Shawn Sellers	3/03/2017
		Human Sexuality	
HE	325	Submitted by Loren Wisniewski	3/03/2017
		Nutrition	
HE	420	Submitted by Shawn Sellers	3/03/2017
		Healthy Relationships	
HE	366	Submitted by Shawn Sellers	3/03/2017
		Alcohol and Other Drugs	
HE	227	Submitted by Loren Wisniewski	3/03/2017
		Introduction to Community & Public Health	
HE	419	Submitted by Janet Roberts	3/03/2017
		Internship	
HE	413	Submitted by Daryl Thomas and Warren Allen	3/10/2017
		Complementary and Alternative Medicine	
HE	381	Submitted by Warren Allen	3/23/2017
		Mind/Body Health	
HE	391	Submitted by Warren Allen	3/23/2017
		Stress Management	
HE	211	Submitted by Pamela R. Ward	3/28/2017
		Techniques of Relaxation	
HE	426	Submitted by Tom Kelly	3/30/2017
		Sports and Exercise Nutrition	
HE	425	Submitted by Tom Kelly	3/30/2017
		Current Issues in Nutrition	
HE	412	Submitted by Jamie Tatum	4/20/2017
		Bullying	
HE	351	Submitted by Peggy Pedersen	4/20/2017
		School Health Programs Elementary	
HE	415	Submitted by Amy Hammermeister	4/28/2017
		Child and Adolescent Health	
HE	415	Submitted by Amy Hammermeister	4/28/2017
		Child and Adolescent Health	
HE	473	Submitted by Emily Vala-Haynes	5/04/2017
		Biometrics and Research Methods	
HE	457	Submitted by Emily Vala-Haynes	5/04/2017
		Migrant Health	

HST

HST	106	Submitted by Patricia Goldsworthy-Bishop	11/27/2016
World History: The Modern World			
HST	499	Submitted by Patricia Goldsworthy-Bishop	12/06/2016
Senior Seminar			
HST	496	Submitted by Patricia Goldsworthy-Bishop	12/06/2016
Empire and Environment			
HST	497	Submitted by Patricia Goldsworthy-Bishop	12/06/2016
Islam in Africa			
HST	201	Submitted by John L. Rector	12/12/2016
History of the United States: Native American Cultures to Early 19th Century			
HST	461	Submitted by Hsieh Bau Hwa	12/12/2016
Traditional China			
HST	202D	Submitted by Kimberly Jensen	12/12/2016
History of the United States: First World War to the Present			
HST	104D	Submitted by Swedo	12/12/2016
World History: The Ancient and CLassical World			
HST	201	Submitted by John L. Rector	12/12/2016
History of the United States: Reform and Progress			
HST	462 D	Submitted by Hsieh Bau Hwa	12/12/2016
Traditional Japan			
HST	411	Submitted by John L. Rector	12/12/2016
World Problems			
HST	453	Submitted by John L. Rector	12/12/2016
Pre-Columbian and Colonial Latin American History			
HST	420C	Submitted by Swedo	12/12/2016
Philosophies of History			
HST	404C	Submitted by Kimberly Jensen	12/12/2016
Gender Issues in History Part I			
HST	454	Submitted by John L. Rector	12/12/2016
Mexico and the Caribbean since Independence			
HST	463 D	Submitted by Hsieh Bau Hwa	12/12/2016
Modern East Asia: China and Japan			
HST	405C	Submitted by Kimberly Jensen	12/12/2016
Gender Issues in History Part II			
HST	420C	Submitted by Swedo	12/12/2016
Philosophies of History			
HST	455	Submitted by John L. Rector	12/12/2016
South America since Independence			
HST	452D	Submitted by Swedo	12/12/2016
Women and Family in the Middle Ages			

HST	479D	Submitted by Kimberly Jensen	12/12/2016
		Challenges of Progressive Era America	
HST	486D	Submitted by John L. Rector	12/12/2016
		Chican@ History	
HST	480	Submitted by Kimberly Jensen	12/12/2016
		Topics in Multicultural American History	
HST	481D	Submitted by Kimberly Jensen	12/12/2016
		American Voices: Autobiography, Biography, and Memoir in American History	
HST	457	Submitted by John L. Rector	12/12/2016
		Twentieth Century Latin America	
HST	414D	Submitted by Swedo	12/12/2016
		British History to 1300	
HST	473 D	Submitted by Hsieh Bau Hwa	12/12/2016
		Popular Culture in China	
HST	482	Submitted by Kimberly Jensen	12/12/2016
		America and the World Wars	
HST	474 D	Submitted by Hsieh Bau Hwa	12/12/2016
		Popular Culture in Japan	
HST	483D	Submitted by Kimberly Jensen	12/12/2016
		Cold War America	
HST	484D	Submitted by Kimberly Jensen	12/12/2016
		HST484D Health, Medicine and Gender in Historical Perspective	
HST	105D	Submitted by Swedo	12/12/2016
		World History:Expanding Societies	
HST	472 D	Submitted by Hsieh Bau Hwa	12/12/2016
		Women in Chinese Society	
HST	412D	Submitted by David Doellinger	1/27/2017
		Yugoslavia: From Experiment to Collapse	
HST	422D	Submitted by David Doellinger	1/27/2017
		Germany: The Nineteenth Century	
HST	423D	Submitted by David Doellinger	1/27/2017
		Germany: 1914-1945	
HST	424D	Submitted by David Doellinger	1/27/2017
		Postwar German History	
HST	428D	Submitted by David Doellinger	1/27/2017
		19th Century Europe	
HST	430D	Submitted by David Doellinger	1/27/2017
		20th Century Europe: Postwar Period	
HST	431D	Submitted by David Doellinger	1/27/2017
		Russia to Peter the Great	
HST	432D	Submitted by David Doellinger	1/27/2017
		Imperial Russia	
HST	433D	Submitted by David Doellinger	1/27/2017
		Soviet Russia	

HST	477D	Submitted by Patricia Goldsworthy-Bishop	1/28/2017
	Civil War and Reconstruction		
HST	498D	Submitted by Patricia Goldsworthy-Bishop	1/28/2017
	Environmental History		
HST	490D	Submitted by Patricia Goldsworthy-Bishop	1/28/2017
	Wests of Early America		
HST	491D	Submitted by Patricia Goldsworthy-Bishop	1/28/2017
	Western US: 20th Century Issues		
HST	492D	Submitted by Patricia Goldsworthy-Bishop	1/28/2017
	Pacific Northwest History		
HST		Submitted by BREAK	1/31/2017
	X		
HST	405C	Submitted by Kimberly Jensen	3/07/2017
	Gender Issues in History Part II		
HST	425	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Modern France: Revolution and Napoleon		
HST	444	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Colonial North Africa		
HST	439	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Colonial Cultures		
HST	440	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Gender and Colonialism		
HST	443	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Jewish North Africa		
HST	495	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Arab World in Transition		
HST	438	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	European Imperialisms		
HST	436	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	History of Paris		
HST	445	Submitted by Patricia Goldsworthy-Bishop	4/23/2017
	Postcolonial North Africa		
HST	441	Submitted by Patricia Goldsworthy-Bishop	4/26/2017
	Decolonization and its Aftermaths		
HST	301	Submitted by Kimberly Jensen	4/28/2017
	Introduction to Historical Research		
HST	406	Submitted by Kimberly Jensen	4/28/2017
	Archival Science		
HST	410	Submitted by Kimberly Jensen	4/28/2017
	Introduction to Public History		
HST	493	Submitted by Kimberly Jensen	4/28/2017
	Women in Oregon History		
HST	476	Submitted by Kimberly Jensen	4/28/2017
	Market Democracy in America		

HST	487	Submitted by Kimberly Jensen	4/28/2017
Canada to Confederation - 1867			
HST	488	Submitted by Kimberly Jensen	4/28/2017
Canada Since Confederation			
HST	494	Submitted by Kimberly Jensen	4/28/2017
North American Constitutional History			
HST	428	Submitted by David Doellinger	4/28/2017
Nineteenth Century Europe			
HST	413	Submitted by David Doellinger	4/28/2017
Dissent & Opposition in East Europe			
HST	429	Submitted by David Doellinger	4/28/2017
Twentieth Century Europe: From World Wars to Cold Wars			
HST	430	Submitted by David Doellinger	4/28/2017
Twentieth Century Europe: Postwar Period			
HST	415	Submitted by Swedo	4/28/2017
British History from 1300 to the 18th century			
HST	415	Submitted by Swedo	4/28/2017
British History from 1300 to the 18th century			
HST	447	Submitted by Swedo	4/28/2017
Early Middle Ages			
HST	448	Submitted by Swedo	4/28/2017
High Middle Ages			
HST	447	Submitted by Swedo	4/28/2017
Early Middle Ages			
HST	449	Submitted by Swedo	4/28/2017
Late Middle Ages			
HST	418/518	Submitted by Swedo	4/29/2017
The Reformation			
HST	419/519	Submitted by Swedo	4/29/2017
Early Modern Europe			
HST	451	Submitted by Swedo	4/29/2017
The Crusades			
HST	469	Submitted by Hsieh Bau Hwa	4/30/2017
People's Republic of China			
HST	426	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
Modern France: 19th Century			
HST	427	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
Modern France: 20th Century			
HST	437	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
World War II in Film			
HST	434	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
Mediterranean Worlds			
HST	435	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
Mediterranean Worlds			

HST	442	Submitted by Patricia Goldsworthy-Bishop	4/30/2017
North Africa and the World			
HST	471	Submitted by Hsieh Bau Hwa	5/02/2017
Women in Japanese History			

INT

INT	360W	Submitted by Erin Trine	1/02/2017
Current Issues in Interpreting			
INT		Submitted by BREAK	1/31/2017
X			
INT	254	Submitted by Elisa Maroney	4/15/2017
Introduction to the Profession of Interpreting			
INT	470	Submitted by CM Hall	4/17/2017
DeafBlind Interpreting			
INT	471	Submitted by CM Hall	4/17/2017
Seabeck DeafBlind Service Learning			
INT	260	Submitted by Amanda R Smith	4/18/2017
Pre-Interpreting Skills Development			
INT	340	Submitted by Amanda R Smith	4/18/2017
Ethics & Decision Making for Interpreters			
INT	330	Submitted by Erin Trine	4/19/2017
Theory and Process of Interpreting I			
INT	341	Submitted by Erin Trine	4/19/2017
Theory and Process of Interpreting II			
INT	342	Submitted by Erin Trine	4/19/2017
Theory and Process of Interpreting III			
INT	392	Submitted by Erin Trine	4/19/2017
Language and Communication in the Classroom: Deaf and Hard of Hearing			
INT	469	Submitted by Erin Trine	4/19/2017
Cultural Intelligence in a Diverse World			
INT	467	Submitted by Erin Trine	4/20/2017
Interpreting in Educational Settings			
INT	365	Submitted by Vicki Darden	4/26/2017
Interpreting In Community Settings			
INT	466	Submitted by Sarah Hewlett	4/27/2017
Interpreting in Postsecondary Settings			
INT	441	Submitted by Sarah HewlettIT	4/27/2017
Theory and Process of Interpreting IV			
INT	442	Submitted by Sarah Hewlett	4/27/2017
Theory and Process of Interpreting V			
INT	410	Submitted by Sarah Hewlett	4/27/2017
Internship			

IS

IS	270	Submitted by Tad Shannon	11/06/2016
Operating Systems			
IS	240	Submitted by Tad Shannon	11/06/2016
Information Management I			
IS	278	Submitted by Tad Shannon	11/06/2016
Networks			
IS	340	Submitted by Tad Shannon	11/06/2016
Information Management II			
IS	350	Submitted by Tad Shannon	11/06/2016
Enterprise Architecture			
IS	345	Submitted by Tad Shannon	11/06/2016
Systems Analysis			
IS	355	Submitted by Tad Shannon	11/06/2016
Strategy, Acquisition and Management of Information Systems			
IS	380	Submitted by Tad Shannon	11/06/2016
Information Networks			
IS	440	Submitted by Tad Shannon	11/06/2016
Systems Administration			
IS	470	Submitted by Tad Shannon	11/06/2016
Project Management			
IS	475	Submitted by Tad Shannon	11/06/2016
Project Implementation			
IS		Submitted by BREAK	1/31/2017
X			

LING

LING	410	Submitted by Thomas Rand	12/14/2016
Theories of Foreign Language Acquisition			
LING	450	Submitted by Thomas Rand	12/14/2016
Linguistic Analysis of Style and Genre			
LING	210	Submitted by Thomas Rand	12/19/2016
Introduction to Linguistics			
LING		Submitted by BREAK	1/31/2017
X			
LING	136	Submitted by Thomas Rand	3/17/2017
Academic Discourse for International Students			
LING	315	Submitted by Thomas Rand	3/17/2017
Structure of English			
LING	350	Submitted by Thomas Rand	3/17/2017
Linguistics in the Digital Age			
LING	416	Submitted by Thomas Rand	3/17/2017
TEFL Certificate Practicum			

MTH

MTH	105	Submitted by Breeann Flesch	11/20/2016
Introduction to Contemporary Mathematics			
MTH	110	Submitted by Breeann Flesch	11/20/2016
Applied College Mathematics			
MTH	111	Submitted by Breeann Flesch	11/20/2016
College Algebra			
MTH	112	Submitted by Breeann Flesch	11/20/2016
Elementary Functions			
MTH	211	Submitted by Breeann Flesch	11/20/2016
Foundations of Elementary Mathematics I			
MTH	212	Submitted by Breeann Flesch	11/20/2016
Foundations of Elementary Mathematics II			
MTH	213	Submitted by Breeann Flesch	11/20/2016
Foundations of Elementary Mathematics III			
MTH	231	Submitted by Breeann Flesch	11/20/2016
Elements of Discrete Mathematics I			
MTH	232	Submitted by Breeann Flesch	11/20/2016
Elements of Discrete Mathematics II			
MTH	243	Submitted by Breeann Flesch	11/20/2016
Introduction to Probability and Statistics			
MTH	411	Submitted by Cheryl Beaver	12/06/2016
Mathematics Education Capstone I			
MTH	412	Submitted by Cheryl Beaver	12/06/2016
Mathematics Education Capstone II			
MTH	280	Submitted by Scott Beaver	12/12/2016
Introduction to Proof			
MTH	251	Submitted by Scott Beaver	12/12/2016
Calculus I			
MTH	252	Submitted by Scott Beaver	12/12/2016
Calculus II			
MTH	252	Submitted by Scott Beaver	12/12/2016
Calculus II			
MTH	251	Submitted by Scott Beaver	12/12/2016
Calculus I			
MTH	253	Submitted by Scott Beaver	12/12/2016
Calculus III - Sequences and Series			
MTH	341	Submitted by Scott Beaver	12/12/2016
Linear Algebra I			
MTH	472W	Submitted by Breeann Flesch	12/27/2016
History of Mathematics			
MTH	403W	Submitted by Matthew Nabity	12/27/2016
Senior Project I			

MTH	404W	Submitted by Matthew Nabity	12/27/2016
	Senior Project II		
MTH		Submitted by BREAK	1/31/2017
	X		
MTH	354	Submitted by Breeann Flesch	4/03/2017
	Applied Discrete Mathematics		
MTH	355	Submitted by Breeann Flesch	4/03/2017
	Discrete Mathematics		
MTH	365	Submitted by Breeann Flesch	4/03/2017
	Mathematical Probability		
MTH	497	Submitted by Breeann Flesch	4/03/2017
	Discrete Mathematics for Middle School Teachers		
MTH	392	Submitted by Laurie Burton	4/11/2017
	College Algebra for Elementary and Middle School Teachers		
MTH	391	Submitted by Laurie Burton	4/11/2017
	Manipulatives in Mathematics		
MTH	395	Submitted by Laurie Burton	4/11/2017
	Elementary Integrated Mathematics		
MTH	491591	Submitted by Laurie Burton	4/11/2017
	Historical Topics In Mathematics for Middle School Teachers		
MTH	492592	Submitted by Laurie Burton	4/11/2017
	Abstract Algebra for Middle School Teachers		
MTH	344	Submitted by Cheryl Beaver	4/11/2017
	Group Theory		
MTH	345	Submitted by Cheryl Beaver	4/11/2017
	Ring Theory		
MTH	344	Submitted by Cheryl Beaver	4/11/2017
	Group Theory		
MTH	345	Submitted by Cheryl Beaver	4/11/2017
	Ring Theory		
MTH	346	Submitted by Cheryl Beaver	4/11/2017
	Number Thoery		
MTH	495	Submitted by Cheryl Beaver	4/11/2017
	Calculus Concepts for Middle School Teachers		
MTH	499	Submitted by Cheryl Beaver	4/11/2017
	Algebraic Problem Solving for Middle School Teachers		
MTH	397	Submitted by Cheryl Beaver	4/12/2017
	Secondary Problem Solving		
MTH	254	Submitted by Scott Beaver	4/13/2017
	Multivariate calculus		
MTH	254	Submitted by Scott Beaver	4/13/2017
	Multivariate calculus		
MTH	313	Submitted by Scott Beaver	4/13/2017
	Advanced Calculus III		

MTH	311	Submitted by Scott Beaver	4/13/2017
Advanced Calculus I			
MTH	312	Submitted by Scott Beaver	4/13/2017
Advanced Calculus II			
MTH	241	Submitted by Hamid Behmard	4/14/2017
Calculus for Social Science			
MTH	242	Submitted by Hamid Behmard	4/14/2017
Calculus for Social Sciences II			
MTH	351	Submitted by Hamid Behmard	4/14/2017
Intro to Numerical Analysis			
MTH	363	Submitted by Hamid Behmard	4/14/2017
Operations Research			
MTH	394	Submitted by Matthew Ciancetta	4/14/2017
Introduction to Geometry for Elementary Teachers			
MTH	396	Submitted by Matthew Ciancetta	4/14/2017
Elementary Problem Solving			
MTH	493	Submitted by Matthew Ciancetta	4/14/2017
Experimental Probability & Statistics for Middle School Teachers			
MTH	494	Submitted by Matthew Ciancetta	4/14/2017
Geometry for Middle School Teachers			
MTH	393	Submitted by Ander Erickson	4/26/2017
Probability and Statistics for Elementary and Middle School Teachers			
MTH	398	Submitted by Ander Erickson	4/27/2017
Discrete Mathematics for Elementary and Middle School Teachers			
MTH	441	Submitted by Scott Beaver	4/27/2017
Linear Algebra II			
MTH	314	Submitted by Matthew Nabity	4/30/2017
Differential Equations			
MTH	358	Submitted by Matthew Nabity	4/30/2017
Mathematical Modeling			
MTH	366	Submitted by Matthew Nabity	4/30/2017
Mathematical Statistics			
MTH	451	Submitted by Matthew Nabity	4/30/2017
Numerical Analysis			

MUE etc

MUE	318	Submitted by Tom Bergeron	12/01/2016
Music for the Classroom Teacher			
MUE	320	Submitted by Tom Bergeron	3/14/2017
Introduction to Orff-Schulwerk			
MUE	425525	Submitted by Tom Bergeron	3/14/2017
Orff-Schulwerk Level I			
MUE	451551	Submitted by Ike Nail	5/03/2017
Woodwind Techniques			

MUEN	113313	Submitted by Dirk Freymuth	1/11/2017
	Early Music Consort		
MUEN	163363/563	Submitted by Tom Bergeron	1/12/2017
	Orquestra Brasil		
MUEN	141341, 541	Submitted by Christopher Whyte	1/30/2017
	Percussion Ensemble		
MUEN	141341, 541	Submitted by Christopher Whyte	1/30/2017
	Percussion Ensemble		
MUEN	21	Submitted by Tom Bergeron	2/09/2017
	Brass Ensemble		
MUEN	21	Submitted by Tom Bergeron	2/12/2017
	Brass Ensemble		
MUEN	201	Submitted by Tom Bergeron	2/12/2017
	Pep Band		
MUEN	202	Submitted by Tom Bergeron	2/12/2017
	Pep Band		
MUEN	43	Submitted by Tom Bergeron	2/12/2017
	Guitar Ensemble		
MUEN	61	Submitted by Tom Bergeron	2/12/2017
	Western Hemisphere Voices (changing to Western Oregon Voices)		
MUEN	62	Submitted by Tom Bergeron	2/12/2017
	Western Hemisphere Orchestra		
MUEN	71	Submitted by Tom Bergeron	2/12/2017
	Jazz Repertoire Combo		
MUEN	72	Submitted by Tom Bergeron	2/12/2017
	Hemisphere Combo		
MUEN	73	Submitted by Tom Bergeron	2/12/2017
	Singer/Songwriter Combo		
MUEN	102302	Submitted by Dr. Kevin Helppie	2/14/2017
	Chamber Singers		
MUEN	151	Submitted by Dr. Kevin Helppie	2/14/2017
	opera scenes		
MUEN	102	Submitted by Dr. Kevin Helppie	4/29/2017
	Chamber Singers		
MUEN	152	Submitted by Dr. Kevin Helppie	4/29/2017
	opera scenes		
MUEN	153	Submitted by Dr. Kevin Helppie	4/29/2017
	Musical Theatre: Vocal		
MUEN	154	Submitted by Dr. Kevin Helppie	4/29/2017
	musical theatre: instrumental		
MUEN	111311	Submitted by Ike Nail	5/03/2017
	Symphony Orchestra		
MUEN	112,312	Submitted by Ike Nail	5/03/2017
	Wind Ensemble		

MUEN	103	Submitted by Ike Nail	5/03/2017
University Band			
MUP		Submitted by X	1/31/2017
X			
MUP	5	Submitted by Tom Bergeron	2/09/2017
American Vernacular Music Performance			
MUP	130	Submitted by Dr. Kevin Helppie	2/14/2017
music performance - vocal			
MUP	25	Submitted by Tom Bergeron	3/07/2017
Music Performance Instrumental			
MUP	5	Submitted by Tom Bergeron	3/07/2017
American Vernacular Studies			
MUP	300	Submitted by Tom Bergeron	3/07/2017
Music Performance Non Juried			
MUP	25	Submitted by Tom Bergeron	4/26/2017
Instrumental Performance			
MUP	15	Submitted by Kevin Walczyk	4/27/2017
Applied Music: Composition			
MUP	130	Submitted by Dr. Kevin Helppie	4/29/2017
Music Performance Vocal			
MUP	330	Submitted by Dr. Kevin Helppie	4/29/2017
Music Performance Vocal			
MUS	181	Submitted by Tom Bergeron	11/27/2016
Voice Class			
MUS	102	Submitted by Tom Bergeron	11/27/2016
Social History of Rock			
MUS	101	Submitted by Tom Bergeron	12/07/2016
Popular music in America			
MUS	103	Submitted by Tom Bergeron	12/07/2016
Jazz history			
MUS	111	Submitted by Tom Bergeron	12/07/2016
Beginning musicianship			
MUS	363	Submitted by Diane Baxter	1/10/2017
Ethnomusicology I			
MUS	364	Submitted by Diane Baxter	1/10/2017
Ethnomusicology II			
MUS	305	Submitted by Diane Baxter	1/10/2017
Junior Seminar			
MUS	310	Submitted by Diane Baxter	1/10/2017
Women in Music			
MUS	105	Submitted by Dr. Kevin Helppie	2/14/2017
The Magic of Mozart			
MUS	120	Submitted by Tom Bergeron	3/04/2017
Music Theory Fundamentals			

MUS	250	Submitted by Tom Bergeron	3/04/2017
	Concert Attendance		
MUS	405	Submitted by Tom Bergeron	3/04/2017
	Senior Recital		
MUS	304	Submitted by Tom Bergeron	3/04/2017
	Junior Recital		
MUS	313	Submitted by Tom Bergeron	3/04/2017
	Songwriting I		
MUS	361	Submitted by Tom Bergeron	3/04/2017
	Music History II		
MUS	405	Submitted by Tom Bergeron	3/04/2017
	Senior Seminar		
MUS	211	Submitted by Tom Bergeron	3/05/2017
	Music Theory I		
MUS	213	Submitted by Tom Bergeron	3/05/2017
	Music Theory III		
MUS	241	Submitted by Tom Bergeron	3/05/2017
	Drumset Proficiency I		
MUS	242	Submitted by Tom Bergeron	3/05/2017
	Drumset Proficiency II		
MUS	343	Submitted by Tom Bergeron	3/05/2017
	Drumset Proficiency III		
MUS	322	Submitted by Tom Bergeron	3/06/2017
	American Vernacular Conducting		
MUS	360	Submitted by Tom Bergeron	3/06/2017
	Music History I		
MUS	25	Submitted by Tom Bergeron	3/07/2017
	Music Performance Instrumental		
MUS	367	Submitted by Tom Bergeron	3/07/2017
	History of American Vernacular Music I		
MUS	368	Submitted by Tom Bergeron	3/07/2017
	History of American Vernacular Music II		
MUS	369	Submitted by Tom Bergeron	3/07/2017
	History of American Vernacular Music III		
MUS	685	Submitted by Tom Bergeron	3/07/2017
	Contemporary Readings in Music		
MUS	212	Submitted by Tom Bergeron	3/08/2017
	Music Theory II		
MUS	472	Submitted by Tom Bergeron	3/08/2017
	Songwriting II		
MUS	473	Submitted by Tom Bergeron	3/08/2017
	Songwriting III		
MUS	220	Submitted by Tom Bergeron	3/14/2017
	Improvisation		

MUS	640	Submitted by Tom Bergeron	3/14/2017
	College Pedagogy in Music		
MUS	382	Submitted by Dirk Freymuth	4/01/2017
	Digital Music Preoduction		
MUS	345	Submitted by Dirk Freymuth	4/01/2017
	Business of Music		
MUS	383	Submitted by Dirk Freymuth	4/03/2017
	Advanced Music Production		
MUS	423	Submitted by Kevin Walczyk	4/19/2017
	Music Media Production III		
MUS	422	Submitted by Kevin Walczyk	4/19/2017
	Music Media Production II		
MUS	421	Submitted by Kevin Walczyk	4/19/2017
	Music Media Production I		
MUS	414	Submitted by Kevin Walczyk	4/19/2017
	Jazz Theory		
MUS	415	Submitted by Kevin Walczyk	4/19/2017
	Jazz Arranging I		
MUS	416	Submitted by Kevin Walczyk	4/19/2017
	Jazz Arranging II		
MUS	371	Submitted by Kevin Walczyk	4/19/2017
	Orchestration 1		
MUS	372	Submitted by Kevin Walczyk	4/19/2017
	Orchestration 2		
MUS	373	Submitted by Kevin Walczyk	4/19/2017
	Orchestration 3		
MUS	311	Submitted by Kevin Walczyk	4/19/2017
	Music Theory IV: Chromatic Harmony		
MUS	312	Submitted by Kevin Walczyk	4/19/2017
	Music Theory V: Post-Tonal Systems		
MUS	260	Submitted by Kevin Walczyk	4/19/2017
	Digital Music Notation		
MUS	111	Submitted by Gordon Lee	4/20/2017
	Beginning Musicianship		
MUS	101	Submitted by Gordon Lee	4/22/2017
	History of American Popular Music		
MUS	103	Submitted by Gordon Lee	4/22/2017
	History of Jazz		
MUS	221	Submitted by Tom Bergeron	4/27/2017
	Aural Skills I		
MUS	222	Submitted by Tom Bergeron	4/27/2017
	Aural Skills II		
MUS	223	Submitted by Tom Bergeron	4/27/2017
	Aural Skills III		

MUS	224	Submitted by Tom Bergeron	4/27/2017
	Aural Skills IV		
MUS	225	Submitted by Tom Bergeron	4/27/2017
	Aural Skills V		
MUS	226	Submitted by Tom Bergeron	4/27/2017
	Aural Skills VI		
MUS	440	Submitted by Diane Baxter	4/27/2017
	Performance Anxiety for Musicians		
MUS	351	Submitted by Diane Baxter	4/27/2017
	Accompanying		
MUS	425	Submitted by Diane Baxter	4/27/2017
	Keyboard Literature		
MUS	231	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency I		
MUS	232	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency II		
MUS	233	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency III		
MUS	234	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency IV		
MUS	235	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency V		
MUS	236	Submitted by Diane Baxter	4/27/2017
	Piano Proficiency VI		
MUS	341	Submitted by Diane Baxter	4/28/2017
	Pedagogy Studies--Piano		
MUS	105	Submitted by Dr. Kevin Helppie	4/29/2017
	The Magic of Mozart		
MUS	181	Submitted by Dr. Kevin Helppie	4/29/2017
	Class Voice		
MUS	182	Submitted by Dr. Kevin Helppie	4/29/2017
	Voice Class II		
MUS	321	Submitted by Dr. Kevin Helppie	4/29/2017
	Choral Conducting		
MUS	343	Submitted by Dr. Kevin Helppie	4/29/2017
	Voice Culture		
MUS	453	Submitted by Dr. Kevin Helppie	4/29/2017
	Vocal Literature		
MUS	454	Submitted by Dr. Kevin Helppie	4/29/2017
	Vocal Pedagogy		
MUS	455	Submitted by Dr. Kevin Helppie	4/29/2017
	Lyric Diction		
MUS	427	Submitted by Dr. Kevin Helppie	4/29/2017
	Choral Literature		

MUS	553	Submitted by Dr. Kevin Helppie	4/29/2017
	Vocal Literature		
MUS	201	Submitted by Ike Nail	5/03/2017
	Introduction to Music Literature		

PHL

PHL	101	Submitted by Mark Perlman	1/23/2017
	Introduction to Philosophy: Knowledge and Reality		
PHL	102	Submitted by Mark Perlman	1/23/2017
	Introduction to Philosophy: Morality and Social Justice		
PHL	103	Submitted by Mark Perlman	1/23/2017
	Introduction to Logic		
PHL	251	Submitted by Mark Perlman	1/23/2017
	Ethics		
PHL	252	Submitted by Mark Perlman	1/23/2017
	Medical Ethics		
PHL	255	Submitted by Mark Perlman	1/23/2017
	Environmental Ethics		
PHL	261	Submitted by Mark Perlman	1/23/2017
	Metaphysics		
PHL	262	Submitted by Mark Perlman	1/23/2017
	Epistemology		
PHL	263	Submitted by Mark Perlman	1/23/2017
	Philosophy of Mind		
PHL	282	Submitted by Mark Perlman	1/23/2017
	Philosophy of Art		
PHL	283	Submitted by Mark Perlman	1/23/2017
	Philosophy of Religion		
PHL		Submitted by BREAK	1/31/2017
	X		
PHL	311	Submitted by Ryan Hickerson	4/24/2017
	Ancient Philosophy		
PHL	314	Submitted by Ryan Hickerson	4/24/2017
	Modern Philosophy		
PHL	313	Submitted by Ken Kirby	4/27/2017
	History of Medieval and Renaissance Philosophy		
PHL	201	Submitted by Ryan Hickerson	4/29/2017
	Introduction to Metaphysics and Epistemology for Honors Students		
PHL	202	Submitted by Ryan Hickerson	4/29/2017
	Introduction to Ethics for Honors Students		
PHL	405	Submitted by Ryan Hickerson	4/29/2017
	Senior Tutorial in Philosophy		
PHL	322	Submitted by Ryan Hickerson	4/29/2017
	19th Century Philosophy		

PHL	323	Submitted by Ryan Hickerson	4/29/2017
Continental Philosophy			
PHL	370	Submitted by Ryan Hickerson	4/29/2017
Philosophy of Science			
PHL	380	Submitted by Ryan Hickerson	4/29/2017
Philosophy of Law			
PHL	382	Submitted by Ryan Hickerson	4/29/2017
Philosophy of Music			
PHL	316	Submitted by Susan Daniel	5/01/2017
Contemporary Philosophy			
PHL	320	Submitted by Susan Daniel	5/01/2017
Happiness			
PHL	321	Submitted by Susan Daniel	5/01/2017
Existentialism			
PHL	350	Submitted by Susan Daniel	5/01/2017
Political Philosophy			

PS

PS	203	Submitted by Mary Pettenger	11/22/2016
International Relations			
PS	440	Submitted by Mary Pettenger	12/13/2016
Causes of War			
PS	462	Submitted by Mary Pettenger	12/13/2016
Government and Politics of Europe			
PS	460	Submitted by Mary Pettenger	12/13/2016
Government and Politics of Asia			
PS	478	Submitted by Mary Pettenger	12/13/2016
Political Fiction and Film			
PS	481	Submitted by Mary Pettenger	12/13/2016
International Law			
PS	492	Submitted by Mary Pettenger	12/13/2016
Political Ideologies			
PS	493	Submitted by Mary Pettenger	12/13/2016
International Organizations			
PS	494	Submitted by Mary Pettenger	12/13/2016
Human Rights			
PS	497	Submitted by Mary Pettenger	12/13/2016
US Foreign Policy			
PS	355	Submitted by Mary Pettenger	12/13/2016
Civic Literacy and Engagement			
PS	436	Submitted by Mary Pettenger	12/13/2016
Gender and Public Policy			
PS	444	Submitted by Mary Pettenger	12/13/2016
National Security			

PS	447	Submitted by Mary Pettenger	12/13/2016
		Environmental Politics	
PS	477	Submitted by Mary Pettenger	12/13/2016
		International Environmental Politics	
PS	204	Submitted by Eliot Dickinson	12/16/2016
		Comparative Politics/Governments of the World	
PS	375	Submitted by Eliot Dickinson	12/16/2016
		Scope and Methods of Political Science	
PS	432	Submitted by Eliot Dickinson	12/16/2016
		Global Health Policy	
PS	433	Submitted by Eliot Dickinson	12/16/2016
		Healthcare Policy	
PS	441	Submitted by Eliot Dickinson	12/16/2016
		Causes of Peace	
PS	451	Submitted by Eliot Dickinson	12/16/2016
		Political Theory: Plato to Marx	
PS	452	Submitted by Eliot Dickinson	12/16/2016
		Political Theory: Marx to Habermas	
PS	464	Submitted by Eliot Dickinson	12/16/2016
		Government and Politics in Africa	
PS	465	Submitted by Eliot Dickinson	12/16/2016
		Government and Politics of the Middle East	
PS	471	Submitted by Eliot Dickinson	12/16/2016
		Immigration Politics and Policy	
PS	473	Submitted by Eliot Dickinson	12/16/2016
		Globalization Issues	
PS	202	Submitted by Mark Henkels	12/18/2016
		State and Local Government	
PS	430W	Submitted by Mark Henkels	12/18/2016
		The Aging Society	
PS	425W	Submitted by Mark Henkels	12/18/2016
		Native American Politics and Policy	
PS	425W	Submitted by Mark Henkels	12/18/2016
		Native American Politics and Policy	
PS	409W	Submitted by Mark Henkels	12/18/2016
		Practicum: Administrative Internship	
PS	410W	Submitted by Mark Henkels	12/18/2016
		Political Science Internship	
PS	202	Submitted by Mark Henkels	12/23/2016
		State and Local Government	
PS	201	Submitted by Mark Henkels	12/23/2016
		National Government	
PS	445W	Submitted by Mark Henkels	12/23/2016
		Introduction to Policy Analysis	

PS	479W	Submitted by Mark Henkels	12/23/2016
		American Constitutional Law	
PS	193	Submitted by Mary Pettenger	1/04/2017
		Model United Nations	
PS	393	Submitted by Mary Pettenger	1/04/2017
		Advanced Model United Nations	
PS		Submitted by BREAK	1/31/2017
		X	
PS	201	Submitted by Mark Henkels	4/22/2017
		American National Government	
PS	201	Submitted by Henkels	4/22/2017
		American National Government	
PS	351	Submitted by Henkels	4/22/2017
		Introduction to Public Administration	
PS	414	Submitted by Henkels	4/22/2017
		Political Parties, Pressure Groups, and Elections	
PS	416	Submitted by Henkels	4/22/2017
		Politics and Communication	
PS	419	Submitted by Henkels	4/22/2017
		American Presidential Elections	
PS	426	Submitted by Henkels	4/22/2017
		Federalism and Intergovernmental Relations	
PS	454	Submitted by Henkels	4/22/2017
		Public Personnel Administration	
PS	466	Submitted by Henkels	4/22/2017
		Governmental Budgeting	
PS	469	Submitted by Henkels	4/22/2017
		Congress and the Presidency	
PS	479	Submitted by Henkels	4/22/2017
		American Constitutional Law	
PS	490	Submitted by H	4/22/2017
		Community Politics	
PS	495	Submitted by Henkels	4/22/2017
		Public Sector Labor Relations	
PS	350	Submitted by Henkels	4/22/2017
		Introduction to Public Policy	
PS	423	Submitted by Henkels	4/22/2017
		Issues in National Policy	
PS	424	Submitted by Henkels	4/22/2017
		Policymaking in the States	
PS	445W	Submitted by Henkels	4/22/2017
		Introduction to Policy Analysis	
PS	479W	Submitted by Henkels	4/22/2017
		American Constitutional Law (W)	

PS	449	Submitted by Henkels	4/22/2017
		Environmental Values and Political Action	
PS	480	Submitted by Henkels	4/22/2017
		Introduction to Administrative Law	
PS	484	Submitted by Henkels	4/22/2017
		American Jurisprudence	
PS	485	Submitted by Henkels	4/22/2017
		Legal Reasoning and Writing	

PSY

PSY	301	Submitted by Chehalis Strapp	12/12/2016
		Introduction to Research Methods	
PSY	301W	Submitted by Chehalis Strapp	12/12/2016
		Introduction to Research Methods	
PSY	426	Submitted by Chehalis Strapp	12/12/2016
		History of Psychology	
PSY	467 Q	Submitted by Chehalis Strapp	12/12/2016
		Quantitative Methods	
PSY	468QW	Submitted by Chehalis Strapp	12/12/2016
		Advanced Research Methods	
PSY	487D	Submitted by Chehalis Strapp	12/12/2016
		Cross Cultural Psychology	
PSY	492 D	Submitted by Chehalis Strapp	12/12/2016
		Psychology of Women	
PSY	201	Submitted by David Foster	12/16/2016
		General Psychology	
PSY	202	Submitted by David Foster	12/16/2016
		General Psychology	
PSY	334	Submitted by David Foster	12/16/2016
		Social Psychology	
PSY	218	Submitted by David Foster	12/30/2016
		Psychological Foundations of Education	
PSY		Submitted by BREAK	1/31/2017
		X	
PSY	443	Submitted by David Foster	2/21/2017
		Psychology of Teamwork	
PSY	300	Submitted by Chehalis Strapp	3/26/2017
		Introduction of the Major: Careers and Opportunities	
PSY	409	Submitted by Chehalis Strapp	3/26/2017
		Practicum	
PSY	423	Submitted by Chehalis Strapp	3/26/2017
		Interviewing and Appraisal	
PSY	398	Submitted by Chehalis Strapp	3/26/2017
		Graduate Study in Psychology: Exploration and Preparation	

PSY	435	Submitted by Chehalis Strapp	3/26/2017
Theories of Personality			
PSY	336	Submitted by Chehalis Strapp	3/26/2017
Introduction to Forensic Psychology			
PSY	349	Submitted by Chehalis Strapp	3/26/2017
Introduction to Behavior Modification			
PSY	350	Submitted by Chehalis Strapp	3/31/2017
Evolutionary Psychology			
PSY	390	Submitted by Chehalis Strapp	3/31/2017
Theories of Learning			
PSY	410	Mentoring I	Submitted by 3/31/2017
Chehalis Strapp			
Mentoring I			
PSY	411	Submitted by Chehalis Strapp	3/31/2017
Mentoring II			
PSY	311	Submitted by David Foster	4/10/2017
Developmental Psychology			
PSY	360	Submitted by David Foster	4/12/2017
Cognitive Psychology			
PSY	439	Submitted by David Foster	4/12/2017
Positive Psychology			
PSY	445	Submitted by David Foster	4/12/2017
Introduction to Industrial/Organizational Psychology			
PSY	446	Submitted by David Foster	4/12/2017
Psychology of Leadership			
PSY	447	Submitted by David Foster	4/12/2017
Organizational Consulting			
PSY	449	Submitted by David Foster	4/12/2017
Psychology of Creativity			
PSY	450	Submitted by David Foster	4/12/2017
Abnormal Psychology			
PSY	465	Submitted by David Foster	4/12/2017
Motivation			
PSY	473	Submitted by David Foster	4/12/2017
Sensation and Perception			
PSY	480	Submitted by David Foster	4/12/2017
Infancy and Childhood			
PSY	481	Submitted by David Foster	4/12/2017
Middle and Late Childhood			
PSY	483	Submitted by David Foster	4/12/2017
Adulthood and Aging			
PSY	484	Submitted by David Foster	4/12/2017
Death, Dying, and Grief			
PSY	482	Submitted by David Foster	4/12/2017
Adolescence			

PSY	415	Submitted by Chehalis Strapp	4/12/2017
Psychology of Sports			
PSY	425	Submitted by Chehalis Strapp	4/12/2017
Drug & Alcohol Assessment			
PSY	427	Submitted by Chehalis Strapp	4/12/2017
Crisis Assessment & Intervention			
PSY	438	Submitted by Chehalis Strapp	4/12/2017
Advanced Forensic Psychology			
PSY	451	Submitted by Chehalis Strapp	4/12/2017
Behavioral Neuroscience			
PSY	458	Submitted by Chehalis Strapp	4/12/2017
Language Development			
PSY	461	Submitted by Chehalis Strapp	4/12/2017
Psychopharmacology			
PSY	463	Submitted by Chehalis Strapp	4/12/2017
Childhood Psychopathology			
PSY	488	Submitted by Chehalis Strapp	4/12/2017
Theories of Development			
PSY	488	Submitted by Chehalis Strapp	4/12/2017
Theories of Development			
PSY	328	Submitted by Dav	5/04/2017
Mental Health			

R

R	201	Submitted by Mark Perlman	1/23/2017
Introduction to World Religions: Eastern			
R	204	Submitted by Mark Perlman	1/23/2017
Introduction to World Religions: Western			
R	202	Submitted by Ken Kirby	4/27/2017
Introduction to World Religions			
R	315	Submitted by Ken Kirby	4/29/2017
Interpreting Religious Phenomena			
R	460	Submitted by Ken Kirby	4/29/2017
Comparative Religion			

RC

RC		Submitted by BREAK	1/31/2017
X			
RC	432	Submitted by Chungfan Ni	4/26/2017
Psychosocial and Environmental Aspects of Disability in Rehabilitation			
RC	552	Submitted by Chungfan Ni	4/26/2017
Medical and Functional Aspects of Disability in Rehabilitation			

RC	490	Submitted by Cheryl Davis	4/29/2017
Professional Issues: Rehabilitation Counseling with Deaf Clients			

SOC

SOC	223	Submitted by Peter Callero	11/18/2016
Introduction to Sociology: theory			
SOC	224	Submitted by Peter Callero	11/18/2016
Introduction to Sociology: Research			
SOC	225	Submitted by Peter Callero	11/18/2016
Social Problems			
SOC	328	Submitted by Peter Callero	12/13/2016
Introduction to Social Data Analysis			
SOC	400	Submitted by Peter Callero	12/13/2016
Globalization and Development			
SOC	312	Submitted by Peter Callero	12/13/2016
History and Anthropology of the Little Big Horn			
SOC	338	Submitted by Peter Callero	12/13/2016
Sociology of the Family			
SOC	360	Submitted by Peter Callero	12/13/2016
Sociology of Gender			
SOC	409	Submitted by Peter Callero	12/13/2016
Practicum: Latino/a Ed Mentor			
SOC	435	Submitted by Peter Callero	12/13/2016
Chicano/Latino Studies: Social Issues, Social Movements			
SOC	492	Submitted by Peter Callero	12/13/2016
Senior Seminar I			
SOC	493	Submitted by Peter Callero	12/13/2016
Senior Seminar 2			
SOC	494	Submitted by Peter Callero	12/13/2016
Senior Seminar 3			
SOC		Submitted by BREAK	1/31/2017
X			
SOC	465	Submitted by CM Hall	4/17/2017
LGBTQ Studies			
SOC	309	Submitted by Dr. Dean Braa	4/21/2017
American Society			
SOC	310	Submitted by Dr. Dean Braa	4/21/2017
Service Learning and Community Praxis			
SOC	312	Submitted by Dr. Dean Braa	4/21/2017
History and Anthropology of the Little Bighorn			
SOC	320	Submitted by Dr. Dean Braa	4/21/2017
Industrial Sociology			
SOC	321	Submitted by Dr. Dean Braa	4/21/2017
Labor Studies			

SOC	330	Submitted by Dr. Dean Braa	4/21/2017
Urban Sociology			
SOC	300	Submitted by Peter Callero	4/24/2017
Proseminar			
SOC	472	Submitted by Peter Callero	4/24/2017
Contemporary Sociological Theory			
SOC	327	Submitted by Peter Callero	4/24/2017
Social Research Methods			
SOC	334	Submitted by Peter Callero	4/24/2017
Self and Society			
SOC	340	Submitted by Peter Callero	4/24/2017
Community Organizing			
SOC	341	Submitted by Peter Callero	4/24/2017
Community Action			
SOC	354	Submitted by Peter Callero	4/24/2017
Sociology of Deviant Behavior			
SOC	399	Submitted by Peter Callero	4/24/2017
Sociology Internship			
SOC	350	Submitted by Dr. Dean Braa	4/28/2017
Food and Hunger			
SOC	390	Submitted by Dr. Dean Braa	4/28/2017
Critique of Education			
SOC	420	Submitted by Dr. Dean Braa	4/28/2017
Political Sociology			
SOC	427	Submitted by Dr. Dean Braa	4/28/2017
Revolutionary Social Movements			

SPAN

SPAN	101D	Submitted by Dr. Kathleen Connolly	12/06/2016
First Year Spanish I			
SPAN	102	Submitted by Dr. Kathleen Connolly	12/06/2016
First Year Spanish II			
SPAN	103	Submitted by Dr. Kathleen Connolly	12/06/2016
First Year Spanish III			
SPAN	338	Submitted by Dr. Kathleen Connolly	12/06/2016
Hispanic Culture and Civilization: Spain			
SPAN	201	Submitted by Dr. Kathleen Connolly	12/06/2016
Second Year Spanish I			
SPAN	202	Submitted by Dr. Kathleen Connolly	12/06/2016
Second Year Spanish II			
SPAN	203	Submitted by Dr. Kathleen Connolly	12/06/2016
Second Year Spanish III			
SPAN	409	Submitted by Dr. Kathleen Connolly	12/07/2016
Service Learning Practicum			

SPAN	309	Submitted by Dr. Kathleen Connolly	12/07/2016
Service Learning			
SPAN	414	Submitted by Dr. Kathleen Connolly	12/07/2016
Topics in Spanish Literature 18th and 19th Century			
SPAN	370	Submitted by Dr. Kathleen Connolly	12/07/2016
Survey of Peninsular Spanish Literature			
SPAN	360	Submitted by Dr. Kathleen Connolly	12/07/2016
Introduction to Hispanic Literature			
SPAN	345	Submitted by Dr. Kathleen Connolly	12/07/2016
Migration and Borders in the Hispanic World			
SPAN	335	Submitted by Dr. Kathleen Connolly	12/07/2016
Contemporary Hispanic Societies Through Film			
SPAN	415	Submitted by Dr. Kathleen Connolly	12/07/2016
Topics in Contemporary Spanish Literature			
SPAN	379D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
INTRODUCTION TO SPANISH LINGUISTICS			
SPAN	401D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Advanced Spanish Composition			
SPAN	317D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Intermediate Spanish for Bilingual I			
SPAN	318D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Intermediate Spanish for Bilingual II			
SPAN	319D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Intermediate Spanish for Bilingual III			
SPAN	301D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Third Year Spanish I			
SPAN	302D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Third Year Spanish II			
SPAN	411D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Topics in Medieval Spanish Literature			
SPAN	339D	Submitted by Patricia Giménez-Eguíbar	12/29/2016
Hispanic Culture and Civilization: Latin America			
SPAN	320	Submitted by Sue for Spanish Program	1/09/2017
Business Spanish			
SPAN		Submitted by BREAK	1/31/2017
X			
SPAN		Submitted by BREAK	1/31/2017
X			
SPAN	328	Submitted by Jaime Marroquin	2/07/2017
Introduction to Latino/Chicano Literature			
SPAN	340	Submitted by Jaime Marroquín	2/07/2017
Hispanic Culture and Civilization: Mexico			
SPAN	342	Submitted by Jaime Marroquín	2/07/2017
Introduction to Latino/Chicano Culture			

SPAN	371	Submitted by Jaime Marroquín	2/07/2017
		Introduction to Latin American Literature	
SPAN	412	Submitted by Jaime Marroquín	2/07/2017
		Topics in Golden Age Spanish Literature	
SPAN	413	Submitted by Jaime Marroquín	2/07/2017
		Don Quijote	
SPAN	443	Submitted by Jaime Marroquín	2/07/2017
		Topics in Contemporary Latin American Literature (The Mexican Revolution)	
SPAN	491	Submitted by Jaime Marroquín	2/07/2017
		Studies in Latin American Literature (The Essayist Tradition)	
SPAN	404	Submitted by Jaime Marroquin	4/16/2017
		Creative Writing	
SPAN	412	Submitted by Jaime Marroquin	4/16/2017
		Spanish Golden Age Literature	
SPAN	411	Submitted by Jaime Marroquin	4/16/2017
		Topics in Medieval Spanish Literature	
SPAN	413	Submitted by Jaime Marroquin	4/16/2017
		Don Quijote	
SPAN	417	Submitted by Jaime Marroquin	4/16/2017
		Hispanic Poetry	
SPAN	441	Submitted by Jaime Marroquin	4/16/2017
		Latin American Colonial Literature	
SPAN	350	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Spanish Pronunciation and Phonetics	
SPAN	380	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		SPAN 380 Applied Linguistics: Spanish	
SPAN	480	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		History of the Spanish Language	
SPAN	481	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Spanish Sociolinguistics	
SPAN	483	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Spanish in United States	
SPAN	482	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Topics in Spanish Linguistics	
SPAN	303	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Third Year Spanish III	
SPAN	321	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Spanish for Health Care Professionals	
SPAN	416	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Language Teaching Practicum	
SPAN	485	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Introduction to Translation and Interpreting	
SPAN	486	Submitted by Patricia Giménez-Eguíbar	4/30/2017
		Spanish Translation Practicum	

TA

TA	244	Submitted by Ryan Wright	11/09/2016
Scenecraft			
TA	110	Submitted by Kent Neely	11/21/2016
Introduction to Theatre			
TA	251	Submitted by David Janoviak	11/21/2016
Elements of Acting			
TA	253	Submitted by David Janoviak	11/21/2016
Production Participation			
TA	253	Submitted by David Janoviak	11/21/2016
Production Workshop: Play (Corrected Title--Other submission wrong)			
TA	246	Submitted by Sandra Hedgepeth	11/25/2016
Costume			
TA	252	Submitted by Sandra Hedgepeth	11/25/2016
Makeup			
TA	115	Submitted by Scott Grim	11/30/2016
Intro to Scenic Arts			
TA	115	Submitted by Scott Grim	11/30/2016
Introduction to Scenic Arts			
TA	245	Submitted by Scott Grim	11/30/2016
Technical Theatre: Lighting			
TA	247	Submitted by Scott Grim	11/30/2016
Technical Theatre: Sound			
TA	253	Submitted by Scott Grim	11/30/2016
Production Workshop: Tech			
TA	112	Submitted by Kent Neely	12/01/2016
Introduction to Film			
TA	320W	Submitted by Kent Neely	12/01/2016
Dramaturgy			
TA	427	Submitted by Kent Neely	12/01/2016
Contemporary Theatre			
TA	453W	Submitted by Kent Neely	12/01/2016
Capstone Experience			
TA	321W	Submitted by Michael Phillips	12/27/2016
Performance Art			
TA	330W	Submitted by Michael Phillips	12/27/2016
Script Writing			
TA	386D	Submitted by Michael Phillips	12/27/2016
International Theatre			
TA		Submitted by BREAK	1/31/2017
X			

TA	167	Submitted by Kent Neely	3/08/2017
	Play Reading		
TA	165	Submitted by David Janowiak	3/13/2017
	Production Dynamics		
TA	220	Submitted by David Janowiak	3/13/2017
	Production Participation		
TA	251	Submitted by David Janowiak	3/14/2017
	Elements of Acting		
TA	255	Submitted by David Janowiak	3/14/2017
	Movement I		
TA	261	Submitted by David Janowiak	3/14/2017
	Movement II		
TA	305	Submitted by David Janowiak	3/14/2017
	Stage Speech II		
TA	353	Submitted by David Janowiak	3/14/2017
	Advanced Production Workshop--Play		
TA	357	Submitted by David Janowiak	3/14/2017
	Production Performance		
TA	368	Submitted by David Janowiak	3/14/2017
	Masks		
TA	371	Submitted by David Janowiak	3/14/2017
	Acting Meisner I		
TA	394	Submitted by David Janowiak	3/14/2017
	Acting Meisner II		
TA	395	Submitted by David Janowiak	3/16/2017
	SS: Plays in Performance		
TA	405 Acting Shakespeare	Submitted by David	
Janowiak	3/16/2017		
	Acting Shakespeare		
TA	420	Submitted by David Janowiak	3/16/2017
	Acting: Scene Study		
TA	432	Submitted by David Janowiak	3/16/2017
	Acting Styles I		
TA	437	Submitted by David Janowiak	3/16/2017
	Acting Shakespeare II		
TA	167	Submitted by Ted deChatelet	3/21/2017
	Play Reading		
TA	334	Submitted by Scott Grim	3/29/2017
	Stage management		
TA	336	Submitted by Scott Grim	3/29/2017
	Stage Properties		
TA	338	Submitted by Scott Grim	3/29/2017
	History of Architecture & Decor		
TA	345	Submitted by Scott Grim	3/29/2017
	Scenic Painting I		

TA	346	Submitted by Scott Grim	3/29/2017
	Scenic Design		
TA	347	Submitted by Scott Grim	3/29/2017
	Drafting for Theatre		
TA	348	Submitted by Scott Grim	3/29/2017
	Lighting Design		
TA	349	Submitted by Scott Grim	3/29/2017
	Scenic Design Studio		
TA	353	Submitted by Scott Grim	3/29/2017
	Advanced Production Workshop		
TA	354	Submitted by Scott Grim	3/29/2017
	Production Design		
TA	355	Submitted by Scott Grim	3/29/2017
	Production Management		
TA	359	Submitted by Scott Grim	3/29/2017
	Production Fabrication		
TA	412	Submitted by Scott Grim	3/29/2017
	Portfolio Review		
TA	434	Submitted by Scott Grim	3/29/2017
	Advanced Scenecradt		
TA	445	Submitted by Scott Grim	3/29/2017
	Scenic Painting II		
TA	446	Submitted by Scott Grim	3/29/2017
	Scene Design: CAD		
TA	447	Submitted by Scott Grim	3/29/2017
	Digital Imagery for Theatre		
TA	448	Submitted by Scott Grim	3/29/2017
	Advanced Lighting Design		
TA	454	Submitted by Scott Grim	3/29/2017
	Production Design II		
TA	455	Submitted by Scott Grim	3/29/2017
	Production Management II		
TA	265	Submitted by Ted deChatelet	3/30/2017
	Acting 1		
TA	271	Submitted by Ted deChatelet	3/30/2017
	Acting 2		
TA	290	Submitted by Ted deChatelet	3/30/2017
	Voice 1		
TA	295	Submitted by Ted deChatelet	3/30/2017
	Stage Speech 1		
TA	351	Submitted by Ted deChatelet	3/30/2017
	Voice 2		
TA	360	Submitted by Ted deChatelet	3/30/2017
	Contemporary Audition		

TA	370	Submitted by Ted deChatelet	3/30/2017
	Acting for Camera		
TA	410	Submitted by Ted deChatelet	3/30/2017
	Acting for Camera 2		
TA	433	Submitted by Ted deChatelet	3/30/2017
	Acting Styles 2		
TA	407	Submitted by Ted deChatelet	3/30/2017
	Stage Combat		
TA	166	Submitted by Michael Phillips	4/30/2017
	Text Analysis		
TA	364	Submitted by Michael Phillips	4/30/2017
	Play Direction		
TA	382	Submitted by Michael Phillips	4/30/2017
	Theatre History II		
TA	381	Submitted by Michael Phillips	4/30/2017
	Theatre History I		
TA	315	Submitted by Michael Phillips	4/30/2017
	Musical Theatre Studio I		
TA	383	Submitted by Michael Phillips	4/30/2017
	Theatre History III		
TA	358	Submitted by Michael Phillips	4/30/2017
	Production Direction		
TA	358	Submitted by Michael Phillips	4/30/2017
	Production Direction		
TA	457	Submitted by Michael Phillips	4/30/2017
	Advanced Directing		
TA	308	Submitted by Sandra Hedgepeth	5/01/2017
	History of Fashion		
TA	343	Submitted by Sandra Hedgepeth	5/01/2017
	Costume Design		
TA	443	Submitted by Sandra Hedgepeth	5/01/2017
	Advanced Costume Design		
TA	344	Submitted by Sandra Hedgepeth	5/01/2017
	Costume Crafts		

WR

WR	122	Submitted by Thomas Rand	12/14/2016
	College Writing II		
WR	230	Submitted by Thomas Rand	12/14/2016
	Introduction to Writing Studies		
WR	300	Submitted by Thomas Rand	12/14/2016
	Technical and Workplace Writing		
WR	301	Submitted by Thomas Rand	12/14/2016
	Integrating Writing and Design		

WR	302	Submitted by Thomas Rand	12/14/2016
		Editing and Style for Writers	
WR	303	Submitted by Thomas Rand	12/14/2016
		Topics in Public and Professional Writing	
WR	300	Submitted by Lars Soderlund	12/14/2016
		TECHNICAL AND WORKPLACE WRITING	
WR	400	Submitted by Lars Soderlund	12/14/2016
		Professional Writing in Global Contexts	
WR	301	Submitted by Lars Soderlund	12/14/2016
		Integrating Writing and Design	
WR	401	Submitted by Lars Soderlund	12/14/2016
		Writing Across Media	
WR	222	Submitted by Lars Soderlund	12/14/2016
		Writing for the Sciences	
WR	400	Submitted by Thomas Rand	12/16/2016
		Professional Writing in Global Contexts	
WR	401	Submitted by Thomas Rand	12/16/2016
		Writing Across Media	
WR	402	Submitted by Thomas Rand	12/16/2016
		Professional Editing	
WR	405	Submitted by Thomas Rand	12/16/2016
		Professional Concerns	
WR	440	Submitted by Thomas Rand	12/16/2016
		Writing Theory and Pedagogy	
WR		Submitted by BREAK	1/31/2017
		X	
WR	464	Submitted by Thomas Rand	3/17/2017
		Writing for Publication	
WR	300w	Submitted by P. Keiko Kagawa	4/20/2017
		Technical and Workplace Writing	
WR	361	Submitted by Henry Hughes	5/01/2017
		Poetry Workshop	
WR	461	Submitted by Henry Hughes	5/01/2017
		Advanced Poetry Writing	
WR	363	Submitted by Henry Hughes	5/01/2017
		Creative Nonfiction Workshop	
WR	463	Submitted by Henry Hughes	5/01/2017
		Advanced Creative Nonfiction Workshop	
WR	360	Submitted by Curt Yehnert	5/02/2017
		Intro to Fiction Writing	

ANTH

ANTH

214D

Submitted by Robin Smith

12/19/2016

Physical Anthropology

Goal 1	What is Anthropology?
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	What major questions do Physical Anthropologists address and where do they look for the answers?
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	What characteristics distinguish our Order, the primates, from other kinds of mammals?
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	What are the important differences between: apes and hominins?...among the different early hominins known as Australopithecines?...between the early hominins and our own genus, Homo?
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	What is the biological basis for human cultural behavior?
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	What evolutionary processes are at work in the human species today?
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 1.

Archaeology

Goal 1	What is Anthropology?
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	What is Archaeology? Why is archaeology part of anthropology in the US, but not in Europe?
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	What major questions do Archaeologists address and where do they look for answers?
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	What is "material culture" and how is it related to "culture?"
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	How is the dimension of time measured and interpreted in archaeological sites?
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	How is the dimension of space measured and interpreted in archaeological sites and regions?
G6 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Primary ULO	See Course Goal 1.

Goal 1	In what ways has the natural world changed since the emergence of our species?
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	How have we and our ancestors altered the natural world?
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	How has this modified niche changed us?
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	What are the major milestones in the evolution of human culture?
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	What circumstances and events have shaped the present day distribution of cultures around the world?
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	How can we account for the differences between cultures in their strategies for ensuring survival and attaining satisfaction in life?
G6 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Primary ULO	See Course Goal 4.

Goal 1	The historical context of discoveries about hominin and human origins
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	The material evidence related to human evolution
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The techniques used to collect and extract this evidence
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The methods used to interpret this evidence and to reconstruct the biology and behavior of extinct hominins
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	Current models of the evolutionary paths of hominins
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	Contemporary ideas about the influence of environmental change on the mode and tempo of human evolution
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 6.

North American Prehistory

Goal 1	What we know of the long unwritten history of human experience in North America.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	<ul style="list-style-type: none"> The potential and limits of material culture as a source of information about the past.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The major regions and periods of cultural development used by archaeologists to organize our telling of this story.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The diverse environments and resources available to earlier peoples.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	Some of the ways in which people have responded to environmental change in the past.
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	Some of the ways in which people have adjusted to population increase in the past.
G6 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Primary ULO	See Course Goal 1.

Goal 1	The relationship between vision and language.
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	The role of film in the study of human cultures.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	The interplay of ethnographic and cinematic approaches to understanding and representing human behavior.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The ethical issues raised by the capture of human behavior on film and its exhibition.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	The influence of visual anthropology on the development of theory in anthropology.
G5 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Women in Cross-cultural Perspective

Goal 1	We can better understand our own cultures by looking at other ways of constructing reality. In the words of Eleanor Leacock: "one aims as best one can to understand the constraints within which one lives, and to define realistically the actual alternatives one has to choose among."
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	We can build a sense of connection with people in other cultures by seeking out human universals and observing the range of creative responses to life in a variety of cultures.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	We can understand how features of women's and men's lives are the product of sex, gender, or individual desire, or the complex interworking of these forces.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	We can enter into culture and begin to build and understanding of it through close reading of an ethnography.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	We can practice respectful discussion of cultural differences, even when the subject is a difficult or disturbing aspect of human behavior.
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	We can enjoy the incredible creativity of human beings in their cultural responses to Mother Nature's richest gift and best joke: sex.
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 1.

History and Theory of Archaeology

Goal 1	When and how Western cultures became aware of the human past.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	The major periods in the development of archeological thought.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The particular course taken in the evolution of archaeological thought in the Americas.
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	The potential and limits of material culture as a source of information about our past.
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	The influence of cultural environments and historical events on what is asked about the past.
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	The major contributions of archeology to our understanding of the human condition.
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 6.

Goal 1	The relationship between archaeology and history.
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	The major themes addressed by scholars in the field of historical archaeology.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	The interplay of materialist and idealist approaches to understanding the recent past.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The ethical issues raised in the study and interpretation of the histories of particular peoples, by themselves and by others.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	The influence of cultural environments and political events on what is asked about the past.
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	Some major contributions of historical archaeology to our understanding of the human condition.
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 6.

Northwest Indian Cultures

Goal 1	What questions do anthropologists ask about Native American cultures and where do they seek answers?
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	How have Native peoples adapted to the distinctive environmental opportunities and challenges of the three culture areas in the Northwest?
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	How do different Native cultures of the Northwest see themselves in relation to the natural world? What are their social and spiritual worlds like?
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	How did different Native cultures of the Northwest interact with each other before the arrival of EuroAmericans?
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	What were the processes of invasion, culture contact, and acculturation, and resistance like for Native peoples of the Northwest?
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	How did Native Northwestern peoples influence the cultures of the immigrants who settled among them? How does this continue today?
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 6.

Indian America

Goal 1	Differences and similarities among Native North American cultures.
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	Cultural change in North America since 1492 from Native and newcomer perspectives.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Technological changes--adoption, adaptation, and innovation--and environmental changes following the arrival of immigrant populations in North America.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	Social changes--acculturation, assimilation, resistance, and revitalization--as responses to contact and colonization.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	Ideological changes--political, religious, and artistic influences of various North American peoples on each other.
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	Teachings from current Native leaders for the 21st century world.
G6 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Primary ULO	See Course Goal 6.

Latin America

Goal 1	The student will be able to identify the enormous diversity that today characterizes the countries within Latin America.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	The student will be able to examine, “unpack”, and analyze the origins of stereotypes about the peoples and cultures of Latin America.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	The student will be able to integrate the multiple shifts in economic policies and political transitions that have occurred since the mid 20th century with the current Latin American political and economic landscapes.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The student will be able to assess changes in religion and culture in Latin America with particular focus on the 20th and 21st centuries.
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	The student will be able to analyze major themes in Latin American literature, art, and popular culture.
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	The student will be able to evaluate the impact of globalization on Latin American peoples and culture.
G6 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Primary ULO	See Course Goal 6.

Museum Studies

Goal 1	The student will gain an understanding of what museums are and the role they play in our society.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	The student will be able to critically discuss the relationship between ideal museum practices, public perception, and actual activities.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The student will learn how to locate and utilize basic literature of museum methods, professional museum organizations, and museum reference sources including on-line resources.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The student will thoughtfully reflect on and analyze museums as both preservers and makers of culture.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	The student will be able to identify and outline the various subfields of applied anthropology.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	The student will utilize knowledge and skills of anthropological methods in applied settings.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The student will learn how to conduct symbolic analysis of cultural scenes.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	The student will gain a working understanding of organizational cultures.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Environmental Anthropology

Goal 1	The student will gain an awareness of their own view of nature and society and analyze it from a cross-cultural perspective.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	The student will practice approaching environmental discourses as an anthropologist.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	The student will apply anthropological thing, including holistic and evolutionary perspectives, to environmental issues.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Human Rights

Goal 1	By completing this course, students learn to define human rights and discuss the history of how human rights discourse and practice developed.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	By completing this course, students learn to identify the theoretical foundations and principle tenets of human rights, as well as their legacies both locally and globally.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	By completing this course, students learn to distinguish human rights issues from other global issues and determine how these issues interrelate with other social, cultural, economic, and political factors and concerns.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	By completing this course, students learn to articulate how anthropology, as a discipline, has engaged with human rights issues in the past and gain a sense of the direction anthropology is taking in relation to human rights issues around the globe today.
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	By completing this course, students learn to engage with specific human rights cases and educate the university community regarding contemporary human rights issues in effective and meaningful ways.
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	Identify and distinguish important theoretical and methodological tools used by linguistic anthropologists to examine communication as a socio-cultural process.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	Apply these distinct methods and modes of analysis to achieve an understanding of real-world instances of language use in context.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	Engage with key social issues and policy and debates around language from an informed and critical perspective, and with sensitivity to the links between language and identity, power and inequality.
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	Write clearly and persuasively about language in a variety of genres, using ethnographic and other supporting evidence effectively to make arguments.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Identify the major conceptual and methodological tools that anthropologists have used to analyze social and cultural processes, the major thinkers associated with these perspectives, and the intellectual and historical trajectories that connect them.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	Apply a critical lens to both popular and scholarly representations of people and cultures.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Read, evaluate and respond to contemporary anthropological research with an understanding of its theoretical stakes and relevance to major divisions and debates within the field.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Identify the major conceptual and methodological tools that anthropologists have used to analyze social and cultural processes, the major thinkers associated with these perspectives, and the intellectual and historical trajectories that connect them.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	Apply a critical lens to both popular and scholarly representations of people and cultures.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Read, evaluate and respond to contemporary anthropological research with an understanding of its theoretical stakes and relevance to major divisions and debates within the field.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Anthropology of Modernization

Goal 1	Understand and distinguish the heterogeneous conceptual, ideological and aesthetic underpinnings of the idea of modernity.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Identify the distinct socio-cultural, economic and political processes grouped under the heading “modernization” and critically engage with the various effects of programs undertaken in the name of modernization.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Write clearly and persuasively in a variety of anthropological genres, drawing on ethnographic and other supporting evidence effectively in making arguments.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify the main branches of Islam (esp. Sunni and Shi'a), the core religious practices undertaken by Muslims and the key debates among Muslims about the meaning and status of the faith.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Recognize and engage with some scholarly arguments about the nature of Islam and religion in general from an anthropological perspective.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	Critically evaluate media, popular and policy representations of Islam, Muslims and Muslim communities.
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completing this course, student will be able to identify the key features of ethnographic fieldwork and describe the process of undertaking field research
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Upon completing this course, students will be equip themselves with the basic methodological tools necessary to investigate anthropological research question
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	Understand equip themselves with the basic methodological tools necessary to investigate anthropological research problem
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Upon Completing this course, students will be able to identify and explain the basic concepts and features of ethnographic field research
G1 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 2	Upon completing this course, students will be equipped with the methodological tools with which to conduct anthropological fieldwork
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Upon completing this course, students will know how to design, plan and write an ethnographic field research proposal
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

introduction to Cultural anthropology

Goal 1	Participation in this course will strengthen your skills as a reader, listener and speaker. Upon completion of this course, will be able to answer the following questions: What is anthropology? What are its core concepts? How is cultural anthropology related to the other subdisciplines? What are the past and current debates of socio-cultural anthropology?
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	On completion of this course, students should confidently explain and discuss the methods, history and analytical approaches of socio-cultural anthropology in a given context
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	on Completion, you will be able to discuss how socio-cultural anthropology improves your understanding of the human condition and cross-cultural interactions
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	participation in this course will equip students with the necessary skill with which to carefully read and analyze ethnographic texts to illustrate anthropology's disciplinary concerns
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	On completion of this course, you will be prepared to examine and explain the external, structural and social elements operating within changing human cultures: class, race and mixed race, ethnicity, age, language, gender, ability, sovereignty, sexual
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	Participation in this course prepare student to demonstrate understanding, respect, sensitivity, and empathy when interacting with one's own or others' cultures (including but not limited to people, language, artifacts, ideas, values, and customs)
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	

Medical Anthropology

Goal 1	on completion of this course, will be able to explain Medical anthropology as an emerging subfield of Anthropology that takes up the analysis of health in the context of culture, social behavior, economic system and human biology. Students can draw on anthropological theories in order to address and discuss questions of health and power, illness, curing and healing
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	Participation in this class will improve your understanding of non-western medical systems. You will understand the convergence and disagreements between biomedicine (ie Western Medicine) and other non-Western Medical systems (Ethnomedicine)
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Upon completion of this course, you will appreciate and be sensitized to how the politics and economy of a given society determine access to health care and give rise to different systems of health.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	On completion of this course, you will sharpen your skill in analyzing key discourses of critical medical anthropology, medical pluralism, and political economy of health
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Transnational Migration

Goal 1	On completion of this course, you will be able to explain what transnationalism means, what processes and obstacles are involved in transnational migrations or movements, and how these phenomena are related to globalization
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	participation in this course will strengthen your knowledge of past and contemporary global history, the expansion of European global capital since the 19th century, and how current world system is largely shaped by that history.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	Participation in this class will sensitize students to current debate about citizenship across borders and its implications: Students will feel confident in discussing questions of multiculturalism, the politics of presentation, and the making and unmaking
G3 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	On completion of this course, students will be able to explain a range of religion phenomena from the perspective of socio-cultural anthropology. You will learn how religion has become one index of the human capacity of culture, and how people experience their religion as a shared and coherent frames of meaning
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Participation in this class will equip you with the theoretical and analytical lens through which the social sciences have claimed to know about other societies' religious beliefs and expressions
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	By taking this course, you will learn about the nature and goals of religion, the limitation and the possibilities of ethnographic knowledge within which religious knowledge and practices are pursued
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Cultures of Africa

Goal 1	Participation in this class will expose you to the diverse cultures and peoples of Subsaharn Africa. You will read and improve your knowledge about the diversity of social, political, and economic realities of the continent of Africa
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Upon completion of this course, you be able to demonstrate Africa's place in world history as the cradle of human civilization, and the fast changing world
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	Participation in this class will prepare students dealing with contemporary representation, ideologies , personal encounters with cultures and the people of Africa
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Indian America

Goal 1	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Differences and similarities among Native North American cultures.
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Cultural change in North America since 1492 from Native and newcomer perspectives.
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Technological changes--adoption, adaptation, and innovation--and environmental change
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Social changes--acculturation, assimilation, resistance, and revitalization--as respo
G4 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 5	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Ideological changes--political, religious, and artistic influences of various North A
G5 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 6	Participation in this course will strengthen your skills as a reader, researcher, writer, speaker, and listener. You should also significantly enhance your knowledge of: Teachings from current Native leaders for the 21st century world.
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 2.

Urban Anthropology

Goal 1	By the end of the term students will gain an understanding of early social science approaches to studying city life
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	By the end of the term students will gain an understanding of the relationships between the modern and the urban
G2 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 3	By the end of the term students will gain an understanding of city peripheries and constests over space among migrants
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	By the end of the term students will gain an understanding of anthropological approaches to contemporary urban issues around the world.
G4 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 5	By the end of the term students will gain an understanding of urban-based political activities and citizen organizing.
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Social Constructions of Race

Goal 1	1. Differentiate between biological and cultural/social notions of race
G1 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 2	2. Identify and examine historical examples of the origin and development of race and racism, particularly from an anthropological point of view and with emphasis placed on people and events in the United States
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	3. Critique how race has been linked to complex traits such as intelligence
G3 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 4	Review the processes that create human biological variation in anatomically modern Homo sapiens through time
G4 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 5	Recognize various forms of racism in society today and the complexity of structures, systems, and ideologies that sustain discrimination and unequal distribution of power and resources in society e.g. in criminal justice, health and medicine, forensics, a
G5 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Goal 6	Assess their own experience in society with regard to human diversity and formulate changes that continue to abolish false assumptions about race and create a more equitable society
G6 Alignment	[*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.
Primary ULO	See Course Goal 5.

Cultural Anthropology

Goal 1	By the end of the term students will be able to define culture and other basic concepts as well as situate socio-cultural anthropology within the broader discipline of anthropology.
G1 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 2	By the end of the term students will be able to understand the methods, history and analytical approaches of the discipline of anthropology.
G2 Alignment	[*IL, PO1] Describe the four subdisciplines of anthropology and discuss how they interrelate to support holistic understanding of the human condition across cultures and through time.
Goal 3	By the end of the term students will be able to trace the evolution of culture and current debates in socio-cultural anthropology.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	By the end of the term students will be able to carefully read and analyze ethnographic texts.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Ethnographic Writing

Goal 1	In this class we will think about, experience and practice the craft of ethnographic writing, from description to the structure of various published works.
G1 Alignment	[*W] Writing
Goal 2	In this class we will consider the ways in which understanding and practice of ethnographic writing builds from and enhances the skills of ethnographic research.
G2 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 3	In this class we will gain a better understanding of anthropological theory through a consideration of the style, voicing and structure associated with different theoretical schools and approaches.
G3 Alignment	[*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Art-VCD

Art-VCD

308W

Submitted by Jen Bracy

11/27/2016

History of Graphic Design

Goal 1	Demonstrate understanding of how design affects, and is affected by, the culture that we live in
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Employ the usage of historical styles of graphic design in contemporary communication, beyond superficial style, and to explain appropriateness.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Strengthen research & writing skills in multiple formats
G3 Alignment	[*W] Writing
Goal 4	Be able to identify major designers and design movements by name
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Foundations of Digital Art & Design

Goal 1	Engage creative thinking strategies to develop ideas
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Apply appropriate technologies and design concepts to creative practice
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Communicate and express meaning through art and design
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Art Topics: various

Goal 1	Students will show understanding of artistic concepts through interpretation and assessment of works of art.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Students will be able to communicate about specific topics related to art in a clear and articulate manner.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to demonstrate achievement in or theoretical understanding of two-dimensional and/or three-dimensional art processes.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning Drawing

Goal 1	<ul style="list-style-type: none"> Use line, shading and perspective to visually describe objects observed from life.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	<ul style="list-style-type: none"> Use a standardized vocabulary to communicate one's own artistic intentions and to evaluate the art of others.
G2 Alignment	[*W] Writing
Goal 3	<ul style="list-style-type: none"> Demonstrate a disciplined work ethic that includes practicing outside of class, exploring new materials and a willingness to take risks.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning Design: 2D

Goal 1	Effectively craft designs that demonstrate an understanding of the elements and principles of design
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Visually communicate ideas and concepts using the elements and principles of design
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Use art and design vocabulary to communicate one's own artistic intentions and to evaluate the work of others
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Design 2-D

Goal 1	Further develop used of the elements and principles of design to visually communicate ideas
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Use a standard vocabulary to communicate one's own artistic intentions and to evaluate the art of others
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions within specific 2-D parameters
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning Design: Three-Dimensional

Goal 1	<ul style="list-style-type: none"> Develop problem-solving skills through the investigation of three dimensional design elements and principles of organization.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	<ul style="list-style-type: none"> Gain competency in analysis and synthesis through the arrangement of evidence in design strategies and critique process.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	<ul style="list-style-type: none"> Produce cognitive and physical conclusions from the analysis of three-dimensional designs elements and principles.
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	<ul style="list-style-type: none"> Exhibit Creative thinking and craftsmanship in connecting and transforming materials and concepts of three-dimensional design.
G4 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intermediate Three-Dimensional Design

Goal 1	To develop a written expression of ideas through use of applicable historical and contemporary artistic sources associated with the discipline.
G1 Alignment	[*W] Writing
Goal 2	Use of three-dimensional visual information to clearly connect content and form that demonstrates student awareness of purpose.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Develop ability to synthesize principles and elements of three- dimensional design with conceptual skills to transform an idea, question, or format.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Art History: Prehistoric through Late Antiquity

Goal 1	recognizing the visual characteristics of period and regional styles through a study of major monuments
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	understanding works of art within their given cultural, social, and economic contexts
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	learning vocabulary and methods of art historians
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Art History: The Middle Ages through the Renaissance

Goal 1	recognizing the visual characteristics of period and regional styles through a study of major monuments
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	understanding works of art within their given cultural, social, and economic contexts
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	learning vocabulary and methods of art historians
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Art History: Baroque through Contemporary

Goal 1	recognizing the visual characteristics of period and regional styles through a study of major monuments
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	understanding works of art within their given cultural, social, and economic contexts
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	learning vocabulary and methods of art historians
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Non-Western Art—History of African Art

Goal 1	analyze critical concepts related to examples of African Art
G1 Alignment	[*D] Diversity
Goal 2	discuss thematic concerns that can be identified in the study of African art history
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	demonstrate critical thinking in written assignments
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

The Use of Film in the Study of Non-Western Art

Goal 1	analyze critical concepts related to examples of the use of film in the study of non-Western Art
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	discuss thematic concerns that can be identified in non-Western art history
G2 Alignment	[*D] Diversity
Goal 3	demonstrate critical thinking in written assignments
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Gender in Art

Goal 1	analyze specific critical concepts and artists related to examples of the study of gender in art
G1 Alignment	[*D] Diversity
Goal 2	discuss thematic concerns that can be identified in the discourse we identify
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	demonstrate critical thinking in written assignments
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intro to Printmaking

Goal 1	Explore introductory level theories and methods relevant to the printmaking techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original beginning level prints that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate Printmaking

Goal 1	Explore intermediate theories and methods relevant to the printmaking technique under study
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermed. Printmaking

Goal 1	Explore intermediate theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermed. Printmaking

Goal 1	Explore intermediate theories and methods relevant to the printmaking technique under study
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Printmaking

Goal 1	Explore advanced theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Adv Printmaking

Goal 1	Explore advanced theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Adv Printmaking

Goal 1	Explore advanced theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate Design 2-D

Goal 1	urther develop use of the elements and principles of design to visually communicate ideas
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Use a standard vocabulary to communicate one's own artistic intentions and to evaluate the art of others
G2 Alignment	[*W] Writing
Goal 3	ake risks and develop creative solutions within specific 2D design parameters
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Intro to Printmaking

Goal 1	Explore introductory level theories and methods relevant to the printmaking techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original beginning level prints that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermed. Printmaking

Goal 1	Explore intermediate theories and methods relevant to the printmaking technique under study
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Printmaking

Goal 1	Explore advanced theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original work that demonstrates increasing mastery of printmaking technique(s)
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and/or research activities.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

BFA Thesis Project: Printmaking

Goal 1	Explore advanced theories and methods relevant to the printmaking technique under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original work that demonstrates increasing mastery of printmaking technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Appropriately communicate knowledge and skills gained through art production and/or research activities
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intro to Life Drawing

Goal 1	Use line, shading and an understanding of anatomy to visually describe human figures observed from life.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	<ul style="list-style-type: none"> Use a standardized vocabulary of art terms to communicate one's own artistic intentions and to evaluate the art of others.
G2 Alignment	[*W] Writing
Goal 3	<ul style="list-style-type: none"> Demonstrate a disciplined work ethic that includes practicing outside of class, exploring new materials and a willingness to take risks
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermed. Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermed. Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original intermediate level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Adv. Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original advanced level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to effectively communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Adv. Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original advanced level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to effectively communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Adv. Drawing

Goal 1	Explore traditional and non-traditional media and techniques relevant to the drawing techniques under study.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Create a portfolio of original advanced level drawings that demonstrates increasing mastery of drawing technique(s).
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Align visual form and conceptual content to effectively communicate artistic intent through drawing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Digital Images & Photography 1

Goal 1	Gain proficiency with imaging techniques and technologies through active practice.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Reflect critically upon the role of digital images and photography in visual culture and language.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Express and discover meaning by composing images and experimenting with formats.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Digital Images & Photography 2

Goal 1	Gain proficiency with imaging techniques through active practice.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Reflect critically upon the role of digital images and photography in visual culture and language.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Express and discover meaning by composing images and experimenting with formats.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Video & Animation 1

Goal 1	Gain proficiency in video and animation techniques and design processes through active practice.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Critically reflect upon the role of video and animation in visual culture.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Express and discover meaning by creating and analyzing works of video and animation.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Video & Animation 2

Goal 1	Gain proficiency in video and animation techniques and design processes through active practice.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Critically reflect upon the role of video and animation in visual culture.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Express and discover meaning by creating and analyzing works of video and animation.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Art & Technology Workshop

Goal 1	Develop critical perspectives on contemporary art and design.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Use the tools of art and design to express ideas about the contemporary world.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Develop strategies for creative thinking and action.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Typograohy

Goal 1	Creative Thinking
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Integrative Learning
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Intercultural Knowledge
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Graphic Design: Process & Theory

Goal 1	Choose and utilize appropriate processes/methodologies to resolve visual communications problems
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Demonstrate sound thinking skills: creative thinking, critical thinking, divergent thinking and convergent thinking processes
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Integrate vision, language, form, and materials for communication and self-expression.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Graphic Design: Form & Communication

Goal 1	Choose and utilize appropriate processes/methodologies to resolve applied visual communications problems (IA)
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Demonstrate sound thinking skills: creative thinking, critical thinking, divergent thinking and convergent thinking processes
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Integrate vision, language, form, and materials for communication and self-expression.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Graphic Design: Contemporary Issues

Goal 1	Demonstrate the ability to creatively and appropriately solve problems working within the visual communications disciplines and beyond.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Demonstrate sound thinking skills: creative thinking, critical thinking, divergent thinking and convergent thinking processes (PS)
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Develop professional visual and verbal systems for a project with multiple presentation outcomes and media.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Print Design: Systems & Techniques

Goal 1	Demonstrate the ability to creatively and appropriately solve problems working within the visual communications disciplines and beyond.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Demonstrate an understanding of the systems, formulas and language of pre-press production. (PS)
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Create visual and verbal systems for an identity project with multiple presentation outcomes and formats.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Print Design: Expressive & Structural

Goal 1	Demonstrate the ability to creatively and appropriately solve problems working within the visual communications disciplines and beyond.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Demonstrate an ability to work with typography in an advanced and expressive manner.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate an understanding of formal design principles such as visual balance, harmony, rhythm, repetition, dominance, movement, proportion, and unity.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Print Design: Contemporary Issues

Goal 1	Advancing design research & writing skills in support of professional level visual communications problems
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Integrate vision, language, form, and materials for communication and self-expression.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Increased awareness of current activities/issues in the field, including awareness of activities of current designers
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning Sculpture

Goal 1	The generation and development of visual ideas through the comprehensive exploration of issues and artifacts before formulating an opinion or conclusion.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Increased confidence in the discussion of visual and conceptual concerns through a systematic process of exploring issues (sketchbook) and analysis of evidence that culminates in informed judgments.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Increased confidence in transforming thought to form through synthesizing existing ideas or images in original ways.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Learning basic, intermediate and advanced technical skills.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Increased awareness of craft as a physical and conceptual artistic endeavor.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 2.

Intermediate Sculpture

Goal 1	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 5	Learning basic, intermediate and advanced technical skills of the domain.
G5 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 6	Increased awareness of craft as a physical and conceptual artistic endeavor.
G6 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Primary ULO	See Course Goal 3.

Intermediate Sculpture

Goal 1	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	Increased confidence in the handling of materials
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	The generation of and development of conceptual concerns.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Increased awareness of craft as a physical and conceptual artistic endeavor.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 3.

Intermediate Sculpture

Goal 1	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Increased awareness of craft as a physical and conceptual artistic endeavor.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	The generation of and development of conceptual concerns.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Advanced Sculpture

Goal 1	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Increased awareness of craft as a physical and conceptual artistic endeavor.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Learning basic, intermediate and advanced technical skills of the domain.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Advanced Sculpture

Goal 1	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Learning basic, intermediate and advanced technical skills of the domain.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	The generation of and development of conceptual concerns.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Advanced Sculpture

Goal 1	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Increased confidence in the handling of materials to demonstrate solid knowledge of the domains parameters.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Learning basic, intermediate and advanced technical skills and the experience of thinking, reacting and working in innovative, divergent ways.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	A more complete awareness of materials, their physical properties and potential.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Increased awareness of craft as a physical and conceptual artistic endeavor.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	The generation of and development of conceptual concerns.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Sculpture BFA

Goal 1	Increased confidence in the discussion of visual and conceptual concerns through a systematic process of exploring issues (sketchbook) and analysis of evidence that culminates in informed judgments.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Increased confidence in the discussion of visual and conceptual concerns through analysis of evidence (the artwork) that results in informed judgments.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Increased confidence in transforming thought to form by thinking, reacting and working in an imaginative way.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intro to Painting

Goal 1	Explore contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intermediate Painting

Goal 1	Expand understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intermediate Painting

Goal 1	Expand understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others.
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intermediate Painting

Goal 1	Expand understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others.
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Painting

Goal 1	Strengthen understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others.
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Painting

Goal 1	Strengthen understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others.
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Painting

Goal 1	Strengthen understanding of contemporary painting media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Communicate artistic intentions and evaluate the work of others.
G2 Alignment	[*W] Writing
Goal 3	Take risks and develop creative solutions using painting media
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

BFA Thesis Painting

Goal 1	Communicate artistic intentions and evaluate the work of others.
G1 Alignment	[*W] Writing
Goal 2	Integrate vision, language, form, and materials for communication and self-expression.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Creates a self-selected body of work on a unified theme
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Communicate artistic intentions and evaluate the work of others.
G1 Alignment	[*W] Writing
Goal 2	Reflect on prior learning experiences and make connections between these experiences, contemporary practices, personal artistic goals, and creative vision.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	3. Integrate vision, language, form, and materials for communication and self-expression
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate 2D Design INTL

Goal 1	Practice using art and design vocabulary to communicate one's own artistic intentions and to evaluate the work of others
G1 Alignment	[*W] Writing
Goal 2	Demonstrate understanding of how the elements and principles of design can be utilized to visually communicate ideas.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Take risks and develop creative solutions within specific 2D design parameters
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

BFA Thesis Painting

Goal 1	Communicate artistic intentions and evaluate the work of others.
G1 Alignment	[*W] Writing
Goal 2	Integrate vision, language, form, and materials for communication and self-expression.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Creates a self-selected body of work on a unified theme
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Communicate artistic intentions and evaluate the work of others.
G1 Alignment	[*W] Writing
Goal 2	Reflect on prior learning experiences and make connections between these experiences, contemporary practices, personal artistic goals, and creative vision.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	3. Integrate vision, language, form, and materials for communication and self-expression
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate Illustration

Goal 1	Explore contemporary illustration media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Synthesize form, content, and media to communicate narrative
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	3. Use relevant vocabulary to communicate one's own artistic intentions and to evaluate the work of others
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Illustration

Goal 1	Expand fluency with contemporary illustration media
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Synthesize form, content, and media to clearly communicate narrative
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Use relevant vocabulary to communicate one's own artistic intentions and to evaluate the work of others
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Professional Concerns

Goal 1	Explore professional opportunities
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Prepare materials for pursuing a career and/or career development after graduation
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Reflect on personal work through self-assessment
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Gallery Internship (formerly: Gallery Production)

Goal 1	Learn practical skills for framing, documenting, and exhibiting artwork
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Gain gallery exhibition experience, including business practices, curating, and skills related to mounting an exhibition
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Explore independent educational experiences
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Gallery Exhibition

Goal 1	Learn practical skills for framing, documenting, and exhibiting artwork
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Gain gallery exhibition experience, including business practices, curating, and skills related to mounting an exhibition
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Explore independent educational experiences
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

BFA Thesis Project: Visual Communication Design

Goal 1	Create works of art and design, balancing self-direction and feedback from a mentor.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Exhibit, publish, or share work in a format that reinforces its conceptual dimensions.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Articulate goals, describe personal creative process, and critically reflect upon the context of art and design work, through writing.
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intro to Ceramics

Goal 1	Students will be able to critique and analyze ceramic works of art and visual objects.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Students will be able to demonstrate fluency with procedures of hand-building, wheel-throwing and firing ceramic art practice.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Students will be able to employ construction techniques as a visual language in communication.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Ceramics

Goal 1	Students will be able to demonstrate facility with procedures of building, surface treatment and firing in ceramic art practice
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Students will be able to critique and analyze works of ceramic art and visual objects at a more advanced stage.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will be able to demonstrate usage of visual imagery as symbolic forms of communication
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Ceramics

Goal 1	Students will be able to critique and analyze works of ceramic art and visual objects at a more advanced stage.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Students will be able to demonstrate capability with physical practice of building, surface treatment and firing in ceramic art.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Students will be able to demonstrate usage of form as an expression of communication.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Ceramics

Goal 1	Students will be able to demonstrate more advanced integration of form as an expression of communication.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Students will be able to critique and analyze works of ceramic art and visual objects at a more advanced stage.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will be able to demonstrate more advanced ability with building techniques, surface treatment and firing styles in ceramic art.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Ceramics

Goal 1	Students will demonstrate expertise in original ways while working in an imaginative way with ceramics.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Students will develop critical elements of the methodology or theoretical framework of ceramic form
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will make connections between ideas, art-making and other disciplinary or life experience as a form of self expression.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Ceramics

Goal 1	Students will demonstrate advanced expertise in original ways while working in an imaginative mode with ceramics.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Students will make advanced connections between ideas, art-making and other disciplinary or life experience as a form of self expression.
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Students will be able to create advanced critique and analysis of ceramic art and visual objects.
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Ceramics

Goal 1	Students will be able to demonstrate advanced fluency with procedures of construction, surface treatment and firing ceramic practices.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Students will be able to create advanced critique and analysis of ceramic art and visual objects.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will be able to demonstrate advanced usage of technique and form as an expression of communication.
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

BFA Ceramics Thesis

Goal 1	Students will be able to demonstrate advanced usage of technique and form as an expression of communication.
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Students will be able to articulate in writing the advanced critique and analysis of ceramic art and visual objects.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will demonstrate advanced expertise in thinking and working that is innovative and expansive.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Interaction design: Web structures and communication

Goal 1	Students will have an understanding of how information is distributed online, and how good design can harness these modes of structuring information
G1 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 2	Explore design principles relating to dynamic media and understand how good design should take advantage of the media both formally and conceptually.
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will have a firm understanding of the technology involved in implementing a website
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	Students will be able to critically examine the web through historical, political, and social lenses.
G4 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Interaction media : Applied

Goal 1	Students will be able to confront and resolve issues of interface and interactivity in an increasingly thoughtful and critical way.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Students will be able to holistically approach to the web and its constituent code, through historical, cultural and critical lenses.
G2 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 3	Develop habits for self-directed research and inquiry in order to envision and execute artworks with substantive conceptual dimensions.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Interaction media : Contemporary issues

Goal 1	Students will have an understanding of what makes a design practice and the importance of discovering each student's unique approach and methodology.
G1 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 2	Students will address and participate in contemporary social and cultural issues (in art and design)
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	Students will be able to develop an individual visual language, with an understanding of the conceptual framework within their creative practice
G3 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Digital art and design

Goal 1	Students will critically examine the digital art through historical, political, and social lenses.
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	Apply the visual elements of line, shape, value, color, texture, and space as well as the design principles of balance, rhythm, emphasis, contrast, variation, and unity in the creation of digital art works
G2 Alignment	[*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression
Goal 3	Students will develop an understanding and importance to individual visual language, interests and conceptual frameworks within their work.
G3 Alignment	[PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

History of Modern Art, 1789-1914

Goal 1	successfully recognize the visual and thematic characteristics of typical examples from major artists
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	thoughtfully analyze critical concepts in late 18th-, 19th-, and early 20th-century art
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	effectively discuss larger thematic relationships that are evident in comparing the movements of this era
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

History of Modern Art, 1914-1965

Goal 1	successfully recognize the visual and thematic characteristics of typical examples from major artists
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	thoughtfully analyze critical concepts in early and mid- 20th-century modern art
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	effectively discuss larger thematic relationships that are evident in comparing the movements of the early 20th century
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

History of Modern Art, 1965-Present

Goal 1	successfully recognize the visual and thematic characteristics of typical examples from major artists
G1 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 2	thoughtfully analyze critical concepts in later 20th- and early 21st-century modern art
G2 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 3	effectively discuss larger thematic relationships that are evident in comparing the movements of the later 20th- and early 21st-century
G3 Alignment	[*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

ASL

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Submitted by Brent Redpath

12/07/2016

American Deaf History

Goal 1	Demonstrate an understanding of significant events and dates that have shaped Deaf History in America.
G1 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 2	Demonstrate an understanding of the impact that the major institutions of education and family have historically had on Deaf people.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate an understanding of contemporary events and issues that alter the experiences of Deaf people today.
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	Demonstrate an understanding of Deaf people as a unique cultural group that has spent much of its history fighting oppression.
G4 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 5	Demonstrate the ability to gain your knowledge of Deaf people's experiences growing up as a Deaf person.
G5 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 6.

Goal 1	Students will continue to increase vocabulary, sign production and communication competence.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Students will expand the use of classifiers, ASL grammar, non-manual signals and mouth morphemes.
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Students will express their opinions, tendencies, and personal qualities in ASL.
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	Students will learn how to make plans and setting personal goals in ASL.
G4 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 5	Student will develop techniques for narrating including use of role shifting, sequencing events, and establishing time references.
G5 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 6	Students will increase and expand their knowledge in Deaf culture.
G6 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Primary ULO	See Course Goal 1.

Goal 1	Exhibit an ability to use intermediate ASL grammar, appropriate non-signals manual (NMS), further depictions, fingerspelling, and conversational behaviors.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Locate things around the house and describe/identify objects and elements.
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Demonstrate the use of complaining, suggestions, and requesting for solutions in addition to everyday problems.
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	Develop techniques for a narrative including the use of role shifting, sequencing events, and establishing time references.
G4 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 5	Produce further narratives of everyday and weekend activities, disrupted plans, personal information, and life events.
G5 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Produce further narratives of everyday and weekend activities, disrupted plans, personal information, and life events.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Expand the use of intermediate ASL parameters including classifiers/depiction, ASL grammar, and facial expressions/NMS, and conversational behaviors.
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Develop techniques for narrating including the use of role shifting, sequencing events, establishing time references, and dialogue skills.
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	Increase their sign productions and communicative competencies. Increase knowledge of Deaf Culture and History.
G4 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

ASL
X

Submitted by BREAK

1/26/2017

Goal 1	X
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	X
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	X
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Deaf Women

Goal 1	The student will be able to discuss and demonstrate an understanding of Deaf and Gender Identity in women.
G1 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 2	The student will be able to discuss and demonstrate an understanding of Historical issues that shaped Deaf women in the Deaf community
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	The student will be able to discuss and demonstrate an understanding of Contributions and accomplishments of Deaf women toward the family unit, careers, sports, sociolinguistics and social themes; as portrayed in readings, class discussions and presentati
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to ASL Studies

Goal 1	Students will describe training required for specific ASL-related careers.
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Students will identify ASL proficiency required for various ASL related careers.
G2 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 3	Students will identify non-language related aptitudes required for specific ASL related careers.
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	Students will explore and investigate ASL related careers and examine potential career goals.
G4 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

ASL Literature

Goal 1	Review & study poetry and other forms of literary works performed in ASL
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Present & define examples of ASL literature through writing and video recording
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Read literature pertaining to ASL & Deaf Culture
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	Compare the historical, socio-cultural and linguistic properties of literary works by members of the Deaf community
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Visual Gestural Communication

Goal 1	Demonstrate skills in the use of gestures, body language, facial expression, and space to improve visual communication.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Construct the ability to describe various sizes and shapes, surroundings and appearance of objects.
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Exhibit varying degrees of emotions and different forms of non-verbal communications.
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	Express visual communication techniques to conveying short stories, ASL Visual Vernacular and ASL Personification.
G4 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

American Deaf Culture

Goal 1	Demonstrate an understanding of significant events and issues that have shaped deaf culture in America.
G1 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 2	Demonstrate an understanding of the impact that the major institutions of education and family have culturally had on deaf people.
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	Demonstrate an understanding of contemporary events and issues that alter the experiences of deaf people today.
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	Demonstrate an understanding of deaf people as a unique cultural group that has spent much of its history fighting oppression.
G4 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 5	Demonstrate the ability to gain your knowledge of deaf people's experiences growing up as a deaf person.
G5 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

American Sign Language IX

Goal 1	Demonstrate two of five registers in academic ASL: consultative and formal
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Produce medical terms and issues in ASL: current and new diseases, new medical advancements and technology, surgeries, and cures
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Exhibit ASL presentation skills: types of presentations, presentation techniques, academic ASL, visual aids
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Fingerspelling and Numbers

Goal 1	Develop increased fluency in expressive abilities in fingerspelling through in-class practice
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Develop increased fluency in receptive abilities in fingerspelling through in-class practice and viewing of additional materials
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Reinforce abilities to utilize ASL numbering systems for time, money, measurements, and game scores, and other amounts
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify & Compare their personal biases, values and beliefs.
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Describe how they would connect with Deaf people who are culturally different from them.
G2 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 3	Understand how to work with Deaf individuals with mental health in the Deaf Community.
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Special Topics

Goal 1	1. Students will be able to produce key vocabulary applicable to identified course topics.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	2. Students will identify important topics relevant to Deafness and ASL.
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	3. Students will engage in discussion and debate using appropriate ASL linguistics
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate an understanding of the life experiences on major decisions regarding to real life.
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Learn and use the skills and techniques in types of presentations
G2 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 3	Learn and identify five registers in ASL
G3 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Learn and demonstrate basic use of depiction features.
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Learn and recognize storytelling skills in ASL
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	Learn and recognize cultural issues in the Deaf community.
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Participate in simple conversations using expressive and receptive ASL skills
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Apply language-learning skills to interactions in the Deaf and ASL community
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	Learn and produce basic vocabulary, grammar, non-manual signals of ASL
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Learn and Produce intermediate vocabulary, grammar, non-manual signals of ASL
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Participate in more complex conversations using expressive and receptive ASL skills
G2 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 3	Apply language skills and cultural awareness to Interactions in the Deaf and ASL community
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate an increased use of vocabulary/phrases and numbers 1 - 99, including palm orienta%on and movement differences, age, and frequency %me signs
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Establish and maintain communica%ve competence and func%ons of people's everyday interac%on, including daily rou%ne using a combina%on of %me signs, errands, chores and ac%vi%es. about immediate and extended families, family varia%ons, rela%ons
G2 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 3	Expressively and recep%vely demonstrate knowledge of ASL seman%c no%ons, social func%ons, and gramma%cal structures, including personal, possessive, and plural pronouns, nega%on, and role shifts, introduced at this level
G3 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate an understanding of phonological, morphological, syntactic, and semantic features of ASL.
G1 Alignment	[*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL
Goal 2	Describe notation systems and their uses for signed languages, and provide transcription for ASL texts.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Define the concepts of language and linguistics. Describe the basic characteristics of signed and spoken languages.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Identify and examine the structure and use of ASL—with attention to sociolinguistic rules concerning ASL in the Deaf community
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

American Sign Language Phonology

Goal 1	Identify, produce and evaluate elements of the phonological parameters of ASL
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Develop phonemic awareness in ASL
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Awareness and appreciation of linguistic principles in American Sign Language
G3 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

American Sign Language (ASL) Morphology

Goal 1	Identify the distinct morphological processes
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Examine the distinction between phonology and morphology
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Analyze the difference between derivational and inflectional morphology
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Demonstrate a working knowledge of the types of verbs in ASL
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Define sentences in terms of content and semantic features
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Evaluate the syntax options available for ASL sentence types
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Discriminate between sentences that make sense and those that do not in ASL
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Identify, describe, evaluate, revise and produce lexical items in ASL
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

First and Second Language Acquisition: Deaf and Hard of Hearing

Goal 1	Gain a general understanding of theories of both first and second language acquisition and apply to first and second language acquisition experiences
G1 Alignment	[*IL, PO3] Develop strong background knowledge and skills suitable for pursuing careers in education, government, social services, graduate work and life-long learning of ASL
Goal 2	Compare and contrast teaching, learning, and acquisition approaches to first and second languages
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Analyze the impact of social customs, family dynamics, and educational approaches on the language acquisition, language leaning, and functioning of DHH students
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Examine the diversity represented in the DHH classroom
G4 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Sociolinguistics of Deaf Communities

Goal 1	Describe historical change in language use
G1 Alignment	[*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society
Goal 2	Identify and describe discourse types, including academic, narrative, conversational, among others
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Analyze discourse and conversation using discourse analysis strategies
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

BA

BA 367Q

Submitted by Hamid Bahari-Kashani

11/23/2016

Regression Analysis

Goal 1	Obtain least squares estimates
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Interpret the regression results
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Use SAS computer software
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Analyze and interpret the effect of business/economic transactions on the financial accounting system.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Explain and demonstrate the use of accounting principles in the application of accrual based accounting.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Use appropriate quantitative methods to interpret and analyze financial statements for internal and external decision making.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none">Use business calculators or software to demonstrate time value of money concepts.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	<ul style="list-style-type: none">Identify and explain relevant issues in consumer finance.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	<ul style="list-style-type: none">Identify and apply relevant quantitative models to evaluate investment decisions.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze leadership and management challenges for American managers working in foreign countries using the Geert Hofstede six dimensions of national culture. (D)
G1 Alignment	[*D] Diversity
Goal 2	Conduct a strategic analysis of a US Multi-National Corporation operating in foreign country. (IA/CT)
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Analyze a US Multi-National Corporation using the case study method. (W)
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Conduct an organizational behavior analysis of a US company currently facing a crisis. (IA/CT)
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Participate in a seven-week team assignment and complete a teamwork self-reflection journal. (TW)
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze a company using the case study method. (W)
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate written communications skills by clearly and persuasively articulating their views with respect to Goal #2 above (“appropriate responses”).
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 2	. Students will critically assess various viewpoints on the appropriate responses to the challenges created by the impact of the Internet on business and society.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Students will demonstrate an understanding of how Internet technologies have impacted commerce in particular and society in general.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Marketing and the Internet

Goal 1	Students will demonstrate written communications skills by clearly and persuasively articulating their insights on specific Internet marketing topics.
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 2	Students will demonstrate insight into the process of technology innovation, particularly in the context of Internet startup companies.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Students will articulate how Internet technologies have impacted each of the 4Ps of marketing.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the benefits of a diverse work environment
G1 Alignment	[*D] Diversity
Goal 2	Identify the legal requirements surrounding diversity.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Discuss the goals surrounding diversity.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate knowledge of business, government and society management principles
G1 Alignment	[*IL] Integrative Learning
Goal 2	Use civil rights law to make a hire decision
G2 Alignment	[*D] Diversity
Goal 3	Apply ethical principles to solve ethical dilemmas
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Total Quality Management

Goal 1	Demonstrate knowledge of TQM theory and principles
G1 Alignment	[*IL] Integrative Learning
Goal 2	Interpret results from classic red bead experiment using TQM principles
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Analyze a process and construct a cause and effect diagram
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate knowledge of human resource management principles
G1 Alignment	[*IL] Integrative Learning
Goal 2	Develop and write an interview form
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Do a mock interview and analyze results
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate knowledge of personal selling techniques
G1 Alignment	[*IL] Integrative Learning
Goal 2	Develop and write Approach and Questioning plans
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Identify feature-benefit combinations and underlying needs and motives and develop and write plan for handling objections
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate knowledge of the differences between theories and their application to the work setting
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Demonstrate knowledge of appropriate professional behavior in workplace
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Write weekly journal entries
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe, define, and identify the marketing strategy process
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Demonstrate and apply these tools and skills in developing a marketing plan
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 3	Assess and choose appropriate marketing efforts
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify an appropriate forecasting method based on business requirements and data characteristics.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Generate forecasts using Excel and statistical analysis programs such as SPSS, SAS, Gretl or R.
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Interpret and evaluate forecast results.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Calculate costs for goods produced and sold and services rendered using appropriate cost accounting system methods.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Use appropriate quantitative methods to evaluate short-term and long-term business decisions.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Evaluate the cost structure of a business and compute target levels of production or sales
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Analyze and evaluate information about global trade.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	2) Explore the basics of creating a business.
G2 Alignment	[*IL] Integrative Learning
Goal 3	3) Investigate and analyze aspects of accounting, financing and marketing within a business.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate an understanding of the challenges to innovation.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	2) Gain an understanding of the product development process.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	3) Analyze and explore product testing and launch processes.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advertising Writing

Goal 1	Identify good and bad advertising
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Appropriately organize information in written assignments
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 3	Demonstrate knowledge of planning and creating ads
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate basic knowledge of linear and non-linear functions.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Solve mathematical problems presented in the class.
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Connect mathematics with applications in business.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Student will be able to identify the specific sections of an audit report
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Students will complete and audit case and identify material misstatements in financial statements.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Students will complete an audit and write the appropriate audit opinion to support their work and analysis as well as prepare post audit financial statements.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	Students will study the theory and concepts of auditing
G4 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe strategies for working effectively in groups and teams
G1 Alignment	[*D] Diversity
Goal 2	Explain motivational theories and determine how to apply them to organizations
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Identify characteristics of effective leadership.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use strategic assessment tools to identify company-wide opportunities and problems.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Use professional business writing techniques to communicate strategic concepts and develop company-wide strategy.
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 3	Critically assess past, present, and future strategic implications associated with solutions to business-related problems and create solutions.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	Describe the impact external environmental factors have on business strategy.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Use strategic assessment tools to identify company-wide problems.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Develop interactions with culturally different individuals and discuss reflections and strategies for effective teamwork
G1 Alignment	[*D] Diversity
Goal 2	Conduct an organizational behavior analysis of a US company
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Examine organizational behavior concepts within a company using the case study method
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

BA
X

Submitted by BREAK

1/26/2017

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify and describe different organizational structures
G1 Alignment	[*IL] Integrative Learning
Goal 2	Explain the effects of environment and technology on organization design
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Describe how growth and change impact organizations
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe advertising techniques and strategies
G1 Alignment	[*IL] Integrative Learning
Goal 2	Discuss the ethical and social implications of advertising
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Discuss appropriate target markets for different advertising initiatives
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to compute: Inventory valuation, PPE valuation, Depreciation calculations using a variety of methods, Time Value calculations of long-term liabilities.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Students will be able to determine the proper methods to use for the above calculations based on a variety of scenarios.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Students will be able to explain their processes for both of the above objectives.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will learn several cost allocation methods, and when to use each of the methods in a variety of scenarios
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will learn to calculate: Breakeven Point, predetermined allocation rates
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Students will be able to explain their processes of evaluation for the above objectives
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to compute: Dilutive EPS calculations, Fair Value adjustments, Percentage of Completion for contracts, Lease valuations.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Students will be able to determine the proper methods to use for the above calculations based on a variety of scenarios.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Students will be able to explain their processes for both of the above objectives.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to properly set up a company, establish customers and vendors, manage revenue and expenses, payroll, bank reconciliations, financial statements, customize reports and forms.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will be able to trouble-shoot QuickBooks at an advanced level.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Students will be able to explain their processes for both of the above objectives.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Critical Thinking (Inquiry and Analysis): In a team setting, conduct a leadership analysis of an Industry/Profession to include leaders that are both successful and struggling. (IA/CT)
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Writing: Analyze leadership concepts in a company using the case study method. (W)
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 3	Teamwork (Self-Reflection): Participate in a seven-week leadership assignment in a team environment and complete a teamwork self-assessment and peer evaluation.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Business Ethics

Goal 1	Critical Thinking (Inquiry and Analysis): Students will conduct a HBR case study followed by an in class ethical reasoning and critical thinking exercise. (IA/CT)
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Writing: Students will use the eight elements of reason to analyze and write about an ethical issue effecting society today. (W)
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 3	Ethical Reasoning: Students will complete a HBR case study followed by an in class ethical reasoning exercise.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Marketing strategy content knowledge
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Conduct inquiry into and analysis of marketing strategy
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Ability to address marketing topics in written communication
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Principles of Marketing

Goal 1	<ul style="list-style-type: none"> Content knowledge of marketing principles (learning outcome = “describe, define, and identify the principles of marketing”)
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	<ul style="list-style-type: none"> Conduct inquiry into and analysis of marketing principles (learning outcome = select appropriate principles for inquiry, synthesize principles information, and conduct analysis of marketing principles)
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	<ul style="list-style-type: none"> Ability to address marketing principles in written communication (Learning outcome = Identify context/purpose of communication, develop appropriate content for communication, and provide and document compelling sources and evidence in communication)
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Content knowledge of sports marketing (learning outcome = “describe, define, and identify sports marketing content”)
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	<ul style="list-style-type: none"> Conduct inquiry into and analysis of sports marketing topics (learning outcome = select appropriate sports marketing topics for inquiry, synthesize sports marketing information, and conduct analysis of sports marketing topics)
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	<ul style="list-style-type: none"> Ability to address sports marketing topics and activities in written communication (Learning outcome = Identify context/purpose of communication, develop appropriate content for communication, and provide and document compelling sources and evidence in
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand the tools of the field of operations management
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Understand how to use quantitative decision making techniques
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Make appropriate business decisions related to operations management
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Formulate an optimization model for a decision situation
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Solve simple transportation problems
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Solve simple dynamic programming problems
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Proficiency in using spreadsheets for financial analysis
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Demonstrate understanding and interpretation of financial statements
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Aptitude in calculating present value and other financial calculations
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Calculate the return on an investment using different methods
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Compare the advantages and drawbacks of mutual fund investing
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Compute bond yields, bond prices, and/or stock valuations using different models.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Compute stock valuations using different models.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Calculate bond prices and yields using different methods
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Calculate expected returns and variances for a security and/or a portfolio.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe advertising techniques and strategies
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Discuss the ethical and social implications of advertising
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Discuss appropriate target markets for different advertising initiatives
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to compute foreign currency exchanges and translations.
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Students will be able to determine the proper methods to use to consolidate financial statements under acquisitions and mergers.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Students will be able to explain governmental accounting processes.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to compute Time Value of Money calculations
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Students will be able to determine the proper presentations for complex financial statements.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 3	Students will be able to explain their processes for each step in the accounting cycle.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts in business environments.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Financial Management

Goal 1	Analyze and interpret financial information to forecast, estimate liquidity and plan capital budgeting.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Explain financial markets and lending institutions and the effect on business entities.
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Use appropriate quantitative methods and financial analysis tools to structure financial problems.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze and interpret concepts for income taxation of individuals in the United States.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Research tax issues and effectively communicate the findings.
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Research and complete a Federal tax return for an individual as well as prepare a quarterly Federal Payroll report.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze and interpret concepts for income taxation of companies including corporations in the United States.
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 2	Research tax issues and effectively communicate the findings.
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Research and complete a Federal tax return for a C Corporation.
G3 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Differentiate between descriptive and inferential statistics
G1 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 2	Compute or find the mean, median, and mode; describe the characteristics, uses, advantages, and disadvantages of each measure of central tendency
G2 Alignment	[*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.
Goal 3	Describe a hypothesis and hypothesis testing; use one-tailed and two-tailed tests correctly; describe Type I and Type II errors and why they occur
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

BI

BI 314
Introductory Genetics

Submitted by Kristin Latham-Scott

10/27/2016

Goal 1	Recognize Mendelian and non-Mendelian inheritance and predict trait ratios over generations.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Describe DNA structure, replication, maintenance, and usage for protein expression.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Think critically about molecular genetic experiments to understand the experimental derivation of current knowledge.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	Discuss how gene expression is controlled at transcription, translation, and in-between to regulate cell homeostasis.
G4 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 5	Use genetic mapping to determine relative order and distances of genes.
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	Apply understanding of gene structure and function to current genetics research questions.
G6 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Primary ULO	See Course Goal 1.

Goal 1	Master basic concepts of cellular biology, including cell structure and cell metabolism
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Master basic concepts of genetics, including DNA structure and patterns of inheritance
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Understand the scientific process, from hypothesis generation to experimental design
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Define and explain evolution and provide examples and causes of biological evolution
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Identify different types of biotic and abiotic interactions, including with humans, in a community or ecosystem
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Apply principles of ecology and evolution to different systems, including human communities.
G3 Alignment	[*D] Diversity
Goal 4	Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data*
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Explain how atomic and molecular interactions influence cellular structure and function
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Identify reactants and products, including energy carriers, that drive energy flow in cellular metabolism
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Predict patterns of information flow and exchange in genetic inheritance, and explain the connection between genotype and phenotype by describing the process of gene expression
G3 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 4	Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data*
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Explain, with relevant examples, the importance of homeostasis and how the structures of organisms maintain homeostatic function.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Outline the interconnectedness of anatomical systems with examples of diversity across plant and animal groups.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	3. Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data*
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand the anatomical features and physiological processes that allow for multicellular organisms to survive and reproduce in the natural environment.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Master basic concepts regarding the interactions of organisms with each other and with their environment at the individual, population and ecosystem scale.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Understand the scientific process, including proper experimental design and the appropriate interpretation of experimental results.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will understand the different groups of microorganisms (viruses, prions, bacteria, and eukaryotes) in terms of classification features, ecology, metabolism, disease/pathogenesis, evolution, and applications - including antimicrobial drugs, immunity, and vaccines.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Students will be able to use microbiology-specific lab equipment and procedures, understanding how to safely manipulate microorganisms in order to gather and analyze data.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will apply written communication skills to record observations and interpret data using a formal laboratory notebook.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand fundamental concepts in the discipline of plant ecology across multiple scales of study.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Summarize and critically evaluate selected peer-review publications that represent important contributions to the discipline of plant ecology spanning from present time to the 1960's.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Express concepts related to plant ecology clearly and effectively in written form to communicate to a non-scientific audience.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	apply critical thinking and analytical skills to interpreting genetic and phylogenetic data as well as organismal structure and function.
G1 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 2	acquire and synthesize scientific information about evolution, organismal diversity, and animal development and behavior.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	communicate scientific knowledge using diverse modes (e.g., written, visual, oral).
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Characterize and interpret patterns of distribution and abundance of organisms within the context of ecology.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Conduct ecological surveys and make accurate, detailed field observations.
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Analyze and interpret ecological data in the context of ecological hypotheses.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	Write short research papers in the standard format of primary scientific literature.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

BI
X

Submitted by BREAK

1/26/2017

Goal 1	X
G1 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Master basic concepts of cell structure and function, including metabolism, protein production and processing, and cell motility.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Improve your ability to understand scientific literature and communicate scientific results.
G2 Alignment	[*W] Writing
Goal 3	Understand how to analyze data and master the conventions of data presentation.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Learn how specific animal systems function in order to understand the concept that physiological functions are often compartmentalized into different cells, tissues, organs, and systems, which have structures that support specialized activities.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Explore different physiological systems to understand how organ systems interact with each other and how an individual's physiological traits affect its interactions with other organisms and the physical environment.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Analyze and interpret experimental data to understand concepts of animal physiology.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Comparative Vertebrate Anatomy

Goal 1	Learn the structures of the skeletal, muscular, and digestive systems of vertebrate.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Understand the evolutionary relationships among the body plans of vertebrate groups.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Analyze and interpret experimental data to understand form-and-function relationships for anatomical systems.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand the cellular structures of the nervous system, the chemical basis of action potentials, and the chemical basis of cell-to-cell communication.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Learn about the higher-order processing behind major brain functions.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Design and perform laboratory experiments to investigate the structure and function of nervous systems.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will understand the different groups of microorganisms (viruses, prions, bacteria, and eukaryotes) in terms of classification features, structures, diseases, evolution, and prevention - emphasizing antimicrobial drugs, immunity, and vaccines.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Students will be able to use microbiology-specific lab equipment and procedures, understanding how to safely manipulate microorganisms in order to gather and analyze data.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will apply math skills to solve problems relating to microbial sizes, and counting microbes using a variety of enumeration techniques - including dilution problem scenarios.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will understand the different defensive arms of the immune system (innate, adaptive, humoral, cell-mediated, mucosal) with an emphasis on cellular players and their signaling, and applications - including vaccines, disease, and treatment.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Students will be able to use immunology-specific lab equipment and procedures, understanding how to safely manipulate immune/blood products in order to gather and analyze data.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will apply math skills to solve problems relating to microbial sizes, and counting microbes using a variety of enumeration techniques - including dilution problem scenarios.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will understand the different defensive arms of the immune system (innate, adaptive, humoral, cell-mediated, mucosal) with an emphasis on cellular players and their signaling, and applications - including vaccines, disease, and treatment.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Students will be able to use immunology-specific lab equipment and procedures, understanding how to safely manipulate immune/blood products in order to gather and analyze data.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will apply math skills to solve problems relating to microbial sizes, and counting microbes using a variety of enumeration techniques - including dilution problem scenarios. Students will apply math skills to solve problems relating to cell cou
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Vertebrate Natural History

Goal 1	Demonstrate understanding of evolutionary trends and phylogenetic relationships in the Sub-phylum Vertebrata
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Recognize and identify major taxonomic groups and Oregon vertebrate taxa and explain their importance
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Record and organize field and laboratory notes about vertebrates
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	Synthesize phylogenetic information, biogeography, and field data to evaluate conservation status of vertebrates
G4 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Animal Behavior

Goal 1	Demonstrate understanding of proximate and ultimate causation of animal behaviors
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Demonstrate an ability to describe, measure, and evaluate animal behaviors
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Apply basic statistical techniques to analyze animal behaviors
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Successfully read, analyze and discuss primary literature regarding animal behavior
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Human Anatomy and Physiology

Goal 1	Identify macroscopic and microscopic anatomical structures associated with the body systems under study.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and indicate how these systems function to maintain homeostasis in the human body.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Human Anatomy and Physiology

Goal 1	Identify macroscopic and microscopic anatomical structures associated with the body systems under study.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and indicate how these systems function to maintain homeostasis in the human body.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Human Anatomy and Physiology

Goal 1	Identify macroscopic and microscopic anatomical structures associated with the body systems under study.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and indicate how these systems function to maintain homeostasis in the human body.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Human Anatomy and Physiology

Goal 1	Identify and indicate the functional significance of macroscopic and microscopic anatomical structures associated with the body systems under study
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and apply principles of physics to explain their functionality.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Explain how the organ systems under study function to maintain homeostasis in the human body and recognize relevant pathophysiologies that result from system failure.
G3 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 4	Collect, analyze, and interpret data in the context of physiological hypotheses and communicate results through written abstracts.
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Advanced Human Anatomy and Physiology

Goal 1	Identify and indicate the functional significance of macroscopic and microscopic anatomical structures associated with the body systems under study
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and apply principles of physics to explain their functionality.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Explain how the organ systems under study function to maintain homeostasis in the human body and recognize relevant pathophysiologies that result from system failure.
G3 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 4	Collect, analyze, and interpret data in the context of physiological hypotheses and communicate results through written abstracts.
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Advanced Human Anatomy and Physiology

Goal 1	Identify and indicate the functional significance of macroscopic and microscopic anatomical structures associated with the body systems under study
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe physiological processes associated with the body systems under study and apply principles of physics to explain their functionality.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Explain how the organ systems under study function to maintain homeostasis in the human body and recognize relevant pathophysiologies that result from system failure.
G3 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 4	Collect, analyze, and interpret data in the context of physiological hypotheses and communicate results through written abstracts.
G4 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Use effective dissection techniques to isolate the major anatomical structures associated with a specific region of a human cadaver.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Identify and indicate the functional significance of the major anatomical structures associated with a specific region of a human cadaver.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Communicate the value of body donation through reflective writings.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Use concepts in biology, chemistry and earth science to explain the mechanistic cause of environmental issues.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe how a healthy environment serves human interests and affects human health.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Apply the scientific process of prediction, experimentation and data analysis to critically evaluate environmental questions.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	Compare life experiences and course content to reflect on your own perspectives and choices, how they may have changed, and how they may differ from those of other people.
G4 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand that evolution is the central unifying concept in the biological sciences.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Understand natural selection, and how it contributes to the formation of species, biodiversity, and patterns of biological evolution.
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Learn about the scope of biological diversity in terms of the phylogeny of life.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Acquire and synthesize information about anatomy, physiology, ecology, and genetics as it applies to plant systematics.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Analyze, interpret and understand character data as it applies to plant diversity and phylogeny.
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Learn botanical terminology and nomenclature to accurately identify and name plant taxa.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Plant Physiology

Goal 1	(1) Describe essential physiological processes in plant and how they are regulated.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	(2) Identify specific universal principles of chemistry, physics and biology involved in plant physiology and explain how they make these physiological processes possible.
G2 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 3	(3) Analyze, interpret, and communicate quantitative plant physiological data
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	(4) Create a randomized block experiment and collect measurements that correctly apply concepts of experimental control and control treatment to developing a scientific study that addresses the impact of a stressor on plant physiological function.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	(5) Demonstrate proficiency with multiple techniques and pieces of research equipment used by plant physiological scientists.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Structure of Seed Plants

Goal 1	Acquire and synthesize information about morphology, physiology, ecology, systematics and evolution as it applies to plant anatomy.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Observe, analyze and interpret plant structure through a microscopy-based anatomical investigation of a plant species.
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Learn about the scope of anatomical diversity based on phylogenetic relationships among major plant taxa.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Acquire and synthesize information about anatomy, physiology, ecology, biodiversity, and phylogeny, along with taxon-specific data (e.g., behavior).
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Analyze and interpret data regarding anatomy, physiology, ecology, biodiversity, and phylogeny, along with taxon-specific information (e.g., behavior).
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Learn and apply scientific terminology in order to accurately identify various organisms.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Acquire and synthesize information from biodiversity, extinctions, habitat fragmentation, restoration ecology, invasive species impacts, sustainability, and global climate change as it applies to conservation biology.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Acquire, synthesize, and interpret information about ongoing conservation biology research and a local conservation biology resource (e.g., wildlife refuge, wilderness area).
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	Communicate conservation biology knowledge using diverse modes (e.g., written, visual, oral).
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	(1) Explain fundamental concepts of soil fertility and plant mineral nutrient acquisition, transport and assimilation.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Diagnose plant nutrient deficiency though applying the scientific method to quantify and assess plant traits associated with healthy and deficient growth forms.
G2 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 3	(3) Describe the varied approaches to agricultural practice related to fertility.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	(4) Create synthetic fertilizers using fundamental chemistry techniques.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	(5) Investigate and describe specialize adaptations to acquire mineral nutrients, which are found only in select lineages of plants or involve symbiotic relationships.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify a wide range of rocky intertidal organisms in the field, and describe their adaptations, life histories, and interactions.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Characterize and interpret patterns of distribution and abundance of marine organisms in several marine ecosystems, considering the roles of abiotic factors and biological interactions.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Design, implement and analyze basic field experiments that address fundamental questions in marine ecology.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Identify a wide range of rocky intertidal organisms in the field, and describe their adaptations, life histories, and interactions.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Characterize and interpret patterns of distribution and abundance of marine organisms in several marine ecosystems, considering the roles of abiotic factors and biological interactions.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Design, implement and analyze basic field experiments that address fundamental questions in marine ecology.
G3 Alignment	[*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe and discuss the anatomical features, physiological processes and behavioral traits that enable insects to be highly successful in wide range of ecosystems.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Create an insect collection, with specimens properly mounted, identified and documented, that reflects the taxonomic and ecological diversity of regional insects.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Describe and discuss interrelationships between insects and humans in the context of global ecosystems.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe and compare the body plans, specialized structures and behaviors among a broad range of invertebrates, focusing on the varied ways that invertebrates carry out their key functions
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Describe and discuss the adaptations of invertebrates to the abiotic and biotic elements of their ecosystems, as well as their ecological roles and human impacts.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Engage in the practice of natural history by observing living invertebrates, and then documenting their own discoveries and insights via writing, drawing, film and other creative modalities.
G3 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe and compare the adaptations of representative marine fish, reptiles, birds and mammals, focusing on challenges unique to the marine environment.
G1 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 2	Link the life history strategies of marine vertebrates to environmental variability at multiple spatial and temporal scales.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Describe and discuss interrelationships between marine vertebrates and humans in the context of global cultures and ecosystems.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Successfully calculate reagent parameters, describe and perform common molecular lab techniques, and proficiently use online tools to plan and execute experiments.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Use knowledge of gene regulation and expression to explain cell signaling, differentiation, induction, and tissue development.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Explain cell interaction and migration, developmental stages, and development of example body systems in select model organisms.
G3 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 4	Read journal articles, articulate what has been done, critically evaluate the papers and apply this understanding to molecular and developmental biology questions.
G4 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Illustrate and perform calculations on how genes are passed from one generation to the next, both in relation to chromosomes and specific heritable traits.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Describe DNA structure, usage by the cell, replication & maintenance, and compare different mutation effects on the DNA and on genetics.
G2 Alignment	[PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences
Goal 3	Think critically about genetics in medicine and implications of biotechnology and use this to apply understanding of genes and heredity to current biomedical/genetic questions.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Explain why the effects of genetics are a combination of inheritance and environment; Read journal articles, evaluate the information in conjunction with other online sources, and present a summary to the class.
G4 Alignment	[*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

CH

CH 103 Submitted by Patricia Flatt 11/23/2016
Allied Health Chemistry

Goal 1	Students should be able to demonstrate an understanding of the major principles and theories of general, organic, and biochemistry.
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Students should demonstrate an understanding of the nature of science and scientific experiments.
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	3. Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	4. Graph and interpret scientific data and perform calculations involving unit conversions
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	5. Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.
G5 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 6	6. Understand ethical concerns regarding scientific research and the use of science to create a sustainable future.
G6 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Primary ULO	See Course Goal 4.

Goal 1	1. Demonstrate an understanding of the major principles and theories of general chemistry and it's relationship to environmental issues.
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	2. Demonstrate an understanding of the nature of science and scientific experiments.
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	3. Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	4. Graph and interpret scientific data and perform calculations involving unit conversions.
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	5. Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.
G5 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 6	6. Understand ethical concerns regarding scientific research and the use of science to create a sustainable future.
G6 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Primary ULO	See Course Goal 4.

Goal 1	Demonstrate an understanding of the major principles and theories of organic chemistry and its application to society..
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Demonstrate an understanding of the nature of science and scientific experiments.
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	Graph and interpret scientific data and perform calculations involving unit conversions.
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.
G5 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 6	Understand ethical concerns regarding scientific research and the use of science to create a sustainable future
G6 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Primary ULO	See Course Goal 4.

Goal 1	Demonstrate an understanding of the major principles and theories of biochemistry and its use in biotechnology..
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Demonstrate an understanding of the nature of science and scientific experiments.
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	Graph and interpret scientific data and perform calculations involving unit conversions.
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.
G5 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 6	Understand ethical concerns regarding scientific research and the use of science to create a sustainable future
G6 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Primary ULO	See Course Goal 4.

Goal 1	Identify the polymeric biomolecules (DNA and Proteins) and their monomeric building blocks.
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Explain the specificity of enzymes, the chemistry involved in enzyme action, and interpret data from enzymatic reactions from graphic or mathematical representations.
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Read background information, collect, analyze or interpret data for the purpose of oral discussion or written scientific reports or reviews.
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	Prepare and present a 10 min oral presentation on a complex biochemical topic
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	Read and analyze peer-reviewed journal articles and critically evaluate the results in a discussion
G5 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 6	Explain how protein synthesis can be controlled at the level of transcription, translation, and post-translationally.
G6 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Primary ULO	See Course Goal 3.

Forensic Laboratory Techniques and Documentation

Goal 1	Proficient in the use of methodologies, instrumentation, and analytical tools used to collect and evaluate a wide array of crime scene evidence including hair, fibers, paint, soil, glass, fingerprints, ballistics, DNA fingerprinting, toxicology and drugs, arson and explosives, and serology.
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Proficient in scientific and technical writing specific to the documentation and presentation of forensic data within the criminal justice field.
G2 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 3	Able to apply forensic chemistry knowledge to the collection of new data sets and then use this data to form graphic interpretations and draw conclusions.
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Understand the types of exposure, routes of exposure and common metabolic pathways of xenobiotic compounds
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Explain environmental sources leading to toxic exposure and the environmental laws and policy that have been enacted to reduce pollution, increase public awareness, and protect human health
G2 Alignment	[PO6]
Goal 3	6. Understand the analytical and laboratory procedures utilized to study the effects of toxicants on biological systems and use this information to draw scientific conclusions.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	Display written proficiency in describing toxicological phenomena
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	Apply knowledge from toxicological principles to the analysis and discussion of novel topics and situations involving exposure to xenobiotic agents.
G5 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Distinguish and use the various types of chemical literature sources
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	Choose appropriate sources for answering specific chemical information questions
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Use computer based resources and techniques
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Read and obtain information from a journal article
G4 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 5	Write in the traditional style of the chemical discipline
G5 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	conduct an in-depth literature search on a topic of current interest in chemistry, biochemistry, forensic or environmental science
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	Evaluate and analyze evidence to draw scientifically sound conclusions
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Communicate technical information through an oral presentation that is appropriate for a target audience
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	Access and use information in an ethically and legally appropriate manner
G4 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	apply knowledge from core chemistry courses to carry out advanced laboratory investigations
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Communicate technical information in a variety written communication types used by professional chemists
G2 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 3	conduct a chemical literature search for designing a research project
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	master advanced laboratory techniques
G4 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate an understanding of the major principles and theories of bonding
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Interconvert mass, number of particles, and number of moles
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Predict polarity, draw Lewis structures, and identify ionic or covalent compounds and their nomenclature
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Determine the molecular formula of a substance from its percent composition
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Understand energy changes in chemical reactions and thermodynamic properties
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Understand the concept of free energy, entropy and the driving forces behind chemical reactions
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Use the integrated rate law to identify the orders of reactions and determine the rate constant
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Explain how buffers control pH and use Henderson-Hasselbalch equation
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	calculate the standard cell potentials from standard reduction potentials
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply problem-solving skills to the analysis of "real-world" samples
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Search the literature for a given chemical problem and submit a proposal outlining an experimental procedure that they will then perform using available instrumentation
G2 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 3	Learn extraction and sampling techniques have not been covered in detail in other courses
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Calculate K_p° and ΔG° from observed equilibrium composition
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Understand the distribution of molecular speed and application of Maxwell Theory
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Understand Raoult's law, Henry's law and their applications
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate an understanding of major principles and theories of chemical bonding
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Apply the concept of symmetry to various molecules and its application to chemical bonding
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Deduce Term Symbols from electronic configuration
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Calculate q , w , ΔH , ΔU , and ΔG for various processes
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Apply Euler reciprocity relation to Gibbs equations
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Use Maxwell relations to derive equations in terms of measurable quantities such as α , κ , T , V , and P
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Determine the rate law from experimental data
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	Understand terms such as operator, degeneracy, eigenfunction, eigen value and node
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Understand the particle in the box model (one dimension) and energy quantization
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Be familiar with the classification of nuclides
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	Understand the rate of radioactive decay and the half-life
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Understand nuclear properties such as parity, symmetry, and nuclear spin
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Be able to calculate q, w, delta H, delta U, and delta G
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	Understand the Kirchhoff 's law
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Be able to use the Hess 's law
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Determine the equilibrium constant for a homogeneous reaction
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Investigate the thermodynamics of a gas phase equilibrium reaction
G2 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 3	Investigate the spectrum of a particle in a box model using conjugated organic molecules
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

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X

Submitted by X

1/26/2017

Goal 1	X
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	8. Read background information, collect, analyze or interpret data for the purpose of oral discussion or written scientific reports or reviews.
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	9. Prepare and present a 10 min video presentation on a complex biochemical topic
G2 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 3	1. explain how the metabolism of glucose leads ultimately to the generation of large quantities of ATP.
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	2. describe how fats, proteins, and amino acids are metabolized, and explain how they can be used for fuel.
G4 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 5	4. describe disease states that result from metabolic disorders.
G5 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 6	5. explain the process of photosynthesis and the conversion of carbon dioxide into biomass
G6 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Primary ULO	See Course Goal 1.

Goal 1	1. Use laboratory equipment related to biochemistry and molecular biology to collect scientific data
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	2. Graphically represent datasets collected during laboratory experiments
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	3. Interpret and critically analyze collected data to draw conclusions and evaluate hypotheses
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	4. Maintain a laboratory notebook and scientific technical reports
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	5. Prepare scientific data for both oral and written presentation
G5 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 6	6. Evaluate data collected during laboratory exercises in the context of the greater scientific literature
G6 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Primary ULO	See Course Goal 1.

Introduction to Forensic Science

Goal 1	1. Demonstrate and understanding of how science is used in forensic investigations.
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	2. Employ critical thinking and use quantitative skills to evaluate the validity of scientific evidence used in forensic cases.
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	3. Use scientific and technical writing to effectively communicate how evidence is used in the courtroom
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	4. Demonstrate ethical awareness and conduct with regards to honesty in data reporting and human rights.
G4 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Forensic Laboratory Techniques and Documentation

Goal 1	1. Proficient in the use of methodologies, instrumentation, and analytical tools used to collect and evaluate a wide array of crime scene evidence including hair, fibers, paint, soil, glass, fingerprints, ballistics, DNA fingerprinting, toxicology and drugs, arson and explosives, and serology.
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Proficient in scientific and technical writing specific to the documentation and presentation of forensic data within the criminal justice field.
G2 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 3	Able to apply forensic chemistry knowledge to the collection of new data sets and then use this data to form graphic interpretations and draw conclusions.
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Medicinal Chemistry and Pharmacology

Goal 1	1. Apply key biochemical principles to explain disease states and therapeutic strategies
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	2. Explain how drugs compounds affect mechanisms of enzyme action, cellular signaling and communication, cellular metabolism, and protein regulation.
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	3. Define the basic physiochemical properties that affect drug absorption, distribution, metabolism, excretion (ADME), and the impact of those properties on pharmacokinetics and pharmacodynamics.
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	4. Relate the structure of active metabolites to their biological function
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	5. Understand the process of drug discovery, design, testing, and marketing within the pharmaceutical industry and how these relate to ethical concerns for patient treatment and care.
G5 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 6	6. Use effective written communication to discuss the major classes of drug compounds and their pharmacological effects, including cardiovascular agents, anti-inflammatory and immune agents, antibiotic and anti-infective agents, and agents that affect the
G6 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Primary ULO	See Course Goal 1.

Goal 1	1. Discuss using scientific and technical writing, the biochemistry and pharmacology of foods with demonstrated health benefits, including red wine, garlic, ginger, green tea, tomato sauce, blueberry, grapefruit, and soy products, among others.
G1 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 2	2. Understand the physiological effects of common over-the-counter herbal supplements, including ginko, echinacea, glucosamine, creatine, and beta-carotene, among others
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	3. Gather, comprehend, and apply scientific principles and evidence to help understand the validity and effectiveness of complementary and alternative medical treatments.
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	4. Discuss the ethical use and quality control measures available for the use and standardization of herbal supplements, traditional practices and their incorporation into modern medicine
G4 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 5	5. Understand the health benefits of preventative health strategies, including exercise (weight bearing vs. cardiovascular training) and meditative practices such as, Tai Chi Chuan, Qigong, and Yoga.
G5 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Demonstrate proficiency with laboratory equipment and methodologies used in the toxicological analysis of substances and their biological activities.
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	2. Display scientific and technical writing that accurately describes research methodology and the critical analysis of data.
G2 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 3	3. Show the ability to graphically represent and interpret data collected during laboratory periods.
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	4. Understand safety and ethical use of chemical substances and their impact on personal health and environmental quality.
G4 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 5	5. Understand general terminology and concepts related to xenobiotic metabolism, toxicological principles, and the basic classification of natural products.
G5 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Calculate K_p° , K_c , and ΔG° from observed equilibrium composition of a homogeneous reaction.
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Investigate the thermodynamics of a gas phase equilibrium reaction.
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Investigate the UV-Visible absorption spectrum of a conjugated organic molecule using the particle in the box model.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Understand how atoms bond together to form organic molecules
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Compare the structures of organic molecules in terms of their potential energies
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Recognize sites of polarity in organic molecules and locate potentially mobile electrons
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	Predict physical properties such as boiling points, melting points and solubility based on electronic structure
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	Draw and name members of the alkane and alkyl halide classifications
G5 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 6	Predict the mechanism (pathway) of a nucleophilic substitution reaction using considerations such as electron density, steric hindrance and chemical environment considerations
G6 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Primary ULO	See Course Goal 6.

Goal 1	Evaluate an organic molecule predicting how it will behave in a given chemical environment
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Elucidate the structure of an organic molecule from spectroscopic data
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Design multistep syntheses of organic molecules
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	Predict the products of addition, elimination, redox and radical reactions
G4 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 5	Draw and name members of the alcohol, ether, alkene and alkyne classifications
G5 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 6	Draw mechanisms for addition, elimination and radical reactions
G6 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Primary ULO	See Course Goal 2.

Goal 1	Design multistep syntheses of organic molecules
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Predict the products of electrophilic aromatic substitution, nucleophilic addition, nucleophilic acyl substitution and carbonyl condensation reactions
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Draw and name members of the aromatic, aldehyde, ketone, carboxylic acid, carboxylic acid derivative and amine classifications
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	Evaluate an organic molecule to predict how it will behave in a given chemical environment
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	Use spectroscopic data to determine the functional groups and structures of organic molecules
G5 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Perform basic laboratory techniques for purifying and identifying organic compounds
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Demonstrate the use of the chemical literature for gathering information
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Maintain a laboratory notebook
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	Determine the structure of an organic compound from spectroscopic data
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Use laboratory equipment and techniques to perform organic syntheses
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Determine the identity of an unknown organic compound using using qualitative and spectroscopic techniques
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Maintain a laboratory notebook
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	Prepare scientific data for an oral presentation
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Apply knowledge from core chemistry courses to carry out advanced laboratory investigations
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	Conduct a chemical literature search for designing a research project
G2 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 3	Communicate technical information in a variety of types of written communication used by professional chemists
G3 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 4	Interpret and critically analyze collected data to draw conclusions and evaluate hypotheses
G4 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 5	Perform advanced laboratory techniques
G5 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 6	Maintain a laboratory notebook
G6 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate an understanding of the principle of Green Chemistry and how they can be applied reducing the generation of toxic waste and consumption of non-renewable resources
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Demonstrate an understanding of the environmental implications of population growth and resource use to maintain modern lifestyles
G2 Alignment	[PO6]
Goal 3	Demonstrate an understanding of the chemistry principles behind environmental issues
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	Demonstrate effective written and oral skills for communicating technical information
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Demonstrate an understanding of the major principles of energy
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Demonstrate an understanding of the differences between non-renewable and renewable resources
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Gather information to support or refute an argument or position
G3 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 4	Research and write articles on energy topics for inclusion in the class electronic textbook
G4 Alignment	[*W, PO4] Demonstrate effective written and oral communication skills including the ability to transmit complex scientific or technical information in a clear and concise manner
Goal 5	Critically analyze data concerning environmental impacts of energy resources
G5 Alignment	[PO6] Demonstrate ethical awareness and conduct with regards to: (1) honesty in data reporting; (2) the safety of practitioners, test subjects and the local community/environment; and (3) their social responsibility to recognize the impact that our action
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Inorganic Chemistry of the Environment

Goal 1	Collect, interpret and critically analyze data to draw conclusions and evaluate hypotheses
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	the principles of inorganic chemistry that are most useful for predicting and explaining the chemistry of the elements and their most frequently encountered classes of compounds with special attention to the implications of these species in the environme
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Utilize Pourbaix diagrams to explain chemical behaviors
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	Apply HSAB principles to the qualitative analysis scheme, redox chemistry, coordination chemistry, toxicology, geochemical classification and differentiation of the elements
G4 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Fundamentals of Photography for Forensic Science

Goal 1	learn the basics of using digital Single Lens Reflex (DSLR) cameras
G1 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 2	Use your knowledge of DSLR cameras to photograph crime scenes
G2 Alignment	[*IL] Integrative Learning
Goal 3	Learn how to edit photos using Adobe Photoshop.
G3 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Learn about Atmospheric Chemistry
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Learn about Continental Chemistry
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Learn about Marine Chemistry
G3 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	master the use of chemical and instrumental methods of analysis, and be able to critically think and choose the correct analysis procedure for a given sample
G1 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 2	improve your laboratory techniques so that you can determine the percent purity of a sample down to very low detection limits
G2 Alignment	[*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results
Goal 3	UV-Vis Spectroscopy, Atomic Absorption Spectroscopy, and Gas and Liquid Chromatography
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Learn how to use the computational program Matlab
G1 Alignment	[*IA, PO5] Gather, comprehend, apply, and communicate credible information on scientific and technical topics and recognize the proper use of scientific data, principles and theories to assess the quality of stated conclusions
Goal 2	relate projects to common chemical principles
G2 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 3	Select an independent project
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use a systematic approach in solving problems through analysis of the problem and evaluation of alternative solutions; use logic reasoning, mathematics and other tools in generating solutions
G1 Alignment	[*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data
Goal 2	Demonstrate the ability to use commonly acceptable chemistry measurement and mathematical systems
G2 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 3	Demonstrate a working knowledge of the language of chemistry
G3 Alignment	[PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry
Goal 4	Demonstrate a working knowledge of critical chemistry applications and calculations
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

CJ

CJ 244 Submitted by David Murphy

12/06/2016

Comparative Criminal Justice Systems

Goal 1	1. articulate the benefits of comparing and contrasting the criminal justice systems of various countries characterized by different cultural values, norms and traditions.
G1 Alignment	[*D] Diversity
Goal 2	2. describe the structures and functions of the criminal justice systems of select countries.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	3. compare and contrast the methods used by various countries for purposes of administering justice.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Discuss how gender role stereotypes influence male and female socialization and impact gender discrimination vis a vis the criminal justice system.
G1 Alignment	[*D] Diversity
Goal 2	utilize his/her written communication skills to discuss how gender diversity in the criminal justice field has evolved over time
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	demonstrate the ability to connect the main themes of this class to their personal, real-world experiences and the ideas presented in their previously completed CJ coursework
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify the various categories and typologies of crime and explain how crime rates are recorded.
G1 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 2	understand how methods of measuring crime rates impact the ability of researchers to analyze and understand how crime disproportionately impacts various groups
G2 Alignment	[*D] Diversity
Goal 3	identify key criminological theories (and identify the theorists and researchers commonly associated with those theories) and their policy implications
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	demonstrate the ability to apply criminological theories in real world contexts (e.g., make connections between real-world experiences/observations and the ideas presented by criminological theorists).
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Quantitative Methods in Criminal Justice

Goal 1	Students will correctly apply basic quantitative techniques and formulas on research problems relevant to criminal justice data analysis
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to complete quantitative data analyses in criminal justice and present results in graphical and written form using acquired quantitative software skills
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to successfully interpret quantitative crime data, using both descriptive and inferential statistical tools
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will be able to explain the place of quantitative data analysis in the real world of criminal justice
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will be able to explain how circumstances in the lives of children in marginalized urban communities contribute to delinquency outcomes and thereby exploring delinquency in cultures other than their own.
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to apply theory to the explanation of causes of juvenile delinquency among diverse populations.
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Students will be able to identify and explain how diverse social structures and institutions contribute to, or deter from juvenile delinquency for children in various communities.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will learn and use the correct writing style for writing research papers on topics relevant to criminal justice research
G1 Alignment	[*W] Writing
Goal 2	Students will be able to explain the basic concepts and methods for conducting criminal justice research in the real world.
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Students will be able to explain the scientific process for conducting criminal justice research
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Students will be able to formulate research designs from broad topics related to criminal justice and break them down to measurable components to be used in the research process
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Recognize the relationship between improving intercultural knowledge and competence and the overall effectiveness of correctional caseworkers
G1 Alignment	[*D] Diversity
Goal 2	Explain the correctional caseworker's role in developing and maintaining professional relationships with community partners / stakeholders in the criminal justice field.
G2 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 3	Conduct a social history interview demonstrating evidence-based best practices techniques as discussed and demonstrated in class.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	Utilize practical tips and techniques to address and alleviate work-related safety concerns faced by correctional caseworkers.
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	Identify potential ethical dilemmas faced by correctional caseworkers and discuss the importance of continuous practice of ethically professional behavior.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to describe how politics, economics, and history effect US drug use and drug laws.
G1 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 2	Stuedents will be able to articulate and analyze the basic theories of drug use and how they apply to real world situations.
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Students will be able to describe and analyze the problem of illicit drug use in US society.
G3 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will be able to describe how politics, economics, and history effect US drug use and drug laws.
G1 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 2	Students will be able to articulate and analyze the basic theories of drug use and how they apply to real world situations.
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Students will be able to describe and analyze the problem of illicit drug use in US society.
G3 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will practice writing the type of reports required in the criminal justice field.
G1 Alignment	[*W] Writing
Goal 2	Students will be able to recognize and correct basic grammatical errors.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to produce sentences that are consistently clear, fluent, and error-free.
G3 Alignment	[*W] Writing
Goal 4	Students will be able to evaluate their individual writing strengths and weaknesses.
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	Students will have personal strategies for coping in a writing-intensive profession.
G5 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be aware of the complex dynamics between a dominant culture and a subculture through reading and writing about the confluence of these perspectives.
G1 Alignment	[*D] Diversity
Goal 2	Students will develop research and synthesis skills through proposing, researching, and writing an inquiry-driven research paper that includes a literature review.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to use accurate APA documentation style with consistency.
G3 Alignment	[*W] Writing
Goal 4	Students will be able to communicate their research findings in an appropriate visual format for an oral presentation.
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to understand and explain functions and operations of the various components of the criminal justice system.
G1 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 2	Students will be able to describe and analyze major problems and issues in the field of criminal justice.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to understand and explain how position in a diverse population relates to crime commission and criminal processing at various stages
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to identify and discuss ethical dilemmas faced by professionals within the criminal justice field.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to critique and discuss crime control policy from an ethical perspective
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to communicate how diversity in cultures influences ethics in criminal justice
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to identify and explain the functions and operations of the various components of the juvenile justice system.
G1 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 2	Students will be able to demonstrate the use of credible sources and discipline-specific skills in writing about issues related to juvenile justice.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to identify and explain differences in outcomes for youth from diverse sociocultural backgrounds.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	1. use written communication skills to describe the role of his/her practicum host agency.
G1 Alignment	[*W] Writing
Goal 2	2. understand professional and ethical practices of criminal justice practitioners as observed during his/her practicum.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	3. articulate the relationship between his/her practicum host agency and other criminal justice agencies
G3 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to explain the leading restorative justice practices around the world
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to examine and explain the possibilities restorative Justice offers to move beyond the limitations of retributive justice
G2 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 3	Students will critically examine if, how, and whether these international practices could be adopted in the United States.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Understand and explain the concept of family as a social institution
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Understand the linkages between family processes and crime
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Explain the criminogenic influences of some family dynamics from a theoretical and scientific perspective
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	Understand best practices in crime prevention through structures of family support
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	Evaluate current policies and responses to offenders and families
G5 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will learn the public health prevention model, and be able to apply it to an array of crime problems.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will learn and identify appropriate ways of preventing crime in diverse communities and populations through theory and research.
G2 Alignment	[*D] Diversity
Goal 3	Students will be able to identify and describe crime prevention mechanisms and strategies in place in the real world.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	Students will be able to identify and discuss factors of real world locations, which contribute to opportunity for crime, and formulate appropriate recommendations for strengthening crime prevention in these locations
G4 Alignment	[*D] Diversity
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to learn and demonstrate a sophisticated understanding of theoretical explanations of deviance and crime, across different situations, cultures, populations and crime events.
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to convey through discipline appropriate writing, the current state of empirical evidence concerning crime prevention approaches in the United States.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to identify and evaluate the effectiveness of crime prevention approaches in the real world.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	Students will be able to learn and critically assess issues of diversity in crime, as well as identify appropriate ways of preventing crime through theory and research.
G4 Alignment	[*D] Diversity
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to outline the historical development of policing in America, including specific periods in history that inspired police reform and innovation.
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to identify historical and contemporary court decisions that govern law enforcement practices.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to describe the role of law enforcement in the administration of justice within the criminal justice system.
G3 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able identify and discuss historical reforms, current trends, and practices in the parole and probation process.
G1 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 2	Students will be able identify and explain various treatment strategies, sanctions and measures used to address the challenges faced by diverse offenders on parole and probation
G2 Alignment	[*D] Diversity
Goal 3	Students will be able to evaluate parole and probation using current qualitative and quantitative research.
G3 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 4	Students will be able to examine the role of probation and parole officers in the supervision of offenders.
G4 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to describe police and community relations as it relates to legal, operational, and ethical issues.
G1 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 2	Students will be able to identify strategies utilized by police in their relationships with diverse communities and populations.
G2 Alignment	[*D] Diversity
Goal 3	Students will be able to examine different crime prevention strategies and programs, discussing organizational structures, policies, strategies and tactics employed to ensure police effectiveness, efficiency and equity.
G3 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Social Constructions of Race

Goal 1	o Differentiate between biological and cultural/social notions of race
G1 Alignment	[*D] Diversity
Goal 2	o Identify and examine historical examples of the origin and development of race and racism, particularly from an anthropological point of view and with emphasis placed on people and events in the United States
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	o Critique how race has been linked to complex traits such as intelligence
G3 Alignment	[*D] Diversity
Goal 4	o Review the processes that create human biological variation in anatomically modern Homo sapiens through time
G4 Alignment	[*D] Diversity
Goal 5	o Recognize various forms of racism in society today and the complexity of structures, systems, and ideologies that sustain discrimination and unequal distribution of power and resources in society e.g. in criminal justice, health and medicine, forensics,
G5 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 6	o Assess their own experience in society with regard to human diversity and formulate changes that continue to abolish false assumptions about race and create a more equitable society
G6 Alignment	[*IA] Inquiry & Analysis
Primary ULO	See Course Goal 6.

Goal 1	Students will develop cultural competency and be able to explain how differences in criminal justice outcomes for diverse populations are influenced by various forms of racial discrimination
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to analyze, articulate, and interpret scientific-tested data and information within the social sciences to assess race relations within the administration of justice in our society
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to understand and explain how policies and practices within various criminal justice system components contribute to racial disparities in criminal justice outcomes
G3 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

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X

Submitted by X

1/26/2017

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

veterans entangled in the criminal justice system

Goal 1	Students will be able to identify and discuss problems associated with veteran re-acculturation.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to critique the handling of veterans in the criminal justice system
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to identify cultural distinctions that contribute to veterans becoming entangled in the criminal justice system.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Youth Gangs in America

Goal 1	Students will be able to identify and discuss problems associated with youth gangs.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to critique the handling of youth gang members in the criminal justice system
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to identify cultural distinctions that contribute to youth gang members becoming entangled in the criminal justice system.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to identify and discuss problems associated with corrections.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to critique the handling of prisoners in the criminal justice system
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to identify cultural distinctions that contribute to differing racial and ethnic groups in prison
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to identify and discuss the applications and problems associated with criminal law.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to identify the various components of criminal law and related policies and practices of criminal law.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to identify cultural distinctions in the application and foundation of criminal law.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Developing Homeland Security Practices

Goal 1	Students will use the gap analysis process to evaluate the delivery of homeland security services by public safety professionals and community resources.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will discuss the Department of Homeland Security (DHS) requirements for project implementation at the Federal, state, tribal, and local levels.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will define emergency management principles and community resources in implementing and coordinating a community emergency management and homeland security program.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Homeland Security: Creating Vigilant, Prepared and Resilient Communities for Homeland Security

Goal 1	Apply Problem-Based Learning (PBL) and learn how it can be used as an effective problem-solving tool
G1 Alignment	[*IL, HS-PO1] Learn emergency preparedness strategies and skills through a blended, adult-learning approach including classroom discussion, problem-based learning (PBL), hands on activities, and practical demonstrations.
Goal 2	Define the components and goals of Federalism, the Department of Homeland Security (DHS), the Homeland Security Architecture.
G2 Alignment	[*IL, HS-PO2] Learn how to lead and direct collaborative emergency preparedness strategies at local, state, and federal agencies.
Goal 3	Discuss the important issues surrounding and incorporated into the debate between civil liberties and homeland security
G3 Alignment	[*IL, HS-PO3] Master the required skills, knowledge, and abilities necessary for successful leadership in crisis management at the federal, state, and local levels.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Crisis and Managing Risk in Community Preparedness

Goal 1	Apply to the principles of managing risk within a theoretical framework of the elements of risk assessment
G1 Alignment	[*IL, HS-PO1] Learn emergency preparedness strategies and skills through a blended, adult-learning approach including classroom discussion, problem-based learning (PBL), hands on activities, and practical demonstrations.
Goal 2	Process a risk assessment which calculates how certain risks are accepted and others aren't due to a myriad of policy and financial reasons
G2 Alignment	[*IL, HS-PO2] Learn how to lead and direct collaborative emergency preparedness strategies at local, state, and federal agencies.
Goal 3	Explore the theories and frameworks related to the development and implementation of the essentials of risk analysis
G3 Alignment	[*IL, HS-PO3] Master the required skills, knowledge, and abilities necessary for successful leadership in crisis management at the federal, state, and local levels.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Forensic Anthropology

Goal 1	Begin to identify human bones and teeth and some of their features
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	List the procedures for search and recovery of human skeletal remains
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Describe and execute techniques used to assess sex, age, stature, and ancestry of human skeletal remains
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Recognize techniques used to identify an individual as well as trauma and taphonomic agents associated with human skeletal remains
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	Explain how time since death is estimated
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	Summarize and provide examples of the various applications of forensic anthropology to historical, human rights, and mass disasters cases
G6 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Primary ULO	See Course Goal 3.

Goal 1	Identify bones and bone fragments by name, features, landmarks, and sides
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	<ul style="list-style-type: none">Distinguish between human and nonhuman bones and teeth
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	<ul style="list-style-type: none">Describe gross structure and microstructure of bones and teeth
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	Explain the ethical issues associated with recovery and analysis of human skeletal remains
G4 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 5	<ul style="list-style-type: none">Analyze and Interpret research using human skeletal remains
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	Locate and document buried or otherwise "clandestine" human remains
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Excavate and collect buried remains and associated evidence
G2 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 3	Record important environmental data that is later used in the analysis of the remains or by entomologists, botanists, and other specialists
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Establish how and when the remains ended up at the recovery spot
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	<ul style="list-style-type: none"> Estimate the time since death (postmortem interval)
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	Understand the natural and cultural forces that may have disturbed the scene after it was created
G6 Alignment	[*IA] Inquiry & Analysis
Primary ULO	See Course Goal 6.

Readings in Forensic Anthropology

Goal 1	Analyze and develop a biological profile for a given set of skeletal remains
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Identify and differentiate between antemortem, perimortem, and postmortem trauma
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Write a final case report summarizing data that was collected on the given set of skeletal remains
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Readings in Forensic Anthropology

Goal 1	Analyze and develop a biological profile for a given set of skeletal remains
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Identify and differentiate between antemortem, perimortem, and postmortem trauma
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Write a final case report summarizing data that was collected on the given set of skeletal remains
G3 Alignment	[*W] Writing
Goal 4	Review the historical, ethical, theoretical, and methodological development of forensic anthropology as a discipline
G4 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to understand the main sociological and criminological theories that explain, support, or reject an immigration-crime link.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to assess the overall claim that immigrants are more crime-prone and burden the different components of the criminal justice system.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will become familiar with major empirical research trends relevant to the study of immigrant youth and their delinquency patterns, and discern the major conclusion and findings from these empirical studies.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Comparative Criminal Justice Systems

Goal 1	To become aware of the benefits of comparing and contrasting the criminal justice systems of various countries.
G1 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 2	To become familiar with the structures and functions of the criminal justice systems of select countries.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	To develop an understanding of key distinctions between various legal traditions upon which most countries' criminal justice systems are based.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Victimology

Goal 1	Students will be able to outline the extent and correlates various types of victimization.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will be able to identify and describe the leading theories of victimization, and their utility in the critical examination of victimization.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Demonstrate understanding about services for victims, as well as prevention and intervention practices in the real world.
G3 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to discuss the various types of courts found in the United States, including identifying the steps in both a criminal and civil trial.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to identify the principal actors in the American court system, discussing how ethics, discretion, and criminal justice approach affect the administration of justice in the courts.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to compare and contrast how adherents of the crime control model and proponents of the due process model of criminal justice characterize the functions of the American court system, including how the courts are related to other compo
G3 Alignment	[*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Criminal Procedure

Goal 1	Students will be able to articulate the importance of prior case decisions and the obligation to follow prior decisions in judicial reasoning and procedural decision making by analyzing real world scenarios with application of both precedent and personal intellectual assessment.
G1 Alignment	[*IL, CJ-PO3] Apply basic theories and practices in real world contexts.
Goal 2	Students will be able to explain how the balance between crime control and individual liberty shapes criminal procedure by providing the government with enough power to enforce criminal law while guaranteeing individual autonomy and privacy.
G2 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 3	Students will be able to identify important issues and trends in criminal procedure, including how modern globalization, technological advances and times of crisis affect criminal procedure.
G3 Alignment	[CJ-PO2] Analyze and articulate the multitude of issues, theories, policies, practices, and current challenges related to the ethical administration of justice in a free society. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

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COM 111 Submitted by Frank Nevius

11/10/2016

Introduction to Public Speaking

Goal 1	Successful delivery of public speeches in two formats to a live audience.
G1 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 2	Create speech outlines that are organized, informed and demonstrate clarity of intent.
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	Use visual aids, examples and effective content to emphasize important concepts.
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Language of the Mass Media

Goal 1	To be able to demonstrate consideration of context, audience and purpose in writing assignments.
G1 Alignment	[*W] Writing
Goal 2	To be able to apply essential tools in the deconstruction of media messages.
G2 Alignment	[*W] Writing
Goal 3	To be able to evaluate your own learning and effects from media exposure.
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Mass Media

Goal 1	To be able to connect your media experiences to the concepts/theories of mass media.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Be able to apply the theories and skills from this course to a variety of new situations and issues.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Choose appropriate formats and content that are effective in messages based on the audience and medium used.
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Contemporary Issues in American Broadcasting

Goal 1	To gain practice in analyzing media framing techniques.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	To be able to analyze messages using appropriate tools/concepts from the mass media field.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	To connect the concepts and learning of mass media to your own life experiences.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Media Literacy

Goal 1	To be able to use course concepts to analyze the constructed appeals of a new and outside media product.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	To be able to use course concepts to analyze a media product on the 4-category scale.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	To be able to define the impact of media products on individuals and society.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	To introduce students to the ideas and fundamental operations of the information society.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	To give students experience in analyzing policy decisions related to communication systems.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	To provide students with an understanding of the economic and social effects of information technology.
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to write clearly and persuasively to communicate their communication ideas clearly.
G1 Alignment	[*W] Writing
Goal 2	Students will be able to apply critical thinking and analytical skills to identifying and interpreting peer-reviewed journal articles and the data contained therein.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Students will be able to be able to apply critical thinking and analytical skills to their own future health communication needs.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to write clearly and persuasive to communicate clearly regarding nonverbal communication.y.
G1 Alignment	[*W] Writing
Goal 2	Students will be able to apply critical thinking and analytical skills to identifying and interpreting nonverbal communication
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Students will be able to critically analyze nonverbal targeted messages.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply practical applications to public relation communication through development of written media portfolio
G1 Alignment	[*W] Writing
Goal 2	Gain basic understanding of the theoretical structures for public relation practice
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Develop an understanding of the primary constituents in the field of public relations including multicultural communities
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to write clear, well-researched essays.
G1 Alignment	[*W] Writing
Goal 2	Students will be able to apply rhetorical theories and concepts to concrete instances of public address.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Students will be able to analyze and critique verbal and visual rhetoric.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	Students will demonstrate in-depth knowledge of particular rhetors and their public addresses.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Students will be able to describe the ways culture impacts communication.
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to apply communication theories and concepts to intercultural encounters.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Students will be able to critically analyze their own cultural identities.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify historical and contemporary concepts used when studying sex and gender within Communication Studies
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Apply and assess theoretical perspectives of gender communication using individual experiences outside of the classroom
G2 Alignment	[*D] Diversity
Goal 3	Critically assess cultural differences in communication as it relates to sex and gender
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Rhetoric of the Women's Movement

Goal 1	1. Use established critical models to analyze and evaluate individual, group, and mass media messages to determine how women used discourse to achieve autonomy in areas such as education, voting, and reproductive rights.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	1. Use established critical models to analyze and evaluate individual, group, and mass media messages to determine how women used discourse to achieve autonomy in areas such as education, voting, and reproductive rights. 2. Use extant samples of discours
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	1. Use established critical models to analyze and evaluate individual, group, and mass media messages to determine how women used discourse to achieve autonomy in areas such as education, voting, and reproductive rights. 2. Use extant samples of discours
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

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Submitted by X

1/26/2017

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Understand and apply conflict management theory to their own and others' conflict behavior.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Design more effective conflict messages.
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	Analyze and evaluate the conflict messages of themselves and others.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Communication in Organizations

Goal 1	Apply the theoretical foundations of communication in organizations to varied situations.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Analyze communication and communicators in organizational contexts.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Evaluate communication in organizational contexts.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Human Communication Theory

Goal 1	Understand the social scientific theoretical foundations of the communication studies discipline.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Demonstrate the connections between types of communication behaviors and communication theory.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Apply communication theory to the communication behaviors of themselves and others.
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Examine, analyze, and evaluate their own communication to develop personal standards for ethical communication.
G1 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 2	Analyze and evaluate messages in terms of their ethicality
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Explain the theoretical foundation of communication ethics.
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Rhetoric in the Western Tradition

Goal 1	Understand rhetorical theories in their historical context.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Understand the development of theories of rhetoric.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Demonstrate comprehension of rhetorical theories.
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Apply persuasion theory to understand message design and analysis.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Analyze and evaluate persuasive messages.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Design persuasive messages from multiple theoretical perspectives.
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify and evaluate evidence used in an argument
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Identify and evaluate reasoning and reasoning fallacies in an argument
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Construct an argument in accordance with the Toulmin model
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Articulate standards of 1st Amendment Decision Making
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Articulate extra-legal factors that influence 1st Amendment law
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Explain the changes in 1st Amendment law
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Evaluate the impact of pre-trial press coverage on a trial
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Evaluate the quality of an opening and closing statement
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Evaluate the quality of appellate and Supreme Court argumentation
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Identify narrative strategies in film
G1 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 2	Identify and evaluate legal themes in film
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Explain how editing choices impact a film's message
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Relational Communication

Goal 1	1. Student will be able to understand the basic themes, concepts and controversies in relational research from a communication standpoint. (I&A)
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	2. Students will be able to understand the role of theories for understanding relational communication.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	3. Student will be able to critically analyze relational communication messages. (I&A)
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	(ULO): Students will be able to apply practical Crisis Communication through written case study applications
G1 Alignment	[*W] Writing
Goal 2	Students will gain understanding of theoretical structures for Crisis Communication analysis
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Students will develop an understanding of primary constituents in the field of crisis communication study including the study of multicultural communities.
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will gain understanding of the theoretical structures for group Problem Solving and documentation.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Students will develop an understanding of the primary constituents in the field of group problem solving including multicultural communities.
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	(ULO): Students will apply practical group communication through development of written problem solving techniques.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will gain understand of the theoretical structures for Business and Professional Communication analysis.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Students will apply practical Business and Professional communication by developing verbal (written and spoken) applications.
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	Students will develop understanding of the primary constituents in business and professional study including the study of multicultural communities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Sport Communication

Goal 1	Understand the role communication plays in sports industries and organizations.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	<ul style="list-style-type: none"> Apply communication theories and concepts to sporting events, situations, and stories.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	<ul style="list-style-type: none"> Critically analyze sports discourse and media representations.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	Describe a range of professional opportunities within the sport communication field.
G4 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	<ul style="list-style-type: none"> Examine relationships with the natural world.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	<ul style="list-style-type: none"> Critically analyze and assess representations of the environment.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	<ul style="list-style-type: none"> Engage in discussions about the communication of risk and the resolution of environmental conflicts.
G3 Alignment	[*IL] Integrative Learning
Goal 4	<ul style="list-style-type: none"> Actively participate in an environmental service project, in which they put effective communication principles into practice.
G4 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Communication and Social Change

Goal 1	<ul style="list-style-type: none">• Apply rhetorical theory, practice and criticism to historical and/or contemporary discourse about cultural issues in their social, legal, and political contexts.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	<ul style="list-style-type: none">• Analyze the visual and verbal elements of movements for and against social change.
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	<ul style="list-style-type: none">• Research, analyze, and construct arguments about social issues.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Apply critical models to extant discourse samples
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Craft a written sample of rhetorical criticism
G2 Alignment	[*W] Writing
Goal 3	Present findings of above criticism to the class
G3 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Evaluate the communication needs of a non-profit organization
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Create a communication plan consistent with non-profit partner needs
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	Host an event as requested by non-profit partner
G3 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Interpersonal Communication

Goal 1	1. Student will be able to understand the basic themes, concepts and controversies in interpersonal research from a communication standpoint. (ULO I&A)
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	2. Students will be able to understand the role of theories for understanding interpersonal communication.
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	3. Student will be able to critically analyze interpersonal communication messages.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Dark Side of Family Communication

Goal 1	<ul style="list-style-type: none"> Students will be able to write clearly and persuasive to communicate clearly regarding dark side family communication.
G1 Alignment	[*W] Writing
Goal 2	<ul style="list-style-type: none"> Students will be able to apply critical thinking and analytical skills to identifying and interpreting dark side family communication.
G2 Alignment	[*IL] Integrative Learning
Goal 3	<ul style="list-style-type: none"> Students will be able to critically analyze dark side family communication targeted messages.
G3 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Family Communication

Goal 1	Explain the theoretical foundations of family communication
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Design effective family communication messages
G2 Alignment	[*IA, PO2] Create messages appropriate to the audience, purpose, and context.
Goal 3	Analyze and evaluate the family communication of themselves and others
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advertising and Society

Goal 1	Understand social structures, economic conditions, institutional forces, and regulatory efforts that have shaped advertising as an institution
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Demonstrate familiarity with critical perspectives theorizing how advertising and society interact
G2 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 3	Critique advertising's role in shaping culture, media industries, consumerism, and other technologies
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Social Media and Culture

Goal 1	Understand the historical roots of social media
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Apply and assess theoretical understandings of social media from a range of communication perspectives
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Critically assess the relationship between the business of social media and the sociotechnical implications of user practices
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Communication and Politics

Goal 1	Understand the evolution of political communication theory from historical and contemporary perspectives
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Critically assess political language, including assessments of the role of mass media in political discourse
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Apply standards of communication politics to the lifestyle politics people practice in everyday life
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Understand theories and concepts from globalization studies and media studies
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Critically reflect on the process of framing international and local issues in light of political, cultural, and economic paradigms
G2 Alignment	[*IA, PO3] Critically analyze targeted messages.
Goal 3	Explore how media markets, industries, and cultural products contribute to forces of globalization
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Gender, Power & Cultural Production

Goal 1	Examine the historical and theoretical relationships between feminist and queer theories.
G1 Alignment	[*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.
Goal 2	Develop skills for speaking, listening and writing across significant differences in backgrounds and perspectives while dealing with controversial topics
G2 Alignment	[*D] Diversity
Goal 3	Strengthen critical thinking and advocacy skills surrounding issues of gender and sexuality, using communicative practices as a site of continual cultural production and reproduction.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

CS-2

CS-2 162
Computer Science II

Submitted by David Olson

12/12/2016

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Create user friendly programs using event driven graphical interfaces.
G2 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 3	Demonstrate proper application of coding style according to comonly accepted professional engineering standards.
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Design and implement Perl programs for practical applications in information management.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Use fundamental and unique Perl capabilities including Perl program control structures, third-party Perl modules, Perl data manipulation features, and regular expressions.
G2 Alignment	[IS-PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
Goal 3	Identify the best approach to solving a programming challenge, in particular by distinguishing the value and application of Perl compared to other scripting and programming languages.
G3 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Information Systems

Goal 1	Develop functional designs for data attributes and relationships that meet organizational goals.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Explain and evaluate how organizations acquire, build, and configure information systems and related technologies.
G2 Alignment	[*IA, IS-PO1] Design and implement information system solutions to meet organizational needs.
Goal 3	Identify the major functional components of an information systems infrastructure, and classify information systems by how they support decision-making within organizations.
G3 Alignment	[IS-PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Multimedia Programming

Goal 1	Students completing this class will be able to create graphic user interfaces suitable for multimedia applications using the Pure Data language.
G1 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 2	Students completing this class will be able to generate realistic sound effects using Pure Data patches.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students completing this class will be able to analyze and manipulate the frequency content of a sound sample using Pure Data.
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Python Programming

Goal 1	Students completing this class will be able to design, code and test small Python programs.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students completing this class will be able to use top down design techniques to develop solutions to real world problems.
G2 Alignment	[*IA, IS-PO1] Design and implement information system solutions to meet organizational needs.
Goal 3	Students completing this class will understand the basic concepts of object-oriented programming as used in Python.
G3 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to MATLAB Programming

Goal 1	Students completing this class will be able to design, code and test MATLAB scripts.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students completing this class will be able to use top down design techniques to create customized end to end data analysis and presentation applications.
G2 Alignment	[*IA, IS-PO1] Design and implement information system solutions to meet organizational needs.
Goal 3	Students completing this class will be able to create and validate a variety of simple computational models in MATLAB.
G3 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Game Development

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Design and implement a computer game or simulation using game development framework.
G2 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 3	Describe an effective methodology for game development and testing, emphasizing interdisciplinary teamwork.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Smartphone App Development

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Design and implement an app or simulation using an app development framework.
G2 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 3	Describe an effective methodology for app development and testing, emphasizing interdisciplinary teamwork.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Apply the JavaScript framework to develop applications.
G2 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 3	Use JavaScript to develop a program solution based on pseudo-code.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Survey of Computer Science

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Interpret binary data based on what it is supposed to represent (pixel color or ascii text).
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Create an app in AppLab.
G3 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Describe the language translation process; demonstrate the use of editors, compilers and debuggers to successfully translate high level language source code into executable programs.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Read and explain the effects of basic language operations and control structures (sequential, conditional, iterative, and sub-program calls); appropriately use control structures in the design of algorithms and correctly implement those structures in the
G3 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students will demonstrate an intermediate level of proficiency in a representative "Office" suite of products. There will be assignments needing a word processing tool, exercises in accounting utilizing a spreadsheet, and presentations which will require
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	There will be several assignments where the student will be expected to solve a real-world task and to choose the appropriate application product as the best tool for the solution. Students will be expected to present their solutions to other students, th
G3 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Computer Game Development

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Design and implement a computer game or simulation using a game development framework.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Describe an effective methodology for game development and testing, emphasizing interdisciplinary teamwork.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Smartphone App Development

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Design and implement an app or simulation using an app development framework.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Describe an effective methodology for app development and testing, emphasizing interdisciplinary teamwork.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Multimedia Programming

Goal 1	Students completing this class will be able to analyze and manipulate the frequency content of a sound sample using Pure Data.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students completing this class will be able to create graphic user interfaces suitable for multimedia applications using the Pure Data language.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students completing this class will be able to generate realistic sound effects using Pure Data patches.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Python Programming

Goal 1	Students completing this class will be able to design, code and test small Python programs.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students completing this class will be able to use top down design techniques to develop solutions to real world problems.
G2 Alignment	[*IA, IS-PO1] Design and implement information system solutions to meet organizational needs.
Goal 3	Students completing this class will understand the basic concepts of object-oriented programming as used in Python.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Design and implement Perl programs for practical applications in information management.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Use fundamental and unique Perl capabilities including Perl program control structures, third-party Perl modules, Perl data manipulation features, and regular expressions.
G2 Alignment	[IS-PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.
Goal 3	Identify the best approach to solving a programming challenge, in particular by distinguishing the value and application of Perl compared to other scripting and programming languages.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Apply the JavaScript framework to develop applications.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Use JavaScript to develop a program solution based on pseudo-code.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to MATLAB Programming

Goal 1	Students completing this class will be able to design, code and test MATLAB scripts.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students completing this class will be able to use top down design techniques to create customized end to end data analysis and presentation applications.
G2 Alignment	[*IA, IS-PO1] Design and implement information system solutions to meet organizational needs.
Goal 3	Students completing this class will be able to create and validate a variety of simple computational models in MATLAB.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Survey of Computer Science

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Interpret binary data based on what it is supposed to represent (pixel color or ascii text).
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Create an app in AppLab.
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Read and explain the effects of basic language operations and control structures (sequential, conditional, iterative, and sub-program calls); appropriately use control structures in the design of algorithms and correctly implement those structures in the
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Describe the language translation process; demonstrate the use of editors, compilers and debuggers to successfully translate high level language source code into executable programs.
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Create user friendly programs using event driven graphical interfaces.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate proper application of coding style according to commonly accepted professional engineering standards.
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Student will demonstrate mastery of the use of Word, Excel, Access, and Powerpoint templates.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	The student will demonstrate word processing skills by creating, editing, and saving documents.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Computer Science

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Design a basic program using an application development framework.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Students will be able to identify basic computer systems infrastructures and describe how they apply to today's computing environment.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Fundamentals of Web Design

Goal 1	Demonstrate expertise in algorithmic thinking and software development practices in Web design.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Students will implement the latest web technologies and software to develop web sites that conform to industry standards.
G2 Alignment	DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.
Goal 3	Describe and apply web site development best practices, such as accessibility, usability and consistency in web site development.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Ethics and Information Management

Goal 1	During the course a collection of technology issues which are a current part of our modern society will be described and researched. Students will be able to write descriptive and objective formal papers which address the current and future concerns of our reliance on technology. An initial foundation of professional, ethical, security, and social issues and responsibilities will be a student outcome.
G1 Alignment	[*W] Writing
Goal 2	Students completing this course will be able to define the basic legal and ethical concepts that are a part of being a professional that makes use of technology.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students completing this course will be able to examine past technologies and with those examples help guide future technology as it may relate to the ethical and legal bounds which might be affected.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

CS-2

Submitted by X

1/26/2017

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the properties, interfaces, and behaviors of common abstract data types such as generic collections, stacks, queues, lists, trees, graphs, and hash tables. Design and implement general-purpose, reusable data structures that implement one or more of these abstractions.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Read an algorithm or program code segment that contains iterative constructs and analyze the asymptotic time complexity of the algorithm or code segment. State the asymptotic time complexity of fundamental operations associated with a variety of data structures.
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Compare and contrast specific data structure implementations in terms of time complexity and space utilization. Understand how to select and apply various data structures to design a solution to a specific given problem.
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	Course aims to improve program structure, readability, software quality and programmer productivity"
G4 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Understand the role of functional programming and how it contrasts with procedural and object oriented approaches
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Use various advanced programming constructs and idioms correctly (those not commonly found in C based procedural and object oriented languages)
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Discuss how various advanced programming constructs aim to improve program structure, readability, software quality and programmer productivity
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate the representation and basic operations on digital representations of real world data.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Describe the instruction cycle and write basic programs in an assembly language.
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Describe the physical layers of a computer system from transistors -> gates -> combinational circuits -> functional units and memory -> CPU/Memory/IO/Bus -> Computer systems
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	PROFICIENCY WITH LANGUAGES IN MULTIPLE PARADIGMS.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	KNOWLEDGE OF THE GRAMMAR OF A PROGRAMMING LANGUAGE AND HOW THAT RELATES TO LEXICAL ANALYSIS AND PARSING.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	THE ABILITY TO QUICKLY LEARN NEW PROGRAMMING LANGUAGES, AND HOW TO APPLY THEM TO EFFECTIVELY SOLVE PROGRAMMING PROBLEMS.
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Algorithms

Goal 1	Select and use an appropriate algorithm that uses a greedy approach, divide and conquer, dynamic programming or backtracking algorithm to solve a difficult problem.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Select and apply a graph algorithm to solve an appropriate problem using a graph data structure.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Understand basic automata computability and complexity and use that understanding in a productive way, for example, to design a deterministic finite state machine to accept a specified language as well as a regular expression to represent it.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze the tradeoffs of balancing key security properties (Confidentiality, Integrity, and Availability).
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Describe the concepts of risk, threats, vulnerabilities and attack vectors.
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Classify common input validation errors, and write correct input validation code.
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	Demonstrate using a high-level programming language how to prevent a race condition from occurring and how to handle an exception.
G4 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Information Management

Goal 1	Describe how humans gain access to information and data to support their needs. [Familiarity]
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Describe the advantages and disadvantages of central organizational control over data. [Assessment]
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Identify the careers/roles associated with information management (e.g., database administrator, data modeler, application developer, end-user). [Familiarity]
G3 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 4	Compare and contrast information with data and knowledge. [Assessment]
G4 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 5	Demonstrate uses of explicitly stored metadata/schema associated with data. [Usage]
G5 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 6	Identify issues of data persistence for an organization. [Familiarity]
G6 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Primary ULO	See Course Goal 1.

Operating Systems and Networking

Goal 1	Explain the objectives and functions of modern operating systems.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Describe the functions of a contemporary operating system with respect to convenience, efficiency, and the ability to evolve.
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Discuss networked, client-server, distributed operating systems and how they differ from single user operating systems.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Software Engineering I

Goal 1	Understand the uses of and demonstrate the capability to effectively employ tools and techniques used in support of professional software development.
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Describe functional requirements using common methods (e.g. use cases and user stories) and then create appropriate models to implement the required functionality.
G2 Alignment	[CS-PO3] Master software development and project management tools consistent with current industry standards.
Goal 3	Create a small cloud-hosted database driven web application using a professional environment that utilizes modern API's, technologies and standards.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Software Engineering II

Goal 1	Design, plan, organize, and synthesize a significant group and individual software project; apply all aspects of contemporary software engineering activities, including planning, requirements analysis, software design, coding, testing, documentation, and deployment* (ABET Outcomes: A,B, C, E, I, J, K)
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Demonstrate group and individual communication skills by participating in stand up meetings, weekly reviews, project talks, posters, and final project presentations; Participate effectively in a team development environment (ABET Outcomes: F, D)
G2 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 3	Demonstrate the ability to independently learn and master new technologies as demonstrated by implementing an individual software project using technologies not used or instructed in coursework (ABET Outcomes : H)
G3 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Software Engineering III

Goal 1	Design, plan, organize, and implement a significant group and individual software project; apply all aspects of contemporary software engineering activities, including planning, requirements analysis, software design, coding, testing, documentation, and deployment.* (ABET Outcomes: A, B, C, E, I, J, K)
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Demonstrate group and individual communication skills by participating in stand up meetings, weekly reviews, project talks, posters, and final project presentations; Participate effectively in a team development environment (ABET Outcomes: F, D)
G2 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 3	Demonstrate the ability to independently learn and master new technologies as demonstrated by implementing an individual software project using technologies not used or instructed in coursework (ABET Outcomes: H)
G3 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use a graphics library to express basic transformations such as scaling, rotation, and translation and understand how clipping, rasterization and basic lighting operations are implemented and used
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	Understand 3-dimensional coordinate systems, and transformations and viewing projections. Be able to perform operations by hand as well as through a graphics API.
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	Understand the capabilities of graphics software and appreciate the parallel nature of its hardware realization
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Intelligent Systems

Goal 1	be able to formulate an efficient problem space for a problem expressed in natural language in terms of initial and goal states, and operators and be able to select and implement an appropriate search algorithm to solve said problem
G1 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 2	understand a variety of machine learning tasks and compare/contrast different styles of learning as they are applied to problems
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	demonstrate the ability to contribute to the implementation of one or more machine learning algorithms to solve real-world problems or build meaningful intelligent systems
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Data Mining and Data Warehousing

Goal 1	contrast the differences between a data mining project with a data warehouse project
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	classify data mining algorithms and rate the appropriate algorithms to software a problem on hand
G2 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 3	apply the tools and algorithms to solve real world problems by identifying the correct data source, formulate the data source, and interpret the mining results, and assess the effectiveness and correctness of the mining results, and be exposed with the cu
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Give a definition of FOSS and discuss the history of FOSS/HFOSS
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Set up a working dev environment using groups to problem solve.
G2 Alignment	[*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.
Goal 3	Contribute a patch to Mozilla OR Participate in testing code for Mozilla.
G3 Alignment	[CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

D

D 251 Submitted by Tim Cowart 12/30/2016
Intro to Dance

Goal 1	To use dance a a lens for understanding humanity
G1 Alignment	[*D] Diversity
Goal 2	To examine why people dance around the world
G2 Alignment	[*D] Diversity
Goal 3	To cross-culturally compare dance traditions around the world
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students practice dances from a specific cultural tradition
G1 Alignment	[*D] Diversity
Goal 2	Students perform dances from a specific cultural tradition
G2 Alignment	[*D] Diversity
Goal 3	Students embody dance styles from specific cultural traditions
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

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G2 Alignment	[*D] Diversity
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G3 Alignment	[*D] Diversity
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G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

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G1 Alignment	[*D] Diversity
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G2 Alignment	[*D] Diversity
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G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students practice dances from a specific cultural tradition
G1 Alignment	[*D] Diversity
Goal 2	Students perform dances from a specific cultural tradition
G2 Alignment	[*D] Diversity
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G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students practice contemporary dance styles from urban American street dance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Students perform contemporary dance styles from urban American street dance
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Integrate a historical and cultural understanding of urban ideas through embodied practice
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

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G4 Alignment	
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G5 Alignment	
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G6 Alignment	
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G5 Alignment	
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G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students learn to experience jazz dance in a variety of styles.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Integration of the history and development of jazz dance.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Physicalizing the syncopation of complex urban rhythms.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
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G4 Alignment	
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G5 Alignment	
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G6 Alignment	
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Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students learn to experience tap dance in a variety of styles.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Integration of the history and development of tap dance.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Physicalizing the syncopation of complex urban rhythms
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
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Goal 6	
G6 Alignment	
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Primary ULO	See Course Goal 1.

Goal 1	Students learn to experience the technique of modern dance.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Integration of the history and development of modern dance.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Development of individual creative expression through movement.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
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G5 Alignment	
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G6 Alignment	
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Goal 3	Integration of the terminology of classical ballet
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students learn to experience the technique of classical ballet.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Integration of the history and development of classical ballet.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Integration of the terminology of classical ballet
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Examine the role gender has played in the development of dance as an art form in both concert and commercial dance.
G1 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 2	Students analyze various choreographic representations of gender highlighting the archetypal constructions of masculinity and femininity.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Goal 3: Students study the differences between gender identity, gender expression and biological gender as they relate to dance.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the chronological development of ballet from the Renaissance through the present day.
G1 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 2	Identify the primary dancers, choreographers, personalities, and the contributions each as made to the development of ballet.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Identify the primary masterworks of choreography that made a significant impact on the development of ballet.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the chronological development of modern dance.
G1 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 2	Identify the primary dancers, choreographers, personalities, and the contributions each as made to the development of modern dance.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Identify the primary masterworks of choreography that made a significant impact on the development of modern dance.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrating the ability to design a series of dance classes for a studio setting.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Identifying anatomically sound approaches to dance technique and movement phrases.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Application of a refined perceptual awareness with regards to giving corrections and providing feedback to students.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

D
X

Submitted by BREAK

1/26/2017

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Examine the role gender has played in the development of dance as an art form in both concert and commercial dance.
G1 Alignment	[*W] Writing
Goal 2	Students analyze various choreographic representations of gender highlighting the archetypal constructions of masculinity and femininity.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Students study the differences between gender identity, gender expression and biological gender as they relate to dance.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the chronological development of ballet from the Renaissance through the present day.
G1 Alignment	[*W] Writing
Goal 2	Identify the primary dancers, choreographers, personalities, and the contributions each has made to the development of ballet.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Identify the primary masterworks of choreography that made a significant impact on the development of ballet.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the chronological development of modern dance.
G1 Alignment	[*W] Writing
Goal 2	Identify the primary dancers, choreographers, personalities, and the contributions each has made to the development of modern dance.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Identify the primary masterworks of choreography that made a significant impact on the development of modern dance.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrating the ability to design a series of dance classes for a studio setting.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Identifying anatomically sound approaches to dance technique and movement phrases.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Application of a refined perceptual awareness with regards to giving corrections and providing feedback to students.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Conditioning For Dancers

Goal 1	Development of an individualized conditioning plan
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Familiarity with and experience using fitness approaches and equipment.
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Integrating the methodologies of conditioning exercises into the development of a individualized condoning plan for dance.
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Special Studies

Goal 1	Synthesize technique by working with individual choreographers and transform that knowledge into performance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Working collaboratively in the creative process with peers
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Demonstrating embodied knowledge through performance
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Wellness for Dancers

Goal 1	Students learn best-practices for nutrition, injury prevention and care
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Participation in individual health screenings for dancers
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Design an individualized program for optimal wellness and performance.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Familiarity with traditional African rhythms
G1 Alignment	[*D] Diversity
Goal 2	Development of the ability to play in an polyrhythmic ensemble
G2 Alignment	[*D] Diversity
Goal 3	Transfer the rhythmic knowledge into kinesthetic full-bodied expression
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Dance Improvisation

Goal 1	Students learn to generate movement in a spontaneous way
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Learn structures and methodologies as tools for creating movement
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Creating a foundation for further exploration into composition and choreography
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Learn fundamental skills for beginning and intermediate dance parting work
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Demonstrating best practices for safety by utilizing bio-mechanical principles
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Demonstrate knowledge by performing partnering sequences
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Learn how to properly dance en pointe
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Demonstrate knowledge of injury prevention and care in relation to pointe specific injuries
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Perform classical ballet vocabulary on pointe
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Pointe Technique 2

Goal 1	Learn how to properly dance en pointe
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Demonstrate knowledge of injury prevention and care in relation to pointe specific injuries
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Perform classical ballet vocabulary on pointe
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Pointe Technique 3

Goal 1	Learn how to properly dance en pointe
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Demonstrate knowledge of injury prevention and care in relation to pointe specific injuries
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Perform classical ballet vocabulary on pointe
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Rhythmic Awareness

Goal 1	Demonstrate about musical components of rhythm in relation to dance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Demonstrate beat, meter, and form in the context of movement and choreography
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Collaborate between dancers and musicians demonstrating basic elements of rhythmic notation.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Rhythmic Awareness

Goal 1	Demonstrate about musical components of rhythm in relation to dance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Demonstrate beat, meter, and form in the context of movement and choreography
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Collaborate between dancers and musicians demonstrating basic elements of rhythmic notation.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Dance Composition I

Goal 1	Students learn about the concepts and principles of composition and choreography as they relate to space, time and force for solo choreography
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Understanding the theoretical aspects of how to create dances and demonstrate that knowledge by creating compositional studies
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Exploring the process of dance creation
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Dance Composition 2

Goal 1	Students learn about the concepts and principles of composition and choreography such as special design, musical form, character study and textural differences for solos, duets and trios
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Understanding the theoretical aspects of how to create dances and demonstrate that knowledge by creating compositional studies
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Exploring the process of dance creation
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Dance in Musical Theatre

Goal 1	Describe the chronological development of musical from the 19th century through the present day.
G1 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 2	Identify the primary dancers, choreographers, personalities, and the contributions each has made to the development of musical theatre.
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Identify the primary masterworks of choreography that made a significant impact on the development of musical theatre.
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Applying knowledge of kinesiological principles as related to basic movement.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Familiarity with anatomy, physiology, biomechanics, movement behavior, and various alignment and conditioning techniques.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Synthesizing the kinesiological information so that it can be utilized in teaching and performance of dance.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Special Studies: Dance Concert and/or Musical

Goal 1	Synthesize technique by working with individual choreographers and transform that knowledge into performance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Working collaboratively in the creative process with peers, professionals, and faculty members
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Demonstrating embodied knowledge through performance
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Senior Project

Goal 1	Self-produce research projects of a scholarly or creative nature to be presented in a public setting.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Demonstrate the ability to solve problems independently
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Demonstrate a well-developed intellectual aesthetic focus.
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Independent Studies in Dance

Goal 1	To design an individualized project that relates to dance.
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	To study in depth selected topics in dance history, theory, education or criticism
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	To complete an individualized project that relates to dance
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students gain experience in focused topics related to dance beyond the regular curriculum
G1 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 2	Engage with relevant dance related topics, ideas, methodologies or understandings
G2 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 3	Demonstrate theoretical, cultural, or historical knowledge pertaining to the field of dance
G3 Alignment	[PO1] Demonstrate a significant body of theoretical, cultural, and historical knowledge pertaining to the field of dance. (PS)
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students gain experience in focused topics related to dance beyond the regular curriculum
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Engage with and perform relevant dance related topics, ideas, methodologies or understandings
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Integrate and independently, apply dance skills, abilities, theories and or methodologies pertaining to the field of dance
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explore various career possibilities in dance
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Demonstrate skills learned in a real-world context
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Strengthens student's portfolio with practical experience and projects related to dance
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Dance Repertory

Goal 1	Work with guest artists in the choreographic process or in the historical reconstruction of significant dance choreography
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Demonstrate behaviors practices and expectations required of a professional in the field of dance
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Perform choreography on campus and on tour
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Dance Production

Goal 1	Familiarity with all theoretical aspects of dance production including Budgets, fundraising, rehearsal schedules, casting, auditions, costume designs, lighting designs, posters, programs, press releases marketing for dance concerts, etc.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Creating costume designs, make-up designs, and set designs.
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Understand the vocabulary of technical theatre and dance productions
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Dance Production Lab

Goal 1	Demonstrate familiarity with the set up, design, operation, and strike of lighting and sound elements for dance production.
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Design lights for dance
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Apply theoretical knowledge of dance production skills
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Group Choreography

Goal 1	Familiarity with formal dance structures as it relates to group choreography
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Understanding the theoretical aspects of how to create dances and demonstrate that knowledge by creating compositional studies
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Exploring the process of dance creation
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Dance and Technology

Goal 1	Students learn to use desktop multi-media applications for the creative process and for dance production
G1 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 2	Familiarity with projection equipment and sound equipment
G2 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 3	Practical application of technology to support the creative process and develop professional artistic portfolio
G3 Alignment	[*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Creative Dance For Children

Goal 1	Learn how to work with general population children as well as children with special needs, pre-k and early child development using creative dance movement
G1 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 2	Design dance classes for children demonstrating an understanding of what movement practices are appropriate for each stage of a child's cognitive and physical development
G2 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 3	Teach creative movement classes to members of the community
G3 Alignment	[*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

ECON

ECON 200W Submitted by John Leadley

12/21/2016

Introduction to Economic Perspectives

Goal 1	Identify elements of an issue that can be analyzed from an economic perspective
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Analyze information from relevant sources in the economics literature on an issue.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Demonstrate consideration of context, audience and purpose in a written report analyzing an issue.
G3 Alignment	[*W, PO3] Use appropriate writing methods to effectively communicate economic concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain producer and consumer behavior using economic models.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Explain the effect of market structure on consumer surplus, producer surplus and social social surplus.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Use graphical and algebraic representations of microeconomic models.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Develop a research proposal to answer a research question.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Analyze data using the OLS regression model and test for violations of the OLS assumptions.
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Interpret the OLS regression results and identify the impact of possible violations of the OLS assumptions in a written report.
G3 Alignment	[*W, PO3] Use appropriate writing methods to effectively communicate economic concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Development Economics

Goal 1	Demonstrate awareness of differences among countries using appropriate economic measures
G1 Alignment	[*D] Diversity
Goal 2	Use economic theory to explain the role of capital accumulation (human and physical) and technological change on economic development.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Examine underlying factors that affect economic development, including political institutions and government policies, cultures, market failures and civil conflict.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Macroeconomics

Goal 1	Explain and calculate gross domestic product (GDP) using the expenditure and/or income approach.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Demonstrate an awareness of the differences in unemployment rates across socioeconomic groups in the United States and explain possible causes of those differences.
G2 Alignment	[*D] Diversity
Goal 3	Compare the effects of monetary and fiscal policy on prices, interest rates, and the level and composition of gross domestic product.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	Apply the concepts of comparative advantage, specialization and exchange to basic resource allocation issues in international trade.
G4 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Explain the “gains to trade” created by the international exchange of goods and services, including the distribution of those gains between and within nations.
G1 Alignment	[*D] Diversity
Goal 2	Explain the effect of trade barriers on a country and its trade partners.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Explain the influence of a country’s politics and political institutions on its trade policies, including the creation of barriers to trade.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply microeconomic theory to derive labor supply, including individual decisions on labor force participation and optimal hours worked.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Apply microeconomic theory to derive equilibrium in a labor market, including the effects of market structure and taxes.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Apply microeconomic theory to define and explain different forms of discrimination in labor markets.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	X
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply the neoclassical model of indifference analysis to explain consumer behavior.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Use algebraic or graphical representations to describe microeconomics models
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Compare neoclassical and behavioral economics models as descriptive theories of consumer behavior.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Apply economic analysis to explain and predict the behavior of individuals in government institutions.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Use quantitative information to understand theories of voter behavior.
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Understand the costs and benefits of improving the performance of government institutions
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply microeconomic models to understand the behavior of professional sports leagues.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Interpret and discuss the statistical method and results of a peer-reviewed empirical journal article concerning a topic relevant to professional sports
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Understand the differences between open and closed professional sports leagues.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Economics of Intercollegiate Sports

Goal 1	Apply microeconomic models to understand the behavior of the National Collegiate Athletic Association (NCAA).
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Interpret and discuss the statistical method and results of a peer-reviewed empirical journal article concerning a topic relevant to intercollegiate sports
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Understand the differences between competing perspectives on National Collegiate Athletic Association (NCAA) policies and their impact on intercollegiate sports.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply economic analysis to understand the behavior of organized crime groups.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Learn about organized crime in a seminar structured course (how to present readings, write useful questions for class discussion, and participate in student-driven class discussions).
G2 Alignment	[*W, PO3] Use appropriate writing methods to effectively communicate economic concepts.
Goal 3	Understand the origins and persistence of organized crime, and approaches to minimize or eliminate organized crime groups.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	To understand and be able to define strategic decision making involved in the theory of games in both cooperative and non-cooperative environments
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Analyze and solve simultaneous-moves and sequential-moves games and apply different solution approaches including minimax, Nash equilibrium, dominant strategies, backward induction, and mixed strategies
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Apply game theory to common decision-making in business and economics.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Understand the fundamental problem of scarcity facing any economic system.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Evaluate market, mixed, centrally planned, and developing economic systems in terms of the similarities and differences in both theory and practice.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Analyze historical data to assess the performance of different economic systems over time.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Understand broadly the contributions of specific individuals to the creation and evolution of alternative schools of economic thought over time.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Analyze watershed events in the history of economic thought (e.g., the transition from classical to neoclassical economic thought).
G2 Alignment	[*IL] Integrative Learning
Goal 3	Investigate, via textual analysis, the specific theories, and real world impact, of one economist
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Use graphical and/or algebraic representations of macroeconomic models
G1 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 2	Compare the effects of monetary and fiscal policy on macroeconomic variables
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Distinguish between major macroeconomic models
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain the money creation process in a fractional reserve system
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Explain central bank behavior using macroeconomic and/or monetary models
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Use algebraic and/or graphical representations to describe central bank behavior
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

International Monetary Economics

Goal 1	Evaluate and compare the effects of monetary policy in a closed and open economy in the short run and the long run
G1 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 2	Explain the main channels of the monetary transmission mechanism
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Discuss the differences between fixed and flexible exchange rates and the consequences on the workings of monetary policy
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply microeconomic models of imperfect competition to explain the effect of market structure on the conduct of firms.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Analyze selected industries using the theoretical models from industrial organization.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Use algebraic or graphical representations to describe microeconomic models.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Apply microeconomic models to the decision-making processes used by businesses.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Apply statistical methods for estimating and forecasting product demand.
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Use algebraic and graphical representations of models of optimization with constraints.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Environmental Economics

Goal 1	Apply microeconomic models to the effect of externalities on allocative efficiency.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Use algebraic or graphical representations to describe relevant microeconomic models.
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Compare the impacts on market outcomes of different government policies related to pollution externalities.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Derive short-run and long-run cost functions from production functions.
G1 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 2	Analyze the static and dynamic price-setting behavior of monopoly, including price discrimination and limit pricing.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Compare the outcomes from different models of strategic behavior in oligopoly markets, including non-price competition.
G3 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Explain the role of bias and efficiency when estimating the coefficients of single-equation models.
G1 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 2	Explain the identification problem and estimation methods for systems of equations.
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Explain the effect of serial correlation and estimation methods for time series models.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply the neoclassical model of producer theory under the assumptions of perfect competition and full information.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Apply models of producer theory under the assumptions of imperfect competition and partial information.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Use algebraic or graphical representations to describe microeconomic models.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply microeconomic models to market failures, including externalities and public goods, and the role of government in correcting those failures.
G1 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 2	Apply microeconomic theory to determine the impacts of tax policy, including equity and efficiency.
G2 Alignment	[*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.
Goal 3	Use algebraic or graphical representations to describe microeconomic models.
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Solve economic models using the derivative and differential for functions of one variable
G1 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 2	Solve economic models using the derivative and differential for functions of n-Variable
G2 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 3	Use multivariate calculus in optimization of functions of n-variables and/or constrained optimization
G3 Alignment	[*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

ED

ED 481 Submitted by Jessica Dougherty 12/15/2016

Introduction to ESOL and Bilingual Education

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	Value and partner with family, community, and stakeholders to understand, support, and improve upon the educational experiences of every learner.
G4 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Value and partner with family, community, and stakeholders to understand, support, and improve upon the educational experiences of every learner.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G3 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G3 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Value diverse perspectives, build upon individual strengths and differences, and promote equity and inclusivity.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Learn and use practices that value home languages, shelter content instruction, and foster language acquisition.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	Value and partner with family, community, and stakeholders to understand, support, and improve upon the educational experiences of every learner.
G4 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Apply key learning and development concepts, models, and strategies in the design and implementation of secondary classroom practices
G1 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 2	Employ theories and practices from the major theoretical perspectives of educational psychology - behaviorist, cognitive, and socio-cultural - in the context of adolescent teaching, with an awareness of the uses, demands, and implications of each on learn
G2 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 3	Examine existing educational practice to ascertain its fit with theories of adolescent learning and development
G3 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 4	Engage in systemic reflection within a community of practice to evaluate professional growth
G4 Alignment	[*IL] Integrative Learning
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate an understanding of the normative, physical, cognitive, language and psychosocial development of children from early childhood through middle childhood;
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	Demonstrate an understanding of implications on learning for students with varied learning styles, including multiple intelligences
G2 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 3	Demonstrate an understanding of learning theories that influence teaching
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	Demonstrate an understanding of the connection between teaching and learning
G4 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Define inclusion and describe the roles of the professionals who collaborate to facilitate student success
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	Develop awareness of legislation and policy governing services and protections for special populations
G2 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 3	Identify general characteristics and learner needs of students with one or more of the 11 disabilities covered under the Individuals with Disabilities Act (IDEA)
G3 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 4	Develop and apply empathy and strategies for working with students with varied abilities and disabilities
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	Embed and teach success strategies in the context of the general education curriculum
G5 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand and apply the curriculum cycle, designing measurable objectives, instruction, and assessments.
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	Differentiate and adapt teaching to ensure that all learners maximize opportunities to learn, grow, and reach their potential.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Use written reflection to support curricular cycle for planning, instruction, and assessment according to state and national standards and edTPA licensure requirements.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Recognize, understand, and value the diversity that exists in society and that may exist in the classroom.
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	Examine one's location in relation to the sociocultural context of the larger society.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Develop an awareness of stereotypes and biases held by self and others, which may affect student's performance.
G3 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 4	Explore strategies to create classroom environments that are fully student-centered and inclusive of the voices and experiences of all students.
G4 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 5	Examine educational practices and how these affect the learning of all students: teaching approaches, educational materials, and textbooks, testing methods, special services, etc.
G5 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Typical and Atypical Development

Goal 1	Define development in terms of major theories and basic concepts, as well as explain factors related to biological and environmental risk/resilience and their potential effect on early development.
G1 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 2	Outline the major developmental milestones accomplished by children ages 3-5, describe the central role socialization and communication at this stage, and discuss the impact of atypical skill development on self-concept and adaptive behavior
G2 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 3	Outline the major developmental milestones accomplished by young children in K-4 settings, describe the central role of cognitive growth and peer relations at this stage, and discuss the impact of atypical skill development on academic learning and behavior
G3 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 4	Describe relationship-based interventions and routines-based/embedded interventions in the context of inclusive early childhood settings, including K-4 classrooms, all of which facilitate early learning for young children and enhance relationships with peers
G4 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 5	Gain knowledge and be able to discuss the legal, ethical, social and cultural issues related to child development, including the nature-nurture controversy, the influence of factors such as poverty, domestic and community violence, family background, and
G5 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 6	Continue to identify themselves with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills, and dispositions
G6 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Primary ULO	See Course Goal 1.

Professional Development: Early Childhood Studies Capstone

Goal 1	Synthesize and reflect on knowledge gained through coursework in the Early Childhood Studies major
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Examine applications of educational theories and research to their own teaching and learning process
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Demonstrate competency in writing ability and coherent communication of knowledge
G3 Alignment	[*W] Writing
Goal 4	Demonstrate the ability to work collaboratively in small groups to construct a joint knowledge base about a case
G4 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 5	Present information in a disciplined, clear and concise manner
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	In final presentation, be able to articulate how portfolios are used by professionals to integrate, reflect upon, and provide evidence of accomplishments regarding skills, knowledge, and dispositions required of the early childhood profession
G6 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Primary ULO	See Course Goal 6.

Observation and Assessment of the Young Child

Goal 1	Demonstrate understanding of the rights and responsibilities of parents, students, teachers and schools as they relate to young children receiving free and appropriate public education
G1 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 2	Demonstrate knowledge and understanding of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the child
G2 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 3	articulate an understanding of comprehensive and unbiased assessments of young children ages birth-4th grade in inclusive settings
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	Demonstrate an understanding of the influence of cultural and linguistic diversity on assessment, eligibility, programming and LRE placement
G4 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 5	Identify how to establish case records including how to write appropriate IFSP/IEPs, transition plans, and evaluation summary reports
G5 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 6	Demonstrate an ability to adapt and modify existing assessment tools and methods to accommodate the unique abilities and needs of young children of all abilities, as well as those from culturally and linguistically diverse backgrounds
G6 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Primary ULO	See Course Goal 2.

Families and Community Involvement

Goal 1	Discuss theories and research supporting a family-centered approach to early childhood education
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	Articulate the role of cultural context in attitudes, beliefs, values, and child-rearing practices
G2 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 3	Analyze personal values, beliefs, and cultural biases that influence their work with families
G3 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 4	Identify specific components of IDEA that support families in the special education process
G4 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 5	Identify strategies that support and assist families to identify their priorities, resources and concerns for their children
G5 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 6	Continue to identify themselves with the early childhood profession and will exhibit the attributes of a collaborative educational leader including the acquisition of appropriate knowledge, skills and dispositions
G6 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Primary ULO	See Course Goal 2.

ED

Submitted by BREAK

1/26/2017

X

Goal 1	X
G1 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 2	X
G2 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 3	X
G3 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

ED
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 2	X
G2 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 3	X
G3 Alignment	[*D, UTE-PO2] Create a climate where diversity is valued.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate understanding of professional responsibilities when teaching science.
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	Become more skilled in planning, teaching and assessing standards based lessons.
G2 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 3	Understand how literacy, mathematics and science enrich and support learning for all students.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	Develop assessments and analyze and interpret assessment data for student learning. .
G4 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

ENG

ENG

104

Submitted by Thomas Rand

12/14/2016

Introduction to Fiction

Goal 1	Students will become familiar with representative examples of fiction (e.g., short story, parable, novella, novel) and with the basic elements of fictional art (e.g., setting, plot, character, point of view, irony, symbolism).
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of fiction as a means of exploring and commenting on human experience and diverse cultures.
G2 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 3	Students will learn to apply interpretive strategies and to relate works of fiction to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Drama

Goal 1	Students will become familiar with representative examples of drama and with basic dramatic conventions.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of drama as a means of exploring and commenting on human experience and diverse cultures.
G2 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 3	Students will learn to apply interpretive strategies and to relate dramatic texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Poetry

Goal 1	Students will become familiar with representative forms (e.g., sonnet, ballad, free verse) and elements (e.g., figurative language, symbol, meter, rhyme, tone) of poetic art.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of poetry as a means of exploring and commenting on human experience and diverse cultures.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate works of poetry to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Literature of the Western World [Greco-Roman]

Goal 1	Students will become familiar with significant authors, genres, and works of ancient Greece and Rome.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of literature as a means of exploring and commenting on human experience and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate literary texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Literature of the Western World [Greco-Roman]

Goal 1	Students will become familiar with significant authors, genres, and works of ancient Greece and Rome.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of literature as a means of exploring and commenting on human experience and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate literary texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Literature of the Western World [Medieval/Renaissance/Baroque]

Goal 1	Students will become familiar with significant authors, genres, and works of medieval, Renaissance, and early modern Europe.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of literature as a means of exploring and commenting on human experience and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate literary texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Literature of the Western World [Medieval/Renaissance/Baroque]

Goal 1	Students will become familiar with significant authors, genres, and works of medieval, Renaissance, and early modern Europe.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of literature as a means of exploring and commenting on human experience and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate literary texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Literature of the Western World [18th century to present]

Goal 1	Students will become familiar with significant authors, genres, and works of western literature from the 18th century to the present.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Students will gain an appreciation of literature as a means of exploring and commenting on human experience and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Students will learn to apply interpretive strategies and to relate literary texts to relevant historical, literary, and social contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Literary Study

Goal 1	Read with greater appreciation of a text's artistic/literary features--style, structure, and language [close reading]--and how those features create/deepen meaning.
G1 Alignment	[ENG CORE-PO1] Develop a capacity for close attention to language structure and language use.
Goal 2	Create, support, and develop a defensible claim about a text.
G2 Alignment	[ENG CORE-PO3] Build the skills required to write persuasive, coherent explications of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundation.
Goal 3	Write essays that conform to the expectations of the discipline, including use of appropriate secondary sources and incorporation of others' ideas into essays.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Deepen knowledge of a particular writer, form, or theme related to post-1700 Continental literature.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[*W] Writing
Goal 3	Discuss the texts with reference to their cultural and literary contexts.
G3 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Read the various genres of the bible (particularly the Hebrew bible/Old Testament) with greater understanding for the stylistic, narrative and 'intertextual' features.
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	Write about both a discrete segment and about a larger, thematic element in a way appropriate to literary studies.
G2 Alignment	[*W] Writing
Goal 3	Discuss the texts with reference to their cultural and literary contexts.
G3 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Topics in Theory and Criticism

Goal 1	Examine one or more socio-literary theories in depth.
G1 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 2	Practice applicaiton of theory to textual interpretation through discussion and written products.
G2 Alignment	[ENGCORE-PO2] Develop familiarity with and appreciation for major authors, literary movements and genres, and their place in the development of American, British, and other literatures.
Goal 3	Write an extended literary analysis essay that incorporates theyry and disciplinary research methods and that conforms to the expectations of the discipline.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate an understanding of how standards are addressed through unit and assignment design and evaluation.
G1 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 2	Explore a variety of theoretical and pedagogical options for designing units and assignments.
G2 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 3	Engage a variety of audiences in professionally appropriate forms of writing.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate understanding of a particular culture and/or subcultures.
G1 Alignment	[*D] Diversity
Goal 2	Discuss in depth the role of folklore in the study of culture and/or subcultures.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Write and analytic essay that conforms to the expectations of the discipline.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate an understanding of a U.S. minority culture
G1 Alignment	[*D] Diversity
Goal 2	Analyze the relationship between literature and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Write a literary analysis that conforms to the expectations of the discipline.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate understanding of a U.S. minority culture.
G1 Alignment	[*D] Diversity
Goal 2	Analyze the relationship between literature and culture.
G2 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 3	Write a literary analysis that conforms to the expectations of the discipline.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	X
G1 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 2	X
G2 Alignment	[ENG CORE-PO1] Develop a capacity for close attention to language structure and language use.
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate familiarity with major authors, literary movements and genres in British literature from Beowulf to 1660
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write persuasive, coherent explications of literary texts; appropriately support arguments; and properly employ conventions of documentation
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze the relation of texts to their cultural traditions and genres
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate familiarity with major authors, literary movements and genres in British literature from 1660-1832
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write persuasive, coherent explications of literary texts; appropriately support arguments; and properly employ conventions of documentation
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze the relation of texts to their cultural traditions and genres
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate familiarity with major authors, literary movements and genres in British literature from 1832 to the present.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write persuasive, coherent explications of literary texts; appropriately support arguments; and properly employ conventions of documentation.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze the relation of texts to their cultural traditions and genres.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Survey of American Literature

Goal 1	Demonstrate familiarity with major authors, literary movements and genres in American literature from the beginnings to 1865.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write persuasive, coherent explications of literary texts; appropriately support arguments; and properly employ conventions of documentation.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze the relation of texts to their cultural traditions and genres.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Survey of American Literature

Goal 1	Demonstrate familiarity with major authors, literary movements and genres in American literature from 1865 to the present.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write persuasive, coherent explications of literary texts; appropriately support arguments; and properly employ conventions of documentation.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze the relation of texts to their cultural traditions and genres.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate a developing understanding and appreciation for Shakespeare's verbal resourcefulness.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze the relation of selected plays and poems to culture, society, and the individual.
G2 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 3	Write an extended literary analysis essay that conforms to the expectations of the discipline.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate familiarity with contemporary movements in 20th and 21st century literary and cultural theory and their applicaiton to the interpretation of texts.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Apply theory to textual interpretation through discussion and written products.
G2 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 3	Write an extended literary analysis essay that incorporates theory and disciplinary research methods
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in Medieval British Literature.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in Renaissance British literature.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in British literature from the restoration Augustan or Romantic periods.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in British literature from the 20th century.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in British literature from the Victorian era.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Period Studies in American Literature to 1865.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in American literature from the beginnings through Romanticism.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of selected writers, forms, and themes in American literature since 1865.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Period Studies in Continental European Literature Before 1700

Goal 1	Demonstrate and in-depth knowledge of selected writers, forms, and themes in Continental European literature before 1700.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Identify various film techniques and characteristics of the work of selected touchstone film directors.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Explain how film differs meaningfully from other art forms such as drama, prose narrative, and painting.
G2 Alignment	[*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.
Goal 3	Demonstrate understanding and appreciation of cinematic art in analytical essays that conform to the expectations of the discipline.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate in-depth knowledge of myth and myth techniques as manifested in the context of a specific tradition such as Greco-Roman, Arthurian, or other world mythology.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze texts with reference to their cultural and literary contexts.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate familiarity with special topics and issues from a literature outside the European/US tradition.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze texts with reference to their cultural context.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Write a literary analysis essay that conforms to the expectations of the discipline.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate familiarity with special topics and issues from a literature outside the European/US tradition.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze texts with reference to their cultural context.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Write a literary analysis essay that conforms to the expectations of the discipline.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate in-depth knowledge of a special topic in the field of literary studies.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a critical essay incorporating appropriate primary and secondary sources exploring an issue, question, or problem related to the subject matter of the course.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate critical thinking skills through analysis of primary and secondary sources.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of a special topic or issue in British literature.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a critical essay incorporating appropriate primary and secondary sources exploring an issue, question, or problem related to the subject matter of the course.
G2 Alignment	[ENG CORE-PO2] Develop familiarity with and appreciation for major authors, literary movements and genres, and their place in the development of American, British, and other literatures.
Goal 3	Demonstrate critical thinking skills through analysis of primary and secondary sources.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of a special topic or issue in American literature.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a critical essay incorporating appropriate primary and secondary sources exploring an issue, question, or problem related to the subject matter of the course.
G2 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 3	Demonstrate critical thinking skills through analysis of primary and secondary sources.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate in-depth knowledge of a special topic or issue in Continental European literature.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a critical essay incorporating appropriate primary and secondary sources exploring an issue, question, or problem related to the subject matter of the course.
G2 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 3	Demonstrate critical thinking skills through analysis of primary and secondary sources.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Major Figures

Goal 1	Demonstrate in-depth knowledge of one or two closely related authors and articulate the authors's (s') contributions to literature and culture that justify the designation "major figure."
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Write a literary analysis essay that conforms to the expectations of the discipline.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Identify and discuss shaping influences in the author's (s') biography and cultural historical moment.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate in-depth knowledge of special topics or issues from a literature outside the European/US tradition.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze texts with reference to their cultural context.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Write a literary analysis essay that conforms to the expectations of the discipline.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Provide evidence of achieving program learning outcomes.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Write a reflective essay that conforms to the expectations of the discipline analyzing their degree of success in achieving program outcomes from freshman to senior year.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Analyze strengths and weaknesses of the English program.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Familiarity with representatives examples of fiction such as short story, parable, novella and novel.
G1 Alignment	[ENGCORE-PO2] Develop familiarity with and appreciation for major authors, literary movements and genres, and their place in the development of American, British, and other literatures.
Goal 2	Familiarity with basic elements of fictional art, irony, symbolism, theme, point of view, tone.
G2 Alignment	[LIT-PO2] Apply theories and research methods to analyze and interpret literature.
Goal 3	Apply interpretative strategies to works of fiction in a historical, literary, social and cultural context.
G3 Alignment	[LIT-PO3] Analyze how literature relates to culture, society, and the individual.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

ENT

ENT 460W Submitted by Marty Schulz

12/08/2016

Entrepreneurship in Action

Goal 1	Demonstrate ability to understand a company's financial statements.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Analyze information to determine a businesses value proposition.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 3	Write a business plan or marketing materials for a targeted audience.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze or write information about successful entrepreneurs or have students evaluate their own readiness for starting a business.
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 2	There is only one goal for this one-credit course
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 3	There is only one goal for this one-credit course
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Creativity and Entrepreneurship

Goal 1	Analyze or write information about the creative process related to entrepreneurship.
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 2	Only one course goal for this one credit class.
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 3	Only one course goal for this one credit class.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze or write information about the creative process related to entrepreneurship.
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 2	Only one course goal for this one credit class.
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 3	Only one course goal for this one credit class.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Entrepreneurship and Society

Goal 1	Analyze examples or write about examples of ethical issues and personal values related to entrepreneurship.
G1 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 2	Only one course goal for this one credit class.
G2 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 3	Only one course goal for this one credit class.
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Construct a sales forecast
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 2	Generate financial statements
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Write a marketing plan
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate knowledge of small business management principles
G1 Alignment	[*IL] Integrative Learning
Goal 2	Develop goals and apply management principles to improve productivity
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 3	Apply continuous improvement theory
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

ENT
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[PO1] Explain the unique characteristics of the entrepreneurial business environment.
Goal 2	X
G2 Alignment	[*IL] Integrative Learning
Goal 3	X
G3 Alignment	[*W, PO3] Use appropriate writing methods to communicate concepts relevant to entrepreneurs.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none">Demonstrate quantitative literacy in a variety of financial statement forecasting and analysis techniques used by entrepreneurs
G1 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 2	<ul style="list-style-type: none">Analyze various sources of small business financing and explain conditions and ramifications of particular financing choices.
G2 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 3	<ul style="list-style-type: none">Identify and analyze various ways to control business risk.
G3 Alignment	[*IA, PO2] Interpret and analyze information to solve problems or make decisions related to business start-ups and small business management.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

ES

ES 203/L Submitted by Jeff Myers

11/30/2016

Historical Geology

Goal 1	Demonstrate an introductory-level understanding of Earth's natural systems, and of how these integrated systems have developed and changed over time.
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Demonstrate an introductory-level understanding of the methods and approaches that geoscientists use to reconstruct the history of the Earth, and to assess, in a general way, the potential limitations of these methods and approaches.
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Demonstrate introductory-level skills of observing and describing rocks and fossils that lead to scientifically reasonable interpretations derived from these observations.
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Geology of Oregon

Goal 1	1. You will be expected to demonstrate the ability to INTEGRATE scientific concepts to develop a geological history of Oregon and its landscapes.
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	2. You will be expected to EXPLORE and CRITICALLY EVALUATE geological information from your text, supplementary readings, and sources used in your independent research.
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	3. You will be expected to demonstrate introductory skills of WRITTEN COMMUNICATION in the field of geology.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Use the history of astronomy and solar system models to examine the nature of science
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	Explain how light and electromagnetic spectrum are used to study stars
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Summarize plate tectonic theory and illustrate plate boundary interactions
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Investigate properties of minerals and igneous rocks
G4 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 5	Examine and analyze data to interpret Earth's interior processes
G5 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 6	Discuss methods employed to mitigate volcanic and seismic hazards
G6 Alignment	[*IL] Integrative Learning
Primary ULO	

Goal 1	Relate energy concepts to fundamental principles of physics and chemistry
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Apply age dating techniques to interpret geologic events
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Investigate properties of minerals and sedimentary rocks
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Examine and analyze data to interpret Earth's surface processes
G4 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 5	Connect energy use with environmental issues
G5 Alignment	[*IL] Integrative Learning
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Investigate properties of water and explain its essential role in the Earth system
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	Describe chemical attributes of seawater and physical ocean processes
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Categorize properties of the atmosphere and identify processes that influence weather
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	Give examples of how the Earth's climate system has changed through time
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	Examine and analyze data to interpret oceanic and atmospheric processes
G5 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 6	Assess human impacts on the environment
G6 Alignment	[*IL] Integrative Learning
Primary ULO	

Goal 1	Define the plate tectonic theory, construct cross-sectional representations of the three types of plate boundaries, and characterize geologic activities occurring at each boundary
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Describe and identify common rock-forming minerals by testing the physical properties of samples
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Use proper terminology to describe and classify common types of igneous and metamorphic rocks
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Compare various mechanisms that have been proposed to explain the diversity of igneous rock compositions and connect igneous processes to plate tectonics
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	Relate earthquakes to plate tectonics, especially with respect to earthquake and tsunami hazards in the Pacific Northwest
G5 Alignment	[*IL] Integrative Learning
Goal 6	Conduct research focusing on a significant global volcano and prepare a written report based on this research
G6 Alignment	DO NOT SELECT [*W, PO2] Apply technology-based methods to solve geologic problems and communicate results
Primary ULO	See Course Goal 6.

Principles of Geology

Goal 1	Explain mass and energy transfer cycles that result in erosion and deposition at the Earth's surface.
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Identify sedimentary rocks, describe their composition, and interpret processes that result in their formation.
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Identify landforms, describe their composition, and interpret processes that result in their development at the Earth's surface.
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Summarize concepts of stratigraphy and landscape evolution in the context of geologic time.
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	Demonstrate the ability to write a 5-page term paper on a course-related topic using disciplinary conventions and relevant literature sources.
G5 Alignment	DO NOT SELECT [*W, PO2] Apply technology-based methods to solve geologic problems and communicate results
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Utilize surveying equipment, measurement instruments and map principles to collect and organize geologic data (CS)
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Use computer hardware and software to collect and analyze geologic data (PO3)
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Employ 2-D and 3-D visualization techniques to organize geologic data and identify spatial patterns (CS)
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

ES

Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	X
G2 Alignment	DO NOT SELECT [*W, PO2] Apply technology-based methods to solve geologic problems and communicate results
Goal 3	X
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	You will be expected to describe siliciclastic compositions, textures, and stratigraphy
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	You will be expected to interpret the physical, chemical, and biological processes that influence siliciclastic compositions, textures, and stratigraphy
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	You will be expected to develop a general familiarity with the technology and techniques used to assess the provenance of siliciclastic sandstones
G3 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 4	You will be expected to develop proficiency in communicating geological data and interpretation in the format of a professional geological report
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Principles of Geology II (Surface Processes)

Goal 1	Outcome 1: Explain mass and energy transfer cycles that result in erosion and deposition at the Earth's surface (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Identify sedimentary rocks, describe their composition, and interpret processes that result in their formation (PO3; I&A)
G2 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 3	Outcome 3: Identify landforms, describe their composition, and interpret processes that result in their development at the Earth's surface (PO3, I&A)
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Outcome 4: Summarize concepts of stratigraphy and landscape evolution in the context of geologic time (PO1)
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	Outcome 5: Demonstrate the ability to write a 5-page term paper on a course-related topic using disciplinary conventions and relevant literature sources (W)
G5 Alignment	[*W] Writing
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Quantitative Methods

Goal 1	Outcome 1: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Outcome 2: Utilize surveying equipment, measurement instruments and map principles to collect and organize geologic data (PO2)
G2 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 3	Outcome 3: Use computer hardware and software to collect and analyze geologic data (PO2)
G3 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 4	Outcome 4: Employ 2-D and 3-D visualization techniques to organize geologic data and identify spatial patterns (PO2)
G4 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Geomorphology

Goal 1	Outcome 1: Explain mass and energy transfer cycles that result in erosion and deposition (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Outcome 3: Identify landforms, describe their composition, and interpret processes that result in their development at the Earth's surface (PO3, I&A)
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Outcome 4: Summarize concepts of landscape evolution in the context of geologic time (PO1)
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Outcome 1: Identify and discuss key components of scientifically relevant geologic problems (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Synthesize and organize connections to content knowledge across the undergraduate Earth Science curriculum (IL)
G2 Alignment	[*IL] Integrative Learning
Goal 3	Outcome 3: Demonstrate the ability to compile and present oral summaries on course-related topics using disciplinary conventions and relevant literature sources (W)
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Medical Geology

Goal 1	Outcome 1: Identify and describe natural and anthropogenic processes that influence environmental health of humans and animals (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Synthesize and organize content connections between geologic phenomena and public health (IL)
G2 Alignment	[*IL] Integrative Learning
Goal 3	Outcome 3: Demonstrate the ability to write 500-800 word journal summaries on course-related topics using disciplinary conventions and relevant literature sources (W)
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

River Environments

Goal 1	Outcome 1: Associate concepts of regional geology, stratigraphy, structural geology and geomorphology to direct field observation (IL)
G1 Alignment	[*IL] Integrative Learning
Goal 2	Outcome 2: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Outcome 3: Summarize select elements of the regional physiography, geologic setting and history of western and central Oregon (PO1)
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Environmental Geology

Goal 1	Outcome 1: Identify and describe natural and anthropogenic processes that influence environmental quality on Earth (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Outcome 3: Summarize techniques that are used to mitigate natural and anthropogenic risks to the environment on Earth (PO1)
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Outcome 1: Explain mass and energy transfer cycles that drive the hydrologic cycle (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Outcome 3: Summarize the transfer processes and mass balance functions associated with key components of the global water budget (PO1)
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Outcome 1: Demonstrate knowledge of the geological conditions that lead to the origin and accumulation of petroleum (PO1)
G1 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 2	Outcome 2: Apply algebraic, trigonometric, and statistical principles to geologic data collection and analysis (Q)
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Outcome 3: Associate geologic environments with petroleum producing regions of the world (PO1)
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Use a petrographic microscope to document optical properties and identify common rock-forming minerals
G1 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 2	Connect basic principles of crystallography to optical mineralogy
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	Characterize textures in thin section and interpret the formation of observed features using a petrographic microscope
G3 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 4	Conduct research on a suite of thin sections and present information on mineralogy, lithology, and petrologic processes via class presentations
G4 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Employ three-dimensional spatial visualization techniques and map reading skills to construct cross sections and analyze geologic structures
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Interpret the nature of geologic contacts from field observations and geologic map analysis
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Determine attitude of planar features via three-point problems and calculate thicknesses of rocks units using data provided on geologic maps
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Document and measure orientation of bedding and geologic structures in the field using a Brunton compass
G4 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 5	Use stereographic projection to plot structural data and solve problems
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Use geologic maps, cross sections, and other data to interpret the structural evolution of a map area with dipping strata, unconformities, faults, and folds
G6 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Primary ULO	See Course Goal 6.

Goal 1	To study how earthquakes shape the earth, influence the environment, and affect humans. Students will gain knowledge about the relationships between earthquakes and tectonic processes
G1 Alignment	[*IL] Integrative Learning
Goal 2	To study elements of seismology including origin and occurrence of earthquakes, seismic wave phenomena, nature and propagation of seismic waves in the earth, and earthquakes as a hazard to life and property
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	To study earthquake hazards facing the Northwest, and consider how to reduce earthquake risks at state, local, and personal levels
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Conduct in-depth study and research on scientifically relevant geologic problems
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	Compile and present oral summaries on an Earth Science topic using disciplinary conventions and appropriate literature sources
G2 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 3	Synthesize and organize connections to content knowledge across the undergraduate Earth Science curriculum
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify and classify common rocks and minerals in hand specimen and thin section
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Demonstrate knowledge about rock-forming minerals and processes for the formation of igneous and metamorphic rocks
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	Interpret igneous and metamorphic rocks based on mineral assemblages and textures using both hand sample and microscope techniques
G3 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 4	Engage the scientific process and demonstrate data analysis, interpretation, and communication skills via petrographic problem-solving assignments
G4 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Assess the role of volcanology as a science in understanding volcanic processes and hazards
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze the relationship between volcanism and tectonics, with an emphasis on volcanic hazards in the Pacific Northwest
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	Engage inquiry-based scientific methods to study factors that influence magma behavior
G3 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 4	Differentiate lava flows in terms of morphologic characteristics and relate to magma properties
G4 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 5	Compare and contrast explosive volcanic eruptions and pyroclastic deposits
G5 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 6	Conduct field and laboratory studies of pyroclastic deposits, interpret their origin, and relate to volcanic hazards
G6 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Primary ULO	See Course Goal 6.

Introduction to Oceanography

Goal 1	Upon conclusion of this course you will be expected to demonstrate a general understanding of the geography of the oceans and how they have been used by societies through time
G1 Alignment	[*D] Diversity
Goal 2	Upon conclusion of this course you will be expected to demonstrate a general understanding of the processes that have formed and continuously change the shape, size, and other features of the ocean basins
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	3. Upon conclusion of this course you will be expected to demonstrate a general understanding of the chemistry of seawater and how it influences oceanic circulation
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	Upon conclusion of this course you will be expected to demonstrate a general understanding of the dynamics of water in the oceans; the driving forces of ocean currents both shallow and deep, and the importance of these dynamics to the ocean community and
G4 Alignment	[*IL] Integrative Learning
Goal 5	Upon conclusion of this course you will be expected to demonstrate a general understanding of the use of oxygen and carbon stable isotopes to reconstruct the history of the oceans, their dynamics, and their role in influencing climate
G5 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 6	Upon conclusion of this course you will be expected to demonstrate a general understanding of the causes of waves and tides, and their effect on the ocean system and the adjacent continents
G6 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Primary ULO	See Course Goal 4.

Depositional Systems

Goal 1	Upon conclusion of this course you will be expected to demonstrate a general understanding of the nature of the sedimentary record and the kinds of features preserved in it.
G1 Alignment	[*IA, PO3] Conduct scientific investigations in laboratory and field settings
Goal 2	Upon conclusion of this course you will be expected to demonstrate a general understanding of the processes by which sediment is transported, deposited, and modified after deposition.
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	Upon conclusion of this course you will be expected to demonstrate a general understanding of sedimentary facies and facies dynamics
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	Upon conclusion of this course you will be expected to demonstrate a general understanding of the tools that geologists use to understand and reconstruct the history and stratigraphy of depositional basins
G4 Alignment	[PO2] Apply technology-based methods to solve geologic problems and communicate results.
Goal 5	5. Upon conclusion of this course you will be expected to demonstrate a general understanding of the sedimentary and stratigraphic features that allow the recognition of specific depositional settings, such alluvial and fluvial environments and other non-
G5 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Paleobiology

Goal 1	Upon conclusion of this course you will be expected to demonstrate a general understanding of the subdisciplines and applications of paleobiology
G1 Alignment	[*IL] Integrative Learning
Goal 2	Upon conclusion of this course you will be expected to demonstrate a general understanding of how fossils are preserved and recovered and a general understanding of the significance of Oregon's fossil record.
G2 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 3	Upon conclusion of this course you will be expected to demonstrate a general understanding of the reconstruction of marine communities from invertebrate fossils
G3 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 4	Upon conclusion of this course you will be expected to demonstrate a general understanding of the use of paleobotanical data to reconstruct ancient climate and environments
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Upon conclusion of this course you will be expected to demonstrate a general understanding of vertebrate fossils of the Tertiary Period in Oregon
G5 Alignment	[PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

EXS

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483W

Submitted by Brian Caster

12/01/2016

Biomechanics

Goal 1	Students will gain knowledge of and practice in establishing the overall performance goal of a movement.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will gain knowledge of and practice in phase identification relative to general and sport specific movements.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will gain knowledge of and practice in identification of specific biomechanical and motor performance principles critical to achieving a performance goal.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	Students will gain knowledge of and practice in application of technological and conceptual tools of analysis.
G4 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 5	Students will gain knowledge of and practice in application of analysis techniques to both familiar and novel skills.
G5 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 6	Students will gain knowledge of and practice in applying biomechanical analysis to movement skills with objectives of: a. enhancing performance, b. assessing/reducing injury risk, c. detecting/correcting technique errors, and d. exercise and conditioning
G6 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Primary ULO	See Course Goal 5.

Motor Learning

Goal 1	SWD-Knowledge of theories of motor learning as they relate to learning, retention and performance
G1 Alignment	[*W] Writing
Goal 2	SWD-Knowledge of the effects of motor learning principles on the planning and implementation of Physical Education, athletic, recreation, classroom and therapy programs.
G2 Alignment	[*W] Writing
Goal 3	SWD-An understanding of application of theory through discussion and selected lab experiences.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Fitness Swim

Goal 1	students will practice and improve basic swimming skillsand water safety skills
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will learn and practicewarm up,stretching and cooldown exercises
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will collect and analyze cardiovascular data to inform a plan to improve cardiovascular endurance
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

fitness Swim

Goal 1	Students will practice and improve basic swimming and water safety skills
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will learn and practice warm up, stretching, and cool down exercises.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will collect and analyze cardiovascular data to form a plan to improve cardiovascular fitness
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Aerobic Kickboxing

Goal 1	Students will learn and practice basic cardio kickbox moves, involving balance, strength, technique and form
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will learn and practice a program/routine that involves a skill set specific to kickboxing
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will collect and analyze cardiovascular data (max. heartrate over specific time intervals), to form a plan to improve cardiovascular endurance
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Indoor Cycling

Goal 1	Students will practice and improve basic indoor cycling skills as they learn to read the individual bike computers.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will learn and practice skills specific to indoor cycling, and the positions for overall conditioning, such as hover, hill climb, speedwork(cardio) and strength training
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will collect and analyze data to improve cardiovascular fitness, strength, balance and knowledge of an indoor cycling fitness program
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

EXS
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

EXS
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1]gd;z.\
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	rtfhh
G2 Alignment	[*D] Diversity
Goal 3	tdgjnhsrzyfju
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Physiology of Exercise

Goal 1	Students will demonstrate knowledge of training principles as they apply to a diverse population of exercisers and athletes.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will understand how individual, environmental, and task constraints affect the exercise response.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will find, interpret, and synthesize research articles in exercise science.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Teaching Methods II

Goal 1	Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or National Standards and Grade-Level Outcomes, AMB lesson plan development and evaluation, and mini-work sample.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Engage in behavior that reflects professional ethics, practice and cultural competence, AMB systematic observation and reflection of lessons, and cooperating teacher evaluation.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Plan and implement individualized instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities, AMB lesson plan development and evaluation, and mini-work sample.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Coaching Youth Sports

Goal 1	Communicate the fundamentals skills and concepts associated with coaching youth sports.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Develop strategic plan for coaching and managing a youth sport team.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Demonstrate the ability to prepare for, and execute a youth coaching job interview.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Assessment in Physical Education

Goal 1	Select or create authentic, formal assessments that measure student attainment of short- and long-term objectives, AMB mini-work sample assessment development, quizzes and assessment assignments.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Engage students in metacognitive strategies by requiring them to analyze performance results, AMB mini-work sample assessment development, quizzes and assessment assignments.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Engage in proactive promotion and advocacy of physical education, AMB attendance and reflection of CCEPE conference.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Physiology of Exercise

Goal 1	Students will demonstrate knowledge of training principles as they apply to a diverse population of exercisers and athletes.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will understand how individual, environmental, and task constraints affect the exercise response.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will find, interpret, and synthesize research articles in exercise science.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Advanced Topics: Exercise Physiology

Goal 1	Students will demonstrate an understanding of the physiological responses to exercise/sports training and testing as they apply to a diverse population.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will demonstrate the ability to read, interpret, and synthesize peer-reviewed scientific literature.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Students will demonstrate competency in presenting research orally and in writing through writing short literature reviews and presenting the results of their work in the form of PowerPoint and poster presentations
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Apply academic learning to professional situations.
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	Perform meaningful work related to career interests.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Receive sponsor supervision and training in the field.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Exercise Science Internship

Goal 1	Practice and refine EXS competencies/skills in a professional setting.
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	Gain a more complete understanding of exercise science roles in professional setting.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Develop a professional portfolio to enhance employment opportunities.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify social theories, philosophies and processes related to human movement
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Discuss theories of personality and psychological well-being issues, and explore related coping strategies
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Identify theories and processes for behavior change, promotion, and retention as related to sport performance
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Teaching Games II

Goal 1	Describe and apply motor learning and behavior-change principles related to skillful movement, physical activity and fitness, AMB quiz on motivation / self-determination theory, TPSR and SEM.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Plan and implement progressive and sequential content that aligns with short- and long- term plan objectives and that addresses the diverse needs of all students, AMB SEM / TPSR curriculum project.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Engage in behavior that reflects professional ethics, practice and cultural competence, AMB attendance and professionalism (PETE progress report).
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Intro to Sport Management

Goal 1	Communicate the fundamental skills and concepts associated with sport management.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Develop strategic plans for developing and managing an aspect of sport business.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Demonstrate the ability to prepare for and execute an interview for a sports profession.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Curriculum in Physical Education

Goal 1	Describe physical education curriculum and instructional models for meeting student learning needs, AMB Curricular Model Presentation.
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long-term plan objectives that are aligned with local, state and/or National Standards and Grade-Level Outcomes, AMB Horizontal Curriculum Proje
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Engage in proactive promotion and advocacy of physical education, AMB written professional philosophy, and the PETE progress report.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Field Experience in Physical Education

Goal 1	Demonstrate knowledge of comprehensive physical activity programming (e.g., before, during and after school) strategies for all students beyond physical education lessons, AMB Comprehensive School Physical Activity Plan.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Plan and implement progressive and sequential content that aligns with short- and long- term plan objectives and that addresses the diverse needs of all students, AMB lesson plan & DVD analysis
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Engage in behavior that reflects professional ethics, practice and cultural competence, AMB cooperating teacher evaluation, case study and school meeting report.
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Physical Education in the Elementary School

Goal 1	Demonstrate a basic understanding and justification for the value of elementary physical education and adopting an active lifestyle.
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	Identify fundamental movement pattern skill progressions for locomotor, non-locomotor, manipulative, and rhythmic movements.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Demonstrate an understanding of a variety of teaching methods, activities, and classroom management techniques appropriate for elementary physical education.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	Create instructional opportunities that enhance health-related fitness components and success in physical education to include all children regardless of learning style, physical, social, cognitive skill or ability, race, gender, or cultural backgrounds.
G4 Alignment	[*D] Diversity
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Biomechanics

Goal 1	At the completion of the course students will be able to establish the overall performance goal of a range of human movements.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	At the completion of the course students will be able to Identify movement phases relative to general and sport specific movements.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	At the completion of the course students will be able to identify specific biomechanical and motor performance principles critical to achieving the performance goal of select movements.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	At the completion of the course students will be able to apply appropriate technological and conceptual tools in biomechanical analysis of human movement.
G4 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 5	At the completion of the course students will be able to demonstrate the application of a comprehensive biomechanical analysis with the objectives of a. enhancing movement performance, b. assessing/reducing injury risk, c. detecting/correcting errors in m
G5 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 6	When offered as a Writing Intensive course, students will present analysis assignments and final project findings in written format using disciplinary conventions appropriate to the field of Exercise Science, employing credible sources and evidence, and d
G6 Alignment	[*W] Writing
Primary ULO	See Course Goal 6.

Goal 1	Students will be able to identify joint actions and associated muscular involvement at all major joints of the body.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will demonstrate an understanding of factors associated with muscle force and joint torque production.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will demonstrate an understanding of key developmental issues in relation to the musculoskeletal system.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	Students will be able to break a complex human movement into discrete phases appropriate to a musculoskeletal analysis.
G4 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 5	Students will be able to perform a detailed musculoskeletal analysis of both single- and multi-plane human movements.
G5 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Advanced Topics in Biomechanics

Goal 1	Students will demonstrate an in-depth understanding of Energy in its various forms, and application of related biomechanical concepts to human-equipment interactions.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will successfully complete a research-based project following one of various approved forms.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will submit applications to receive WOU IRB approval prior to project data collection for full research projects; and/or will broaden their understanding of research protocol, design and analysis elements within exercise science research if pursued
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Advanced Topics in Biomechanics

Goal 1	Students will demonstrate an in-depth understanding of Energy in its various forms, and application of related biomechanical concepts to human-equipment interactions.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will successfully complete a research-based project following one of various approved forms.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will submit applications to receive WOU IRB approval prior to project data collection for full research projects; and/or will broaden their understanding of research protocol, design and analysis elements within exercise science research if pursued
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	Students will develop a research abstract for submission/presentation in an appropriate venue, OR develop an article for submission to an undergraduate research journal.
G4 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 5	Students will develop and pursue select components of an individual career development plan.
G5 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Exercise Testing and Prescription

Goal 1	Identify and use research based health screening and appraisal instruments / techniques.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Differentiate between normal and abnormal cardiovascular and skeletal-muscular responses to exercise.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Demonstrate knowledge of current research based methods and protocols for evaluating and prescribing exercise programs for healthy adults.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	Demonstrate proper safety procedures when testing and administering exercise programs.
G4 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Lifespan Motor Development

Goal 1	Students will be able to competently summarize and apply theoretical and historical perspectives of motor behavior.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will be able to competently synthesize growth and development of body systems across the lifespan.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will be able to competently evaluate the interactions of constraints on development of motor behavior across the lifespan.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	Students will be able to competently analyze the development of motor skill across the lifespan.
G4 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Lifespan Adapted Physical Activity

Goal 1	Student will be able to evaluate the history and social constructs impacting individuals with disabilities and their participation in physical activity, sport, and community recreation
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to analyze how individual, task, and environmental constraints can impact movement, learning, and participation in activity for individuals with disabilities.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Students will be able to develop different instructional strategies and behavior management techniques for working with individuals with disabilities in a physical activity setting.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Topics: Adapted Fitness Programming

Goal 1	Students will be able to evaluate the need and importance of fitness for individuals with disabilities and older adults.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will be able to analyze individual needs and goals to determine safe and appropriate course of action to achieve fitness goals.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Student will be able to develop strategies for creating appropriate fitness programs for individuals with disabilities and older adults.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Teaching Strength Training & Conditioning

Goal 1	Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	: Plan and implement progressive and sequential content that aligns with short- and long- term plan objectives and that addresses the diverse needs of all students
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Conduct an observation of a WOU athletic team workout and write analysis and reflection of that observation as it pertains to the content in the class
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Teaching Outdoor & Adventure Education

Goal 1	Describe physical education curriculum and instructional models for meeting student learning needs
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Implement the reflective cycle to guide decision making specific to candidate performance, student learning, and short- and long-term plan objectives
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Engage in continued professional growth and collaboration in schools and/or professional organizations
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Teaching Games I

Goal 1	: Plan and implement appropriate (e.g., measureable, developmentally appropriate, performance-based) short- and long- term plan objectives that are aligned with local, state and/or National Standards and Grade-Level Outcomes
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	: Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Exercise Motivation and Adherence

Goal 1	be able to compare and contrast the various theoretical models for behavioral change.
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	be able to apply the theoretical models for behavioral change models to a wide variety of individuals at varying stages in the progression of change.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	incorporate an understanding of individual, environmental, and task constraints to physical activity and develop strategies for overcoming the obstacles to becoming physically active.
G3 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Athletics: Coaching and Administration

Goal 1	Identify and discuss the roles and responsibilities of a coach
G1 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 2	Demonstrate an understanding for planning a total sport program.
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	Identify and examine current issues and challenges faced by athletics coaches.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify foundational theories and philosophies of ethics and moral behavior, and education
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Discuss the roles and influences of various theories on sport and athletics
G2 Alignment	[*W] Writing
Goal 3	Discuss leadership behaviors, how they are formed within the context of sport and athletics, and how these behaviors influence performers/athletes
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Motor Learning for Coaches

Goal 1	SWD-Knowledge of the concepts and principles of human motor learning and performance
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	SWD-Knowledge of theories of motor learning as they relate to motor learning-retention-application
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	SWD-An ability to assess and translate motor learning principles and research findings into applied coaching and learning situations
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Topics of Motor Behavior

Goal 1	SWD-Knowledge of theories of motor control and skill acquisition
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	SWD-Knowledge of theories of motor learning as they relate to motor learning-retention-application
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	SWD-An understanding of the application of these theories through discussion and research experiences
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Motor Learning for Coaches

Goal 1	SWD-Knowledge of the concepts and principles of human motor learning and performance
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	SWD-Knowledge of theories of motor learning as they relate to motor learning-retention-application
G2 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 3	SWD-An ability to assess and translate motor learning principles and research findings into applied coaching and learning situations
G3 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Teaching Methods in Physical Education I

Goal 1	Students will design physical education lesson plans that are developmentally appropriate for varied levels of elementary children, meet physical education content standards, include all components of a quality lesson plan, and are well-organized, clear, and detailed.
G1 Alignment	[*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.
Goal 2	Students will teach physical education lessons to varied levels of elementary children that demonstrate sound management strategies, instructional practices, and teaching behaviors.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Students will observe and evaluate their own and their peers' physical education lessons using a variety of specific systematic observational tools and reflect in writing upon their lesson content and teaching methods, in relation to the children's perfor
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	Students will demonstrate professional and responsible behavior throughout all interactions with local children and their families who visit WOU, and with children, staff members, and teachers at local schools they visit.
G4 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 5	Students will demonstrate knowledge of contemporary physical education reform issues, current content standards and outcomes, and quality instructional practices and teaching behaviors in physical education.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Teaching Movement Education

Goal 1	Students will design and teach their peers a physical activity break that meets the CDC physical activity guidelines and that would be developmentally appropriate for children in school classrooms.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will demonstrate professional and responsible behavior by assisting a local elementary physical educator with their physical education lessons and interacting with the children in the physical education lessons.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Students will design and use assessment tools developmentally appropriate for evaluating children's physical activity and fundamental motor skills.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Teaching Movement Education

Goal 1	Students will design and teach their peers a physical activity break that meets the CDC physical activity guidelines and that would be developmentally appropriate for children in school classrooms.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will demonstrate professional and responsible behavior by assisting a local elementary physical educator with their physical education lessons and interacting with the children in the physical education lessons.
G2 Alignment	[*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science
Goal 3	Students will design and use assessment tools developmentally appropriate for evaluating children's physical activity and fundamental motor skills.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	Students will demonstrate knowledge of a variety of developmentally appropriate elementary physical education movement activities within the content domains of health-related fitness, movement education, fundamental motor skills, dance and rhythms, gymnas
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Teaching Dance in Physical Education

Goal 1	Students will choreograph and present a dance based on sound choreographic structures and principles as part of a group of their peers.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will plan and teach a recreational dance to their peers using effective organizational and instructional methods.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Students will observe and evaluate their own and their peers' teaching effectiveness.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	Students will demonstrate an understanding of methods specific to teaching recreational forms of dance within the physical education curriculum.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Students will perform dance skills, steps, and combinations of movements using proper technique, rhythm/musicality, style, and partner/group relationships.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Teaching Aerobic Fitness

Goal 1	Students will choreograph and present an aerobic exercise routine based on sound choreographic structures and rhythmic principles as part of a group of their peers.
G1 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 2	Students will plan and teach an aerobic fitness activity to their peers using effective organizational and instructional methods.
G2 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 3	Students will observe and evaluate their own and their peers' teaching effectiveness.
G3 Alignment	[*Q, PO2] Implement and evaluate strategies, interventions, and programs
Goal 4	Students will demonstrate an understanding of methods specific to teaching aerobic exercise within the physical education curriculum.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Students will demonstrate an understanding of components, concepts, and principles for maintaining and improving health-related fitness.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

FR

FR 110 Submitted by Thomas Rand 12/09/2016
French Literature in Translation

Goal 1	Demonstrate knowledge of French culture and history
G1 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 2	Discuss the texts with an understanding of how particular works are embedded in French culture and history
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Write a close analysis of a passage from a work of French literature in translation that shows a sensitivity to literary devices as well as cultural and historical background
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Students will be able to read and review a simplified version of a work of French literature
G1 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 2	<ul style="list-style-type: none"> Students will be able to converse about real life situations in target language (shopping, ordering food, renting an apartment, describing yourself)
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	<ul style="list-style-type: none"> Students will be exposed to written, audio and audio visual documents in the target language (short videos, one full length movie, songs, dialogues...), and will be able to analyze the cultural implications of these works and what they teach us about cu
G3 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Students will be able to discuss real life situations in the target language (asking for directions, navigating public transport) using real life artefacts from a different country (subway map, train ticket).
G1 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 2	<ul style="list-style-type: none"> Students will be able to connect dates with various historical events important to the culture they are studying, leading to a chronological reconstitution by the students of important historical events in the target culture.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	<ul style="list-style-type: none"> Students will review various media resources from several francophone countries on the Internet and will be able to contrast the type of news found on these supports with the type of news they're exposed to in the USA. They will highlight and discuss d
G3 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Students will be able to contrast their experience in school and at university with a foreign education system, highlight the similarities and differences between the two systems, and debate the strengths and weaknesses of each system. [ULO: cultural diversity]
G1 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 2	<ul style="list-style-type: none"> Students will present to other students on different francophone countries, highlighting their geography, customs and culture.
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	<ul style="list-style-type: none"> Students will be able to read one or two full-length children's books in the target language and analyze in detail the language and cultural aspects of each work.
G3 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Students will be able to watch a Francophone movie of their choice and make a critique of the movie in front of the class, after having analyzed several examples of audio and written cinema critiques and deduced the process of making a relevant critique of any work of art.
G1 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 2	<ul style="list-style-type: none"> Students will be able to read a full-length play in the target language from a very specific theater style (théâtre de l'absurde), research its characteristics, and point them out in the play studied. They will also act out some scenes with the other s
G2 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 3	<ul style="list-style-type: none"> Students will review various francophone media on the Internet, and highlight the differences in the presentation of the same facts in different cultures (including their own). They will plan their own media venture and write the articles that go with
G3 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 4	<ul style="list-style-type: none"> Students will be able to analyze some surveys in the target language, gather data for their own survey on the subject of their choice, and present the results in class.
G4 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Students will use the International Phonetic Alphabet to read and transcribe sentences in and from French in order to be able to use the phonetics information in their dictionary.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	<ul style="list-style-type: none"> Students will choose a piece of art of their own choice and present it in front of the class. In order to do so, they will have reviewed several critiques about a specific piece of art, or an art exhibition (audio and written), outlining the vocabulary
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	<ul style="list-style-type: none"> Students will choose several historical dates that are important for France, and explain why they chose these dates. Together, they will be able to reconstitute a panorama of important historical events in France.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	<ul style="list-style-type: none"> Students will be able to outline the characteristics of various non-profit organizations dedicated to fighting poverty in France (audio and written document), and present a non-profit organization that is important to them and explain why. They will pr
G4 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	<ul style="list-style-type: none"> Students will read a full-length literary work in French from the mid- 20th century (L'homme qui plantait des arbres by Jean Giono). They will be able to analyze its meaning and outline its place in the literary and political context (post world war II, regional literature).
G1 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 2	<ul style="list-style-type: none"> Students will choose a literary work and present it to the class, emphasizing its importance for them personally and in literature.
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	<ul style="list-style-type: none"> Students will be able to contrast the work environment in France and in the USA. They will write a cover letter, a resume and conduct a job interview in the target language.
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	<ul style="list-style-type: none"> Students will be exposed to various prejudices about the USA and France. They will contrast the way other cultures see their own culture and the way their own culture sees other cultures. They will debate the validity of stereotypes and whether they a
G4 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	<ul style="list-style-type: none"> Students will read several representative literary extracts in the target language from different literary genres (short stories, plays, novels, poetry, songs and graphic novels) and different eras (16th to 20th century).
G1 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 2	<ul style="list-style-type: none"> Students will be able to pinpoint and analyze the key elements in each extract which connect these literary pieces to their historical, social and literary context. [ULO: inquiry and analysis]
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	<ul style="list-style-type: none"> Students will be able to assemble an overview of the key literary eras of the target culture and their definition.
G3 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	<ul style="list-style-type: none"> Students will study a specific literary genre, author or period in the target language through various extracts and at least one complete work.
G1 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 2	<ul style="list-style-type: none"> Students will be able to analyze the several aspects that make this literary genre/author or period unique to this specific culture and its influence on this society (past and present) [ULO: inquiry and analysis]
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	<ul style="list-style-type: none"> Students will make presentations about key figures from this specific genre (authors and characters) or key works from this specific author/period.
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate knowledge of French culture and history. [ULO: Intercultural Knowledge]
G1 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 2	Discuss the texts with an understanding of how particular works are embedded in French culture and history.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Write a close analysis of a passage from a work of French literature in translation that shows a sensitivity to literary devices as well as cultural and historical background.
G3 Alignment	[PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate comprehension of spoken French--words, phrases, simple questions and statements.
G1 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 2	Use simple French to communicate including pronounce words understandably, list objects and activities, identify and describe people and objects, and ask and answer simple questions.
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	Read French demonstrated by comprehending words (including cognates), phrases, and simple text through repeated reading and contextual clues.
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	Write simple French including transcribe and spell words accurately, and compose lists, questions and simple sentences.
G4 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 5	Demonstrate understanding of francophone culture by using appropriate forms of address; exploring culturally diverse human experiences through language acquisition; explaining how francophone countries are different from the US in order to approach citize
G5 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 6	Identify diverse cultural perspectives of francophone countries through short articles, music, and lectures on geography, history, art, and culture.
G6 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Primary ULO	See Course Goal 6.

Goal 1	Demonstrate comprehension of spoken French--words, phrases, simple questions and statements.
G1 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 2	Speak simple French, demonstrated by using phrases, sentences and questions to express ideas and some details, and initiating and sustaining simple conversation.
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	Read French, demonstrated by comprehending words and phrases (including cognates), and short authentic materials such as advertisements, letters, and brief articles through repeated reading and contextual clues.
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	Write simple French, including transcribe and spell words accurately, and compose short letters, paragraphs and guided conversations.
G4 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 5	Demonstrate understanding of francophone culture by using appropriate forms of address and discussing how francophone countries are different from the US and the importance of approaching citizens of these countries in a culturally appropriate manner, and
G5 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 6	Identify diverse cultural perspectives of francophone countries through short articles, music, and lectures on geography, history, art, and culture.
G6 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Primary ULO	See Course Goal 6.

Goal 1	Demonstrate comprehension of spoken French--words and phrases; main ideas and details from announcements, short narratives and conversations supported by context; and a sympathetic native speaker in both formal and informal contexts in present, future, and some past tense.
G1 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 2	Speak French, including using sentences and questions to communicate information and ideas, make plans, and interact in everyday situations; and initiating and sustaining conversation on studied topics in class and during oral exam, including expressing v
G2 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 3	Read French, including comprehending main ideas and details from chosen materials in past, present, and future time frames; and main ideas and some details from short authentic materials such as advertisements, letters and brief articles.
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	Write French, including transcribing dictated material; composing short letters, paragraphs and guided conversations in the present, future, and past tense; expressing value judgements and influence beyond elementary likes or dislikes.
G4 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 5	Demonstrate understanding of francophone culture including using appropriate forms of address. Discuss (upon reading selections from the Bonjour Effect) at least 5 ways in which communication in France is different from the US, and the importance of appr
G5 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 6	Identify diverse cultural perspectives of francophone countries through short articles, music, and lectures on geography, history, art, and culture, as well as bimonthly assignments called "Explorations" (interest-led discoveries on francophone cultures).
G6 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Primary ULO	See Course Goal 6.

FR
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	X
G2 Alignment	[*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.
Goal 3	X
G3 Alignment	[PO1] Speak, aurally comprehend, write and read French at a level suitable for
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

GEN-ED

GEN-ED ASL

ASL101

Submitted by Brent Redpath

12/07/2016

American Sign Language 1

Goal 1	Participate in simple conversations using expressive and receptive ASL skills
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Apply language-learning skills to interactions in the Deaf and ASL community
G2 Alignment	[*D] Diversity.
Goal 3	Learn and produce basic vocabulary, grammar, non-manual signals of ASL
G3 Alignment	[*D] Diversity.
Goal 4	Appreciate the linguistic and cultural diversity of Deaf people and behave with respect and understanding
G4 Alignment	[*D] Diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Learn and Produce intermediate vocabulary, grammar, non-manual signals of ASL
G1 Alignment	[*D] Diversity.
Goal 2	Participate in more complex conversations using expressive and receptive ASL skills
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Apply language skills and cultural awareness to Interactions in the Deaf and ASL community
G3 Alignment	[*D] Diversity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Learn and Produce intermediate vocabulary, grammar, non-manual signals of ASL
G1 Alignment	[*D] Diversity.
Goal 2	Participate in more complex conversations using expressive and receptive ASL skills
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Apply language skills and cultural awareness to Interactions in the Deaf and ASL community
G3 Alignment	[*D] Diversity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to define theatre as an art form by analyzing dramatic texts and theories.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Students will be able to develop a critical appreciation of theatre by responding to live performance, both orally and in writing.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to compare and contrast major styles and genres of theatre in relation to modern social, political, and diverse cultural perspectives.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Natural Science: Search and Order 2

Goal 1	<ul style="list-style-type: none"> Students will integrate the societal, health and economic costs of natural disasters and discuss ways to minimize the adverse consequences of disasters.
G1 Alignment	[*IL] Integrative Learning
Goal 2	<ul style="list-style-type: none"> Students will be able to use various data collection and analysis tools to interpret and describe natural disasters and their effects on society.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	<ul style="list-style-type: none"> Students will compare and explain the two major energy systems that make Earth a dynamic planet and how each relates to specific natural disasters.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	<ul style="list-style-type: none"> Students will summarize the important chemical and physical processes that are fundamental to natural disaster events.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will increase scientific knowledge of primary Energy production (e.g. Fossil Fuels, Hydro & Nuclear) as well as Alternative Energy (Solar, Geothermal, Wind, Wave, Fuel Cell and other...) technologies.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will create a short informative journalistic video documentary (e.g. a “60-minute Newscast style” science story) using standard video production methodology (Abstract, Narrative, Storyboard, Filming Techniques, Voice-overs, etc.) and present it i
G2 Alignment	[*W] Writing
Goal 3	Students will improve a) Communication skills and formal presentation skills including use of available software (PowerPoint, Google Docs, Wikis, MOODLE, Adobe Premier etc.), b) Use of the Internet as a research tool, and c) Understanding of copy-write la
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	Students will participate in a professional meeting including deadlines associated with abstract writing and submission, research and presentation completion, and final meeting participation.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will practice and improve basic swimming and water safety skills.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Students will learn and practice warm-up, stretching and cool down exercises.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Students will collect and analyze cardiovascular data to inform a plan to improve cardiovascular endurance.
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Identify the fundamental skills and concepts associated with the sport of badminton including shots, serves, offense and defense.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Assess personal achievement and performance in regards to badminton related activities.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Assess personal and peer achievement and performance in regards to badminton related activities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify the fundamental skills and concepts associated with the sport of basketball including passing, shooting, ball-handling and defense.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Assess personal achievement and performance in regards to basketball related activities.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Assess personal achievement and performance in regards to basketball related activities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Walking/Jogging

Goal 1	Identify the fundamental skills and concepts associated with walking and jogging including technique, target heart rate, preparation and goal setting
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Demonstrate the ability to plan a walk/jog exercise session.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Assess personal achievement and performance in regards to walking/jogging related activities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify the fundamental skills and concepts associated with the sport of volleyball including passing, setting, hitting and defense.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Assess personal achievement and performance in regards to volleyball related activities.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Identify connections between volleyball and other sports/activities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Tennis

Goal 1	Identify the fundamental skills and concepts associated with the sport of tennis including shots, serves, formation and strategy.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Assess personal and peer achievement and performance in regards to tennis related activities.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Identify connections between tennis and other sports/activities.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Individual Health and Fitness

Goal 1	Identify, define, and discuss the dimensions of wellness.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Measure, interpret, and analyze data relative to individual fitness levels.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Identify short and long term goals and create and maintain a customized wellness plan.
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	Track and analyze individual physical activity levels, dietary intake, and stress management strategies.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Skiing and Snowboarding

Goal 1	Identify baseline skill levels relative to each individual and create a plan for improvement.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Develop fitness components which emphasize the development of positive exercise behavior and lifetime participation.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Demonstrate knowledge and understanding of basic skills, concepts, terminologies and safety on the snow.
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Cycling

Goal 1	Develop fitness components on a personal basis which emphasize the development of positive exercise behaviors and lifetime participation.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Demonstrate knowledge of bicycle and road safety.
G2 Alignment	[*IA] Inquiry and Analysis
Goal 3	Demonstrate understanding of bicycles, bike equipment, and basic bicycle maintenance.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Yoga

Goal 1	Discuss and demonstrate basic stance and body posture relative to technique and form presentation with postures (Asanas).
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement in basic technique and form presentation in Yoga practice.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Discuss and specify how the study of traditional Yoga arts can be of value in a more contemporary society, especially with regard to stress reduction.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Beginning Tai Chi Chuan

Goal 1	Discuss and demonstrate proper body posture relative to skeletal alignment and weight distribution while performing the "Twenty-four Style" Tai Chi form.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Discuss and specify potential physiological benefits related to the practice of Tai Chi Chuan.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Demonstrate the performance sequence of the "Twenty-four Style" Tai Chi form.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Discuss and demonstrate basic movement relative to postures and transitions associated with performing Badaunjin Qigong sequence.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement while performing Yoga and Qigong.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Demonstrate the basic posture of Yoga (Asanas) in a Vinyasa flow sequence and correlate them to Badaunjin Qigong.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Beginning/Intermediate Karate

Goal 1	Discuss and demonstrate basic stance and body posture relative to technique and form presentation in "Tang Soo Do" karate.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Identify the potential physiological benefits related to martial arts training such as, increased flexibility and strength, cardiopulmonary conditioning along with improved balance and endurance.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Demonstrate at least one "Hyung" or basic form of "Tang Soo Do" style, in addition to a variety of basic situational self-defense applications.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Backpacking

Goal 1	Identify and explain the rationale for leave no trace (LNT) principles and demonstrate applicable techniques
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Identify and analyze the equipment needs for trip preparedness and safety
G2 Alignment	[*IA] Inquiry and Analysis
Goal 3	Show individual competence in map & compass skills
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Plan safe and realistic trip objectives
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Demonstrate meal planning with analysis of nutritional needs, ease of preparation, and pack weight.
G5 Alignment	[*IA] Inquiry and Analysis
Goal 6	Identify risk factors and plans for increasing safety in a wilderness environment.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Advanced Backpacking

Goal 1	Identify and explain the rationale for leave no trace (LNT) principles. Demonstrate applicable techniques in a group setting.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Identify and analyze the group and individual equipment needs for long distance trip preparedness and safety in a wilderness environment.
G2 Alignment	[*IA] Inquiry and Analysis
Goal 3	Set up and plan safe and realistic trip objectives with group dynamics in mind.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Mastery of off trail navigation techniques utilizing map / compass, and GPS.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Demonstrate group meal planning with analysis of nutritional needs, ease of preparation, and pack weight for extended multi-day trekking.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 6	Identify risk factors and plans for increasing safety in an extreme wilderness environment.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 3.

Beginning Rock Climbing

Goal 1	Correctly tie figure 8 knots and safely connect and belay a top roped climber.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Demonstrate knowledge and competence in utilizing basic rock climbing gear.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Demonstrate knowledge of common climbing movements, strategies, and descriptive terms.
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	Monitor and maintain a safe personal and group climbing environment
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	Implement training techniques aligned with personal fitness goals related to climbing.
G5 Alignment	[*IA] Inquiry and Analysis
Goal 6	Safely connect in for a rappel and correctly demonstrate rappelling technique
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 3.

Beginning Pilates

Goal 1	Students will observe, analyze, and evaluate (using scoring rubrics) peers' performance of several Pilates exercises and provide feedback about their movement techniques with suggestions for improvement.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Students will observe, analyze, evaluate, and describe in writing their own and three additional people's postural alignment and gait/weight transfer, decipher possible causes of malalignments, and devise strategies for improvement.
G2 Alignment	[*IA] Inquiry and Analysis
Goal 3	Students will effectively demonstrate and teach an assigned Pilates exercise to a group of their peers, include verbal instructions on how to perform the exercise safely with proper technique, integrate Pilates principles, and provide one variation to the
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Beginning Pilates

Goal 1	Students will observe, analyze, and evaluate (using scoring rubrics) peers' performance of several Pilates exercises and provide feedback about their movement techniques with suggestions for improvement.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Students will observe, analyze, evaluate, and describe in writing their own and three additional people's postural alignment and gait/weight transfer, decipher possible causes of malalignments, and devise strategies for improvement.
G2 Alignment	[*IA] Inquiry and Analysis
Goal 3	Students will effectively demonstrate and teach an assigned Pilates exercise to a group of their peers, include verbal instructions on how to perform the exercise safely, with proper technique, integrate three Pilates principles, and provide one variation
G3 Alignment	[*IA] Inquiry and Analysis
Goal 4	Students will, as part of a small group, create, notate, perform, and lead a routine of ten different Pilates exercises that are sequenced together with smooth transitions and demonstrate balance among a variety of body positions and muscle groups that ar
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	Students will reflect upon and subjectively assess their individual progress in the Pilates course and type a two-three-page, double-spaced paper that delineates their specific areas of improvement in Pilates exercises and principles and connections made
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Aerobic Dance

Goal 1	The student will have calculated what their training heart rate should be while exercising for aerobic fitness.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	The student will have improved or maintained their cardio-respiratory endurance and strengthened their heart, lungs and vascular system.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	The student will have reduced stress and enhanced their emotional well-being and self-concept through positive physical exertion and social interactions.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Aerobic Dance

Goal 1	The student will have calculated what their training heart rate should be while exercising for aerobic fitness.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	The student will have improved or maintained their cardio-respiratory endurance and strengthened their heart, lungs and vascular system.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	The student will have reduced stress and enhanced their emotional well-being and self-concept through positive physical exertion and social interactions.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	The student will have participated in an enjoyable, invigorating, low to moderate-impact aerobic fitness course that will have positively affected their overall health and wellness.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	The student will have improved their muscular strength, endurance and flexibility.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 6	The student will have improved or maintained their body composition (i.e., lean to fat tissue ratio).
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Social Dance

Goal 1	Upon completion of this course, students will be able to create and perform combinations of ballroom and country western dance steps and variations.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Upon completion of this course, students will have participated in a variety of social dances designed to enhance health and well being, experienced the joy of movement and dancing, and will have been provided an opportunity for artistic and creative expr
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Upon completion of this course, students will be able to discuss and demonstrate basic steps and variations for a variety of ballroom and country western dances using proper footwork, partnering techniques, rhythm/musicality and style.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	Upon completion of this course, students will be able to discuss general historical and cultural heritage of social dances and its influence on the stylization of social dances
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 5	Upon completion of this course, students will have developed an appreciation for the physical movement, social aspects, and historical/cultural heritage of social dancing.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Bowling

Goal 1	Ability to calculate scores/average and provide analysis of scores/average throughout the term.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	An understanding of the basic skills, rules and strategies through participation in drills and games.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Being actively involved during class by participating in discussions, drills, games and demonstrations.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Golf

Goal 1	Identify the fundamental skills and concepts associated with the sport of golf including club selection, shot selection, rules and etiquette.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	2. Being actively involved during class by participating in discussions, drills, games and demonstrations.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Identify the correct terminology and vocabulary associated with golf.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Soccer

Goal 1	Identify the fundamental skills and concepts associated with the sport of soccer including passing, shooting, ball- handling, offensive & defensive strategies.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	The student will indicate an understanding of playing with a team concept, including communication and respect.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	The student will be actively involved by participating in drills, games, discussions, demonstrations, helping with equipment, etc.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify the fundamental skills and concepts associated with the sport of futsal including passing, shooting, ball-handling and defense.
G1 Alignment	[*IA] Inquiry and Analysis
Goal 2	Identify the correct terminology and vocabulary associated with futsal.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Communicate futsal concepts through class discussion, written assessments and comprehensive exams.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning Weight Training

Goal 1	Students will be able to design and implement a safe and successful strength program.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will be able to demonstrate which movements work which muscle groups and demonstrate balance between muscle groups.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Students will be able to demonstrate proper lifting technique as well as correct safe and spotting technique.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intermediate Weight Training

Goal 1	Students will be able to articulate how a safe and effective strength training program contributes to personal health.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 2	Students will learn and practice warm-up, stretching and cool down exercises.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Students will be able to demonstrate proper lifting technique as well as correct safe and spotting technique.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	Students will design a personalized strength program that demonstrates proper lifting techniques, understanding of muscle function and balance, and evidence-based training concepts.
G4 Alignment	[*IL] Integrative Learning
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Karate

Goal 1	Demonstrate at least one “Hyung” or basic form of "Tang Soo Do" style, in addition to a variety of basic situational self-defense applications.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Identify the potential physiological benefits related to martial arts training such as, increased flexibility and strength, cardiopulmonary conditioning along with improved balance and endurance.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Discuss and demonstrate basic stance and body posture relative to technique and form presentation in "Tang Soo Do" karate.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Beginning Tai Chi Chuan

Goal 1	Demonstrate the performance sequence of the "Twenty-four Style" Tai Chi form.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Discuss and specify potential physiological benefits related to the practice of Tai Chi Chuan.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Discuss and demonstrate proper body posture relative to skeletal alignment and weight distribution while performing the "Twenty-four Style" Tai Chi form.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Demonstrate the basic posture of Yoga (Asanas) in a Vinyasa flow sequence and correlate them to Badaunjin Qigong.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement while performing Yoga and Qigong.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Discuss and demonstrate basic movement relative to postures and transitions associated with performing Badaunjin Qigong sequence.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Yoga

Goal 1	Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement in basic technique and form presentation in Yoga practice.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Discuss and demonstrate basic stance and body posture relative to technique and form presentation with postures (Asanas).
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Discuss and specify how the study of traditional Yoga arts can be of value in a more contemporary society, especially with regard to stress reduction.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

General Physics

Goal 1	Students will be able to convert between written, pictorial, graphical, and algebraic representations as needed to interpret scientific data.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to mathematically break vectors into components form, and vice versa to solve problems in physics.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to draw properly labeled free body diagrams in order to solve problems in both translational and rotational motion.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will be able to convert physical measurements between different systems of units, and powers of tens.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Students will demonstrate an understanding of Newtonian Mechanics and its equations through solving problems involving force and motion.
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	Students will use basic algebraic functions and physical principles to interpret laboratory data.
G6 Alignment	[*Q] Quantitative Literacy
Primary ULO	See Course Goal 5.

General Physics

Goal 1	Students will be able to demonstrate the universality of the Conservation Laws by employing them to solve diverse simple mechanical systems.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will demonstrate their understanding of the importance of energy, energy transfer, and entropy to biological systems.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs
Goal 3	Students will expand their use of the Laws of Newtonian Mechanics to solve basic problems in fluids, vibrating systems, and mechanical waves.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Student teams will design experiments, use sensors to acquire data, and demonstrate the ability to use the computer as a data analysis tool.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

General Physics

Goal 1	Students will be able to answer conceptual questions which demonstrate an understanding of electric and magnetic forces and fields.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to differentiate between electric forces, fields, potentials, and potential energies, and apply those concepts to solve problems in electrostatics.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be apply the concepts of magnetic fields to solve relevant problems.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will be able to wire simple circuits, and analyze such circuits to determine resistance, voltage, and current.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Students will be able to solve problems which require basic knowledge of ray optics and image formation.
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

General Physics with Calculus

Goal 1	Students will be able to convert between written, pictorial, graphical, and algebraic representations as needed to interpret scientific data.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to select an appropriate approach to translate physical problems into the relevant mathematical equations which describe a mechanical system; solve these equations for the variables which describe the system; and describe the results.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to design experiments using laboratory sensors to acquire data, and demonstrate the ability to use the computer as a data analysis tool in order to draw conclusions about the system under investigation.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will be able to demonstrate through conceptual questions about kinematics and the conservation laws that they have become Newtonian thinkers.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

General Physics with Calculus

Goal 1	Students will be able to integrate the concepts learned from the conservation laws with their knowledge of force and motion to solve multi-step problems in Newtonian mechanics.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will apply the principles of Newtonian Mechanics beyond the particle model to solve problems in rotational motion, Universal Gravitation, fluids, oscillations, and traveling and standing waves.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will begin to handle more complex problems in physics (e.g. damped motion, 3-body problem) by computer modeling.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

General Physics with Calculus

Goal 1	Students will be able to answer conceptual questions which demonstrate an understanding of electric and magnetic forces and fields, and electromagnetic waves.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to use both differential and integral calculus, with both scalar and vector functions to solve problems in electrostatics.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be apply the concepts of magnetic fields to solve relevant problems.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will demonstrate their understanding of Faraday's Law by solving problems in electromagnetic induction.
G4 Alignment	[*Q] Quantitative Literacy
Goal 5	Students will be able to wire simple circuits, and analyze and measure such circuits to determine resistance, voltage, current, capacitance, and time constants.
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	
G6 Alignment	
Primary ULO	

GEOG

GEOG 107D Submitted by Shaun Huston

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Introductory Cultural Geography

Goal 1	Recognize the influence of geography on culture and culture on geography
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Explain the interrelationships between culture and geography, which may include relationships between people and space, place, landscape or environment
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Apply cultural geographic concepts in thinking and communicating about the world
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Combine film analysis and criticism with concepts from cultural geography
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Demonstrate a capacity to think geographically about film
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Demonstrate critical thinking and communication skills, with an emphasis on writing
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate a familiarity with the complexity and diversity of Canadian culture
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Discuss different theoretical perspectives on Canadian identity
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Assess Canadian films and Canadian film history
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate cultural geographic approaches to people, space and place
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Analyze and critique cultural geographic theories of people, space, and place
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Relate critical geographic perspectives to the world
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze abstract concepts such as "myth" and "ideology"
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Interpret the West not only as a "real" place, but also as a cultural construction
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Critique the meaning of the "Old West"
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Participate in discussions about the West in the twenty-first century
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Demonstrate critical thinking about the current state of the region and Western identity
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Demonstrate critical reflection on geography and identity and the meaning and significance of regions
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	Demonstrate a specific understanding of the role of popular film in the making of the West and Western identities
G4 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Discuss the diversity of philosophies of geography
G1 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 2	Evaluate contemporary and historical debates among geographers over the nature and purpose of the discipline
G2 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 3	Practice critical thinking and communication skills, with a special emphasis on disciplinary writing
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate knowledge of contemporary debates and areas of research within the subfield of political geography
G1 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 2	Demonstrate critical geographical thinking about contemporary politics
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Demonstrate critical thinking and communication skills more generally, with a focus on writing
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Urban Planning and Policy

Goal 1	Articulate why planning is undertaken by communities, cities, regions, and countries, and the potential impacts of spatial planning.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Demonstrate understanding of economic, social, and political factors in urban and regional growth and change.
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Explore the relationships between the natural and the built environment in order to understand the importance of sustainable cities.
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introductory Physical Geography

Goal 1	Students will understand natural forces that affect/determine human existence such as climate, water resources, soil fertility, and geo-tectonic processes.
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Students will understand climate change, impacts, causes, and solutions.
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Students will understand sustainability in a geographic framework of cultural, economic, and natural environments.
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Introductory Physical Geography

Goal 1	Students will understand natural forces that affect/determine human existence such as climate, water resources, soil fertility, and geo-tectonic processes.
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Students will understand climate change, impacts, causes, and solutions.
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Students will understand sustainability in a geographic framework of cultural, economic, and natural environments.
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introductory Economic Geography

Goal 1	Explain how economic activities are located and organized in space
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Explain how interregional differences in economic well-being may come about, and how such processes affect your own daily life and professional plans
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Develop conceptual, analytical, and critical thinking skills that will be useful for courses in geography, and in other branches of the social sciences as well.
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Gain an appreciation for the diverse and interconnected world in which we live.
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Describe the relationship between human interactions and the natural environment in the Subcontinent.
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Articulate a basic understanding of political, social, and economic relationships in the region.
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Human Migration

Goal 1	examine causes of migration
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	describe and explain settlement patterns
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	interpret effects of migration on receiving and sending societies
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	describe the natural history of the region
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	interpret the changing human-environment relationships as expressed by the dynamic energy landscape
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	describe and explain the increasing human diversity of the region
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	calculate and interpret descriptive statistics
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	learn and apply basic parametric and non-parametric statistics to real world problems
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	understand and critique the use of statistical methods as tests for hypotheses and theories
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	describe the physical processes that have shaped the landscape and cultures
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	interpret the influence of the political economy on trade, migration, and social development
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	understand the forces that have created high cultural and ecological diversity
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Understand the complexity and interdependence of contemporary global issues.
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Appreciate how one's own culture and history affect one's worldview and expectations.
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Appreciate the vastness of the world and the opportunities to create a better future for all peoples.
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

X

Goal 1	X
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	X
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	X
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Popular Culture in Global Perspective

Goal 1	Interpret popular culture as place-specific, but also as shared and practiced at different scales and across boundaries.
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Demonstrate critical geographic thinking about "culture."
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Relate non-human actors and forces to human culture.
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Select research methods appropriate to specific projects.
G1 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 2	Practice the conduct of qualitative research.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Discuss key theoretical and ethical questions in qualitative research.
G3 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Use digital video (DV) for creative expression and exploration in the social sciences.
G1 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 2	Practice basic principles for shooting and editing DV.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Employ the language of film in a social science context.
G3 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 4	Evaluate and assess issues of copyright, intellectual property, and protection of human subjects as they relate to DV and the social sciences.
G4 Alignment	[PO1] Explain important elements of geographic thought and practice.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Map and Air Photo Interpretation

Goal 1	Interpret topographic maps
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Articulate how topography controls settlement
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Develop basic quantitative skills
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Acquire skills for assessing the environment (human/non-human)
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Demonstrate ability to quantify environmental quality
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Develop skills essential for environmental analysis in the field
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze the human/environment interface
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Demonstrate critical thinking
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Explore views contrary to personal beliefs
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Biogeography

Goal 1	Explain geographic distributions of flora/fauna
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Discuss how natural and anthropogenic factors affect global biodiversity
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Demonstrate an understanding of extinction and the human impact
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate critical geographic thought regarding physical landscapes
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Analyze geologic and anthropogenic influences on landscapes
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Articulate a holistic understanding of landscapes and time
G3 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Soils Geography

Goal 1	Understand the soil/civilization interface
G1 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 2	Demonstrate the ability to quantify soil characteristics
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Demonstrate quantitative skills for assessing soils
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explore hisorical and current climate change
G1 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 2	Demonstrate critical thinking regarding cause and effect
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	Critique and understand past and current climate science
G3 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain the scope and nature of U.S.-Canadian relations
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Identify Canadian responses to U.S. influence and dominance
G2 Alignment	[*D, PO4] Interpret the interrelationships between people, space and place.
Goal 3	Analyze U.S. and Canadian interactions at different spatial scales
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Interpret "nature" and its role in the historical geography of the American West
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	Assess the institutions implicated in efforts to manage nature in the West
G2 Alignment	[*IA, PO3] Analyze human-environment relations.
Goal 3	Discuss current philosophical and political debates about those efforts
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Explain the important role of geography in economic development
G1 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 2	<ul style="list-style-type: none"> Develop an understanding of poverty and income distribution at a global level
G2 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 3	<ul style="list-style-type: none"> Understand the dynamics of the inter-connected global economy
G3 Alignment	[*IL, PO2] Interpret the interrelationships between people, space and place.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

GERO

GERO 410W Submitted by Margaret Manoogian

12/08/2016

Gerontology Practicum I

Goal 1	<ul style="list-style-type: none">Integrate course content, gerontology major content, and practicum experience through written formal reports
G1 Alignment	[*W] Writing
Goal 2	<ul style="list-style-type: none">Demonstrate articulation of ideas, clear organization, proper grammar, formal tone, and error free content in written formal reports.
G2 Alignment	[*W] Writing
Goal 3	<ul style="list-style-type: none">Identify and describe personal and professional development through evaluation of practicum experience.
G3 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 4	<ul style="list-style-type: none">Understand how to record and integrate content of semi-structured interviews with professionals at the practicum site through written formal reports.
G4 Alignment	[*W] Writing
Goal 5	<ul style="list-style-type: none">Develop new skills specific to practicing gerontology in an applied setting
G5 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 6	<ul style="list-style-type: none">Refine personal and skill development related to career paths in gerontology
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Palliative Care and Chronic Illness

Goal 1	Understand individual perspectives regarding end-of-life issues and identify the care at the actual time of death to ensure best practices
G1 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 2	Discuss the fundamental principles of chronic illness and palliative care and learn about principles of pain assessment and management at the end of life.
G2 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 3	Identify cultural differences in chronic illness and end-of-life issues to adequately
G3 Alignment	[*D] Diversity
Goal 4	Discuss key ethical and legal concerns in chronic illness, end-of-life and palliative care.
G4 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 5	Emphasize the importance of therapeutic communication in working with chronically ill or terminally ill individuals
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Discover the challenging aspects of grief, loss, and bereavement of patients
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Understand common and normative physical and cognitive changes associated with aging
G1 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 2	<ul style="list-style-type: none"> Know about common pathologies and diseases associated with advanced age
G2 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 3	<ul style="list-style-type: none"> Know the common types of dementia and causes of delirium
G3 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 4	<ul style="list-style-type: none"> Be aware of lifestyle factors that affect cognitive and physical health of middle age and older adulthood
G4 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 5	<ul style="list-style-type: none"> Explore evidence-based interventions to maximize cognitive and physical health
G5 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 6	<ul style="list-style-type: none"> Develop an appreciation for the multidisciplinary and interdisciplinary nature of physical and cognitive changes associated with aging
G6 Alignment	[*D] Diversity
Primary ULO	See Course Goal 6.

GERO

Submitted by X

1/31/2017

X

Goal 1	X
G1 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Gerontology

Goal 1	Students will be introduced to the theories and practices related to the interdisciplinary field of gerontology.
G1 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 2	Students will learn about the relationships between psychological, physiological, behavioral, cognitive, and social aspects of older adults' lives and how they can vary as a function of various demographic and cultural variables.
G2 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 3	Students will learn topics related to living environments, retirement, social support, family relationships, and diseases associated with older adulthood.
G3 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 4	This course will provide a foundation of knowledge for students who want to pursue more training or careers in fields related to gerontology and psychology.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Alzheimer's Disease and Other Dementias Management

Goal 1	Develop a better understanding for the differences in risk factors, signs, symptoms, physiology, course, prevention, and common treatment procedures for different types of dementia
G1 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 2	Learn about techniques, strategies, programs, and environments that maximize quality of life for people with dementia
G2 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 3	Learn how to positively interact with family members and provide resources for family members/caregivers of people with dementia
G3 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Retirement/Long Term Care Housing for Older Adults

Goal 1	Learn about normal and pathological changes of aging that influence the lifestyle experiences and choices of older adults.
G1 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 2	Compare patterns and trends in retirement and housing for older adults.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Learn the range of living environments for older adults spanning from community-based, independent living to facility-based, skilled nursing care.
G3 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 4	Develop an understanding of policies and institutional structures that impact the development, design, and access to various housing options.
G4 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Gerontology Practicum II

Goal 1	<ul style="list-style-type: none"> Understand and apply knowledge regarding the physiological, psychological, and social aspects of aging
G1 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 2	<ul style="list-style-type: none"> Integrate course content, gerontology major content, and practicum experience
G2 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 3	<ul style="list-style-type: none"> Develop new skills specific to practicing gerontology in an applied setting
G3 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 4	Refine personal and skill development related to career paths in gerontology.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Become prepared to undertake career path activities after graduation
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Social Ties and Aging

Goal 1	<ul style="list-style-type: none"> Understand characteristics and processes of social ties in middle and later life
G1 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 2	<ul style="list-style-type: none"> Understand family changes that occur with development in middle and later life
G2 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 3	<ul style="list-style-type: none"> Recognize diversity in individual, family, and community contexts as shaped by gender, race or ethnicity, social class, and sexual orientation
G3 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 4	Engage in a service learning project
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Learn and apply basic qualitative research methods through a research project focusing on older adults
G5 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 6	Apply concepts and methods learned in class to the life experience of individuals in families at middle and later life
G6 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Primary ULO	See Course Goal 5.

Aging and Mental Health

Goal 1	Students will have a more comprehensive understanding of the relationship between aging and mental health
G1 Alignment	[*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.
Goal 2	Students will understand the impact that poverty, race, ethnicity, and culture have on aging mental health
G2 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 3	Students will examine ways to improve mental health in the aging population and be able to recognize some barriers to optimal mental health and well-being for older adults
G3 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 4	Students will utilize a number of theories which will lay a foundation for examination of mental health among older adults
G4 Alignment	[*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Medical Terminology

Goal 1	Understand common and normative physical and cognitive changes associated with aging
G1 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 2	Know about common pathologies and diseases associated with advanced age
G2 Alignment	[*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.
Goal 3	Define common medical terms and abbreviations with focus on the common conditions for older adults.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

GL

GL 101 Submitted by Gudrun Hoobler
First Year German

12/16/2016

Goal 1	Describe your daily routine
G1 Alignment	[PO2] Language proficiency
Goal 2	Arrange a meeting with someone
G2 Alignment	[PO2] Language proficiency
Goal 3	describe a household item
G3 Alignment	[PO2] Language proficiency
Goal 4	explain a "for sale" ad
G4 Alignment	[PO2] Language proficiency
Goal 5	negotiate a sale at a flea market
G5 Alignment	[PO2] Language proficiency
Goal 6	give the time of day
G6 Alignment	[*D, PO1] Cultural awareness
Primary ULO	See Course Goal 1.

Goal 1	explain an ad for a rental apartment
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	ask questions about an apartment that you'd like to rent
G2 Alignment	[*D, PO1] Cultural awareness
Goal 3	ask for and give directions
G3 Alignment	[*D, PO1] Cultural awareness
Goal 4	role play starting a new job
G4 Alignment	[*D, PO1] Cultural awareness
Goal 5	write a shopping list
G5 Alignment	[*D, PO1] Cultural awareness
Goal 6	discuss a sale with a sales person
G6 Alignment	[*D, PO1] Cultural awareness
Primary ULO	See Course Goal 1.

Goal 1	book a trip in a travel agency
G1 Alignment	[PO2] Language proficiency
Goal 2	ask about hottel accommodations
G2 Alignment	[PO2] Language proficiency
Goal 3	discuss the weather
G3 Alignment	[PO2] Language proficiency
Goal 4	explain a travel ad
G4 Alignment	[PO2] Language proficiency
Goal 5	buy a plane ticket
G5 Alignment	[PO2] Language proficiency
Goal 6	talk to a doctor about your ailment
G6 Alignment	[PO2] Language proficiency
Primary ULO	See Course Goal 1.

Goal 1	complete an application form
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	write a letter to a language school asking about courses
G2 Alignment	[PO2] Language proficiency
Goal 3	talk about yourself
G3 Alignment	[PO2] Language proficiency
Goal 4	describe your family
G4 Alignment	[PO2] Language proficiency
Goal 5	answer questions about an audio text
G5 Alignment	[PO2] Language proficiency
Goal 6	select correct statements regarding an article
G6 Alignment	[PO2] Language proficiency
Primary ULO	See Course Goal 2.

Goal 1	verify statements about an audio text
G1 Alignment	[PO2] Language proficiency
Goal 2	role play a picknick date
G2 Alignment	[PO2] Language proficiency
Goal 3	verify statements about a written
G3 Alignment	[PO2] Language proficiency
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	write a congratulatory letter
G1 Alignment	[*W] Writing
Goal 2	plan a party with a friend
G2 Alignment	[PO2] Language proficiency
Goal 3	write sentences from jumbled words
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	answer questions about an audio text
G1 Alignment	[PO2] Language proficiency
Goal 2	choose proper titles for short texts
G2 Alignment	[*Q, PO4] Interpret data
Goal 3	write a letter describing your living accommodations
G3 Alignment	[*W] Writing
Goal 4	write complex sentences
G4 Alignment	[*W] Writing
Goal 5	ask for personal information
G5 Alignment	[PO2] Language proficiency
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	write a letter to a store asking to return an item
G1 Alignment	[*W] Writing
Goal 2	describe a picture
G2 Alignment	[PO2] Language proficiency
Goal 3	answer questions about an audio text
G3 Alignment	[PO2] Language proficiency
Goal 4	choose appropriate vocabulary words for a text
G4 Alignment	[PO2] Language proficiency
Goal 5	write complex sentences
G5 Alignment	[*W] Writing
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	write letter to a dance school asking for a refund
G1 Alignment	[PO2] Language proficiency
Goal 2	discuss course options with a fellow class mate
G2 Alignment	[PO2] Language proficiency
Goal 3	summarize a text
G3 Alignment	[PO2] Language proficiency
Goal 4	choose appropriate vocabulary words for a text
G4 Alignment	[PO2] Language proficiency
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	give an overview of leisure time of Germans
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	describe one leisure time activity in detail
G2 Alignment	[PO2] Language proficiency
Goal 3	explain your preference of leisure time activities
G3 Alignment	[PO2] Language proficiency
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe the consumer habits of Germans
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	describe your own consumer habits
G2 Alignment	[PO2] Language proficiency
Goal 3	compare the consumer habits of Germans with your own
G3 Alignment	[PO2] Language proficiency
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

German Literature in Translation

Goal 1	explain how your chosen piece of literature reflects German culture
G1 Alignment	[*IL, PO3] Historical perspective
Goal 2	explain how your chosen piece of literature reflects its relationship to the larger world
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	describe how your thinking has been changed by this course
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	summarize the plot of your favorite movie from the course
G1 Alignment	[PO2] Language proficiency
Goal 2	describe the cultural perspective of the movie
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	relate one scene from the movie and why you remember it
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	create innovative materials for the German Program website
G1 Alignment	[*W] Writing
Goal 2	develop a streaming video for campus broadcast
G2 Alignment	[*IL, PO3] Historical perspective
Goal 3	write a visitors' guide for Travel Salem
G3 Alignment	[*W] Writing
Goal 4	compose a flyer in German about WOU and the surrounding area
G4 Alignment	[*D, PO1] Cultural awareness
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	sound out 5 difficult German letters
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	demonstrate various placements of mouth, lips, and tongue
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	read complex German materials with very few pronunciation errors
G3 Alignment	[PO2] Language proficiency
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	describe one historical event/person
G1 Alignment	[*IL, PO3] Historical perspective
Goal 2	Describe the importance of that event/person in German history
G2 Alignment	[*D, PO1] Cultural awareness
Goal 3	explain why you chose that particular person/event
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

German Culture and Civilization

Goal 1	discribe one social characteristic that makes up the German "national character"
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	describe German family life
G2 Alignment	[*D, PO1] Cultural awareness
Goal 3	describe one of the major political parties
G3 Alignment	[*D, PO1] Cultural awareness
Goal 4	explain the Germans' view of other cultures as well as of their own
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	describe how Germans view their place in the world
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	summarize one fairy tale and place it in its cultural context
G1 Alignment	[*IL, PO3] Historical perspective
Goal 2	describe on major theme of the fairy tale
G2 Alignment	[*D, PO1] Cultural awareness
Goal 3	write a different ending to your chosen fairy tale
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	describe briefly the events that lead to the holocaust
G1 Alignment	[*IL, PO3] Historical perspective
Goal 2	describe briefly everyday life in Germany from 1933-1945
G2 Alignment	[*IL, PO3] Historical perspective
Goal 3	list the major resistors to the Nazis
G3 Alignment	[*IL, PO3] Historical perspective
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	describe one major event/person of the modern era
G1 Alignment	[*IL, PO3] Historical perspective
Goal 2	explain the importance of that event/person in modern Germany
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	describe the global impact of the event/person
G3 Alignment	[*IL, PO3] Historical perspective
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe one teaching technique in the language classroom
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	demonstrate the chosen technique
G2 Alignment	[*Q, PO4] Interpret data
Goal 3	evaluate your performance of the chosen technique
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe your favorite piece of literature from the course
G1 Alignment	[PO2] Language proficiency
Goal 2	place the plot into its historical context
G2 Alignment	[*IL, PO3] Historical perspective
Goal 3	describe how this piece affected you
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Topics in German Culture and Civilization

Goal 1	summarize one historical period
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	explain its significance for German culture
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	describe at least one way how it continues to impact German culture
G3 Alignment	[*IL, PO3] Historical perspective
Goal 4	identify and describe a major person from that era
G4 Alignment	[*W] Writing
Goal 5	explain whom and how he influenced those who followed him
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

GL
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*D, PO1] Cultural awareness
Goal 2	X
G2 Alignment	[*D, PO1] Cultural awareness
Goal 3	X
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

GS

GS 325 Submitted by Erin Baumgartner 4/28/2017
Inquiry and Design for Educators

Goal 1	demonstrate understanding of key scientific content outlined in the Next Generation Science Standards, including recognition of NGSS alignment in science activities
G1 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 2	demonstrate knowledge of science teaching pedagogy as outlined by the National Science Teachers Association Professional Development Standards, including application of science and engineering assessment strategies.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	demonstrate an ability to cohesively and confidently combine content and process by conducting and reflecting on scientific-inquiry, engineering, and teaching activities that also integrate connections between science and other disciplines (reading, writi
G3 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 4	formulate a philosophy of science teaching that explores conceptions of life, physical, and earth and space sciences and reflects upon your own abilities to engage in scientific teaching
G4 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

HE

HE 471

Submitted by Peggy Pedersen

11/29/2016

Program Planning

Goal 1	Analyze and evaluate sources of data needed to create a demographic overview and rational for a specific community problem or program
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Apply program planning methods to community based programs.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Create a grant style proposal needed to implement a health promotion plan.
G3 Alignment	[*W] Writing
Goal 4	Nurture relationships through presenting information to the community and community parnters.
G4 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe past and current trends in chronic and infectious diseases.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Critique the biological, social, psychological, economical and environmental factors affecting the experience of an individual with a disease/condition.
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Conduct an in-depth interview and write a case study paper explaining the relationship between theory, research and "real life".
G3 Alignment	[*W] Writing
Goal 4	Develop an appreciation for the roles of public health professionals in the prevention and control of major diseases affecting the health of human populations.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Calculate and interpret basic epidemiological measures.
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Evaluate sources of epidemiological data.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Evaluate current epidemiological research.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Interpret the roots of current health inequities throughout the world, with a focus on developing countries.
G1 Alignment	[*D] Diversity
Goal 2	Evaluate and critique global health interventions.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Understand how international and local organizations interact during health interventions.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify different stakeholders and their roles in the healthcare industry
G1 Alignment	[*W] Writing
Goal 2	Discern between health and healthcare by definition, measurements, and population trends and patterns
G2 Alignment	[*W] Writing
Goal 3	Analyze factors contributing to rising costs and numbers of uninsured in the US
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Explain the relationship between ethical theories lending influence to decision making with bioethical issues. These will include Deontologism, Consequentialism, Right Ethics and Value Ethics often referred to as Intuitionism.
G1 Alignment	[*W] Writing
Goal 2	Describe how to apply ethical principles in decision making with bioethical issues such as "End of Life Concerns" incorporating concepts of Autonomy, Beneficence and Nonmaleficience.
G2 Alignment	[*W] Writing
Goal 3	Describe and contrast personal versus professional responsibilities in various healthcare related professions and occupations.
G3 Alignment	[*W] Writing
Goal 4	Identify the major influences involved with "Moral Problem Solving" as they relate to specific bioethical issues.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Identify different stakeholders and their roles in the healthcare industry
G1 Alignment	[*W] Writing
Goal 2	Discern between health and healthcare by definition, measurements, and population trends and patterns
G2 Alignment	[*W] Writing
Goal 3	Analyze factors contributing to rising costs and numbers of uninsured in the US
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

HE
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 2	X
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	X
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Develop a personal plan for professional growth and service.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Use strategies to ensure cultural competence in implementing health education plans
G2 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 3	Critique resource materials for accuracy, relevance, and timeliness
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Understand the diversity of clients' issues, health and social problems.
G1 Alignment	[*D] Diversity
Goal 2	Understand the helping process and identify effective helping skills.
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Understand the principles of problem solving, advocacy and systems world view.
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Develop a personal plan for professional growth and service
G1 Alignment	[*W] Writing
Goal 2	Critique resource materials for accuracy, relevance, and timeliness
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Use strategies to ensure cultural competence in implementing health education plans
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Apply the theories, concepts, strategies, and methods. for evaluating community health programs.
G1 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 2	Design and prepare an evaluation plan for a community health program.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Critically assess evaluations designed by others and interpret evaluation findings presented in journal articles,
G3 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Integrate a sex positive approach to healthy relationships, sensuality, and pleasure.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Identify strategies to reduce risk associated with sexual behaviors
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Identify the objectives and principles underlying the need for a comprehensive sexuality education.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Integrate a sex positive approach to healthy relationships, sensuality, and pleasure.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Identify strategies to reduce risk associated with sexual behaviors
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Identify the objectives and principles underlying the need for a comprehensive sexuality education.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze and present a current nutritional issue using peer reviewed scholarly resources
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Critically analyze personal diet founded on current research based standards and recommendations.
G2 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 3	Use scholarly resources to evaluate and review successful nutritional interventions and use as a guide in developing one for population in need.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Analyze and evaluate the effectiveness of individual relationships
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Apply communication models to solve relationship problems
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Develop a personal model to enhance relationships
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand historical and cultural perspectives of alcohol and drug use and misuse
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Demonstrate knowledge of present pharmacological impacts on drug use and drug addiction.
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Interpret and predict the chemical and physiological effects of a variety of substance combinations/interactions.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Read, interpret, and disseminate current health statistics
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Use appropriate resources to evaluate/review successful interventions and use them as a guide in developing one for a community in need.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Professionally (research-based) brainstorm/discuss possible solutions to current health issues.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Practice and refine CHE competencies/skills in a professional setting.
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Gain a more complete understanding of community health functions in professional settings.
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Develop professional materials to enhance employment opportunities.
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Investigate and evaluate several modalities of alternative medicine for the underlying research supporting efficacy and safety
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Analyze the legal and ethical aspects of the methods of government strategies to protect consumers from unproven CAM products and therapies
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Examine the definition of conventional medicine and compare and contrast theoretical differences of other complementary and alternative modes of healing
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Identify the four main components included in the Bio-Psycho-Social model of disease and illness.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Review the scientific research evaluating how and why attitudes and emotions can influence and affect immunity and disease by examining a specific health condition disease or illness and write a detailed paper of this process, APA style
G2 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 3	Integrate knowledge and principles into practical application by developing a lifestyle assessment program to assist in recommending perceived changes for case study assignment
G3 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Explain the physiological dynamics involved with the stress response
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Develop and evaluate intervention strategies for identified stressors.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Evaluate the efficacy of methodologies used for assessing and managing stress among individuals and populations
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Techniques of Relaxation

Goal 1	The students will identify what the current stressors are in their personal lives.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Students will learn some techniques to manage stress and how to implement these techniques into their personal lives.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will develop a plan of action to manage stress in their personal lives by using the various relaxation techniques that have been introduced in this course.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will develop basic understanding of stress and how it affects all areas of their lives.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Sports and Exercise Nutrition

Goal 1	Identify the importance of proper nutritional balance related to macronutrients, micronutrients, and fluid intake for health and human performance.
G1 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 2	Understand current controversies in the area of diet and peak performance.
G2 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 3	Identify the most current research based dietary recommendations related to activity levels, gender, age, and weight.
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	Use peer reviewed research to evaluate dietary supplements and ergogenic aids.
G4 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 5	Integrate nutritional demands with bioenergetic systems.
G5 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Current Issues in Nutrition

Goal 1	Analyze and present a current nutritional issue / controversy using peer reviewed resources.
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Develop a personal nutrition plan that is supported by current research.
G2 Alignment	[*Q, PO2] Able to implement and evaluate programs
Goal 3	Critically analyze research studies / articles related to current nutrition topics. Discuss implications of specific research topics on public policy.
G3 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 4	Understand and describe the significance of nutritional epidemiology as it relates to public policy.
G4 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 5	Provide research based critical analysis of nutrition web sites and popular blogs.
G5 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Recognize common behaviors, attitudes, and experiences that make someone more likely to become a victim of bullying.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Develop a plan to teach children skills to avoid becoming the victim of bullying.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Understand major differences in bystanders and the influence they play.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Implement the National Health Education Standards within curricular practices.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Integrate health concepts and skills into required instructional areas.
G2 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 3	Model creative ways to enhance learning through the use of multiple instructional strategies.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Acquire and analyze research and express how it is associated with the health of children and adolescents.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Identify and describe the major health issues that affect children and adolescents.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Explain the impact of environment on the health of children and adolescents.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Acquire and analyze research and express how it is associated with the health of children and adolescents.
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Identify and describe the major health issues that affect children and adolescents.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Explain the impact of environment on the health of children and adolescents.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Critically evaluate and interpret findings of published research
G1 Alignment	[*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.
Goal 2	Develop an understanding of the basic characteristics of qualitative, quantitative, and mixed methods research and the differences among these approaches
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Understand ethical implications of conducting research on human populations
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explore the impacts of migration on social and health needs, as well as the strengths and assets, of affected populations.
G1 Alignment	[*D] Diversity
Goal 2	Apply theories of migration to contemporary patterns and issues
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Evaluate local strategies and intervention aimed at improving the health of migrant communities
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Assess child and adolescent health and the key concepts to explain the current disparities in the development of individuals across the life course
G1 Alignment	[*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs
Goal 2	Evaluate and critique health interventions
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Discuss the ethical dimensions of health care research delivery
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

HST

HST 106 Submitted by Patricia Goldsworthy-Bishop 11/27/2016
World History: The Modern World

Goal 1	Students will learn to critically analyze primary sources
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Students will learn to examine different ethnic and gender groups and their contributions to world civilizations through accommodation and resistance
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Students will analyze the reciprocal influence of Western and non-Western institutions and ideas
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze primary and secondary sources to produce a senior thesis
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	Students will demonstrate knowledge of the historian's craft in historiography
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will conduct research on primary and secondary sources connected to their topic
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the development of environmental policies in regions under colonial rule
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will determine what impact environmental policy had on gender, class, and race relations in the colonies
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Students will use primary and secondary sources to understand the relationship between Empire and Environment
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explore the historical, religious, cultural, social, and political aspects of the expansion and development of Islam in Africa
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Understand the diversity of Islamic traditions, interpretations, politics, and cultures in Africa
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Use primary and secondary sources to analyze the ways in which Islam has transformed within Africa
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

History of the United States: Native American Cultures to Early 19th Century

Goal 1	Develop a panoramic vision of U.S. society and institutions within a global context.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Learn to link historical issues with contemporary events
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Improve reading, note-taking, and writing skills
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	define the characters of Chinese civilization
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyse primary sources
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	evaluate secondary sources
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will analyze the impact of historical changes experienced by diverse groups of people in the United States.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate secondary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate primary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	explain historical developments across multiple cultures and regions
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	construct interpretations of translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	to organize historical arguments, to support these arguments effectively, and to communicate their ideas to others clearly
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

History of the United States: Reform and Progress

Goal 1	Understand the impact of slavery, reform and sectionalism
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Evaluate historical materials and their social impact
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Develop historical analytical and writing skills
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	define the characters of Japanese culture
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyze primary sources
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	evaluate secondary sources
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

World Problems

Goal 1	Analyze U.S. post-Cold War policy and the impact on developing nations
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Understand the ideologies which shape policies of drug trafficking and fundamentalism
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Examine relationship of energy policies, poverty, inequality, and violence
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Broaden historical and cultural knowledge about Latin America
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Identify historical sources and engage in research and analysis
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Increase analytical, writing, and research skills
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Philosophies of History

Goal 1	organize historical arguments by applying multiple philosophical approaches or methods,, support these arguments effectively with primary soruces and secondary scholarship, and to communicate their ideas to others clearly
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	identify, explain, and critique some of the philosophical and methodological lenses through which scholars have approached the study of history
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Gender Issues in History Part I

Goal 1	Students will analyze primary and secondary source readings through informal writing.
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	Students will analyze primary and secondary source readings through formal writing.
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Students will analyze the impact of historical changes experienced by diverse groups of people.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Mexico and the Caribbean since Independence

Goal 1	Understand change and tradition in Mexico and the Caribbean
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Study history and culture through texts, journals, films, art and music
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Improve historical communication skills through research, writing, and speaking
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	compare the different paths of China and Japan to build a modern state
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyze primary sources
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	evaluate secondary sources
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Gender Issues in History Part II

Goal 1	Students will analyze primary and secondary source readings through informal writing.
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	Students will analyze primary and secondary source readings through formal writing.
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Students will analyze the impact of historical changes experienced by diverse groups of people.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Philosophies of History

Goal 1	organize historical arguments by applying multiple philosophical approaches or methods, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	identify, explain, and critique some of the philosophical and methodological lenses through which scholars have approached the study of history
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Understand the diverse countries and cultures of South America
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Compare the development patterns of different South American nations
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Appreciate and research the unique cultures of the continent
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Women and Family in the Middle Ages

Goal 1	Students will identify the major issues, individuals, and ideas discussed by scholars in their studies of medieval women and the families. Students will also be able to explain some of the important political, cultural, philosophical, gendered, theological, and economic lenses through which individuals living in the Middle Ages themselves understood the positions, actions, and ideas of women.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Challenges of Progressive Era America

Goal 1	Students will analyze the impact of historical changes experienced by diverse groups of people in Progressive Era America.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify sources for the history and culture of Chican@s and Latin@s
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Understand contribution of Mexicanos and Latinos to US history
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Research Chican@ and Latino civil rights issues
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Topics in Multicultural American History

Goal 1	Students will analyze the impact of historical changes experienced by diverse groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

American Voices: Autobiography, Biography, and Memoir in American History

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze change and tradition in 20th century Latin America
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Explore the origins of revolution in Argentina, Chile, and Brazil
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Research the major historical trends in modern Latin America
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

British History to 1300

Goal 1	explain the major issues, events, and ideas in the British Isles to 1300 C.E. as well as some of the scholarly approaches to this period of history
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyze historical primary sources, as well as articulate an awareness of their uses and their limitations in order to construct an interpretation of medieval British history.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	assessment of traditional Chinese system of values.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	formate students' research paper and stimulate their oral presentations
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	analyze primary and secondary sources
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

America and the World Wars

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	provide students with an understanding of traditional Japanese way of life
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	It is to provide students with an understanding of the traditional Japanese ways of life and thoughts
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	formate students' research paper and oral presentation
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

World History:Expanding Societies

Goal 1	identify and compare the major issues, events, and ideas in the history of the world in these periods and to explain some of the important lenses through which scholars have approached the study of World History.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations in order to construct an interpretation of world history
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	organize historical arguments, to support these arguments effectively using primary and/or secondary sources, and to communicate their ideas to others clearly
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	explore the lives of various groups of women in Traditional China
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	reading and discussion to stimulate students' critical thinking
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	research paper and oral presentation to facilitate writing and discussing skill
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Yugoslavia: From Experiment to Collapse

Goal 1	Students will identify and compare the major issues, events, and cultural and political movements in the history of Yugoslavia.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Germany: The Nineteenth Century

Goal 1	Students will identify and compare the major issues, events, and political programs in the history of Germany before the First World War.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and political programs in the history of Germany.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and political programs in the history of East and West Germany in the context of the Cold War.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and ideas in 19th Century Europe.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

20th Century Europe: Postwar Period

Goal 1	Students will identify and compare the major issues, events, and ideas in the history of Europe after World War II.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and ideas that shaped the creation of an Autocracy and the Russian Empire.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and ideas that challenged autocratic rule in Imperial Russia.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, programs of social change in the history of Soviet Russia.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify the transformations of thought and industry that challenged nationalist identities in the United States after 1850
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources on the Civil War and Reconstruction eras
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will analyze secondary sources and historiographical debates
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will examine the diverse global histories of ecological transformations
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will analyze secondary sources and historiographical debates
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will understand the origins and interactions of diverse groups of people living in the North American West from the pre-contact era through the late 19th century
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will analyze secondary sources and historiographical debates
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will examine the transformation of the trans-Mississippi West in the 20th century with particular attention to the diverse individuals and communities in the region
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will analyze secondary sources and historiographical debates
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will examine emerging traditions of community and government in the Pacific Northwest with an emphasis on considerations of race and class
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will analyze secondary sources and historiographical debates
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

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X

Submitted by BREAK

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Goal 1	X
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	X
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	X
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Gender Issues in History Part II

Goal 1	1. Analyze primary and secondary source readings through informal writing.
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	2. Analyze primary and secondary source readings through formal writing.
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	3. Analyze the impact of historical changes experienced by diverse groups of people.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Use primary and secondary sources to analyze the revolutionary era in France
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the outbreak of revolution in France and St Domingue
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Examine demand for rights by marginalized groups in France and the colonies during the revolutionary era
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of North Africa during the period of European colonization (1830 - 1960s)
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Explore the diverse responses to colonialism across North Africa
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the ways in which portrayals of history and culture are politically charged in the colonial context
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of Empire as a popular "spectacle" in modern Europe
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the representations of the Empire within Europe
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the scientific, racial, political and military narratives that evoked popular support and contempt for the imperial project
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the relationship between gender and colonialism
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Examine the influence of colonialism on the development of gender norms in colonized and colonizing societies
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the interplay between gender, race, class and generation in colonial contexts
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to examine the history and historiography of Jewish North Africa
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the political, cultural, economic, and social relationships between North Africa's Muslim majority and Jewish minority
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Examine the impact of colonialism and independence on the status of the Jewish population in North Africa
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze revolts and rebellions in the modern Arab world
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Examine the global implications of revolts and rebellions in the Arab world
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the unique experiences in different nations across the Muslim world while also searching for common themes across the region
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze Modern European imperialism
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the various responses to European imperialism
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Examine the ways in which imperialism altered existing social, political, and economic structures in Europe and the colonies
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of Paris
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Examine the political, social, architectural, and economic development of Paris as the capital and central metropolis of France
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Analyze the role of migration and immigration in shaping Parisian history
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of Postcolonial North Africa
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Examine the shifting status of women and minorities during independence
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Examine the relationships between independent North African states with their former colonizing nations as well as with other states in the region
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Understand the legacies of decolonization in independent states
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Use primary and secondary sources to analyze the process of decolonization
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Understand the different types of decolonization movements
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Historical Research

Goal 1	Students will analyze historical sources through informal writing.
G1 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 2	Students will analyze historical sources through formal writing.
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Students will evaluate primary and secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will gain skills and knowledge in how historical archives operate.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will engage multiple historical methodologies and multiple sources to produce well-researched written work.
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Public History

Goal 1	Students will gain skills and knowledge in how public history institutions operate.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will engage multiple historical methodologies and multiple sources to produce well-researched written work.
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Women in Oregon History

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate primary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Market Democracy in America

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will analyze the impact of historical changes experienced by diverse individuals and groups of people.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will evaluate primary sources to analyze historical change.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Students will evaluate secondary sources to analyze historical change.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will identify and compare the major issues, events, and ideas that shaped the history of nineteenth century Europe.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Dissent & Opposition in East Europe

Goal 1	Students will identify and compare the major issues, events, and ideas in the history of dissent, opposition and revolution in East Europe.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will identify and compare the major issues, events, and ideas that shaped the history of twentieth century Europe.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Twentieth Century Europe: Postwar Period

Goal 1	Students will identify and compare the major issues, events, and ideas that shaped the history of twentieth century Europe after the Second World War.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments.
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

British History from 1300 to the 18th century

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the British Isles from the 14th century to the 18th century as well as some of the scholarly approaches to this period of history.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

British History from 1300 to the 18th century

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the British Isles from the 14th century to the 18th century as well as some of the scholarly approaches to this period of history.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the High Middle Ages from c. 900 to 1300 C.E. as well as some of the scholarly approaches to this period of history.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain the major issues, events, and ideas in the High Middle Ages from c. 900 to 1300 C.E. as well as some of the scholarly approaches to this period of history.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain the major issues, events, and ideas in early medieval Europe prior to 1000 C.E. as well as some of the scholarly approaches to this period of history.
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the Late Middle Ages from c. 1300 to 1550 C.E. as well as some of the scholarly approaches to this period of history.
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

The Reformation

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the Protestant and Catholic Reformations in Europe from the 14th through the 17th century as well as some of the scholarly approaches to this period of history
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Early Modern Europe

Goal 1	Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the Early Modern Europe from the 16th through the 18th centuries as well as some of the scholarly approaches to this period of history
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze historical primary sources, as well as articulate an awareness of their uses and their limitations in order to construct an historical interpretation..
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly
G2 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 3	Explain the major issues, events, and ideas in the medieval crusading movement, its impact in medieval cultures, and its legacy as well as some of the scholarly approaches to this historical topic
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	the ideology and historical process, which witnessed the modernization of the PRC during the 20th - 21th centuries
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	provide students with an understanding of the Chinese political culture in the global society
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	research paper and oral presentation to facilitate writing and discussing skill
G3 Alignment	[*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of 19th century France and the French colonial empire
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Understand the French attempts to create a new colonial empire
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Examine the effect of revolutions on 19th century French society, politics, culture, and economy
G3 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of 20th century France and the French colonial empire
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Understand the relationship between France and the French colonial empire during the colonial and postcolonial eras
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the transformations in French society, politics, and culture in the 20th century
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of the Second World War in film
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze films as representations of historical change
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Understand how cinema has contributed to and shaped our understanding of WWII
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of the Mediterranean in the 18th and 19th centuries
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the rise and decline of empires within the Mediterranean region
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Understand the political, social, cultural, and religious connections across the Mediterranean
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the history of the Mediterranean in the 20th century
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the rise and decline of empires within the Mediterranean region
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Understand the political, social, cultural, economic, and religious connections across the Mediterranean
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Use primary and secondary sources to analyze the relationship between North Africa and the surrounding regions
G1 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 2	Analyze the impact of North Africa on Sub-Saharan Africa, Europe, and the Middle East
G2 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 3	Analyze the impact of Sub-Saharan Africa, Europe, and the Middle East on North Africa
G3 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Women in Japanese History

Goal 1	Japanese women, family, and contexture culture
G1 Alignment	[*D, PO3] Explain historical developments across multiple cultures and regions
Goal 2	Japanese women and culture in theories and applied practice
G2 Alignment	[*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources
Goal 3	Gender study
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

INT

INT 360W Submitted by Erin Trine

1/02/2017

Current Issues in Interpreting

Goal 1	Demonstrate awareness of a range of perspectives and resources surrounding current issues in interpreting
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	demonstrate analysis and critical thinking skills in relation to professional issues
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	Clearly and professionally articulate one's position regarding controversial issues relevant to the field of interpreting
G3 Alignment	[*W] Writing
Goal 4	respectfully and professionally respond to others' positions regarding controversial issues relevant to the field of interpreting
G4 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 5	write professionally in response to controversial issues in the field of interpreting
G5 Alignment	[*W] Writing
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

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X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 2	X
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	X
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to the Profession of Interpreting

Goal 1	Communicate a brief history of American Sign Language/English interpreting
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	Analyze communication situations and interpreting contexts
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	Examine scholarly literature on interpreting theory, research or practice
G3 Alignment	[*W] Writing
Goal 4	Analyze and reflect upon concepts and terminology relevant to the interpreting profession
G4 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 5	Investigate the settings in which an interpreter may work and the situational and professional requirements of each
G5 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 6	Identify local, national, and international organizations and individuals associated with the interpreting profession and discuss their effect and significance to the field
G6 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Primary ULO	See Course Goal 3.

DeafBlind Interpreting

Goal 1	Explain key cultural differences and values in the DeafBlind community
G1 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 2	Illustrate expressive communication modalities (visual, tactile, tracking, signing in a restricted field of vision, projecting, etc.)
G2 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 3	Practice ProTactile ASL and interpreting techniques as well as hand positions in a simulation
G3 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 4	Differentiate the role differences between work as a Support Service Provider and interpreter with DeafBlind people
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Analyze and assess the impact and challenges a DeafBlind person may encounter (psychosocial, emotional, cognitive, communication, transportation, employment, etc.)
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Identify multiple environmental modifications for DeafBlind individuals
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	

Seabeck DeafBlind Service Learning

Goal 1	Work maturely and professionally in a team, supporting each other's personal and professional development.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Work as a Support Service Provider and interpreter in DeafBlind settings, using ASL in the following modes: visual, tactile, ProTactile, tracking, restricted field signing, voice projection
G2 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 3	<ul style="list-style-type: none"> Appreciate and respect the unique challenges and lives of multi-dimensional DeafBlind people.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate cognitive skills in both ASL & English
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	demonstrate self-awareness in regard to linguistic competence & professional dispositions
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	Increase lexicon in English & ASL via implementing of life-long learning strategies
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Ethics & Decision Making for Interpreters

Goal 1	Be able to define ethics
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	be able to define a demand-control decision making schema to given scenarios
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	demonstrate an ability to justify choices in response to given scenarios
G3 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Theory and Process of Interpreting I

Goal 1	Students will 2. Develop L1 and L2 Vocabulary - generally and specific to interpreting
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	Students will 4. Demonstrate self awareness via inquiry, self-reflection, self-analysis, discussion and feedback
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	Students will 5. Describe the influence of discourse features, such as register, style, and affect, on communication
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	Students will 7. Analyze and formulate ways of conceptualizing the work of interpreting
G4 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Theory and Process of Interpreting II

Goal 1	Describe current theories in the process of interpreting and apply them to message analysis
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	Practice visualization and message analysis strategies
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	Demonstrate and practice process management skills
G3 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 4	Analyze spoken and signed texts for content and language use
G4 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 5	Participate in error-analysis activities
G5 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 6	Participate in supported self-analysis strategies
G6 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Primary ULO	See Course Goal 3.

Theory and Process of Interpreting III

Goal 1	■ demonstrate a working knowledge of the tasks of interpretation
G1 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 2	■ linguistically analyze spoken and signed texts for content and language use;
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	■ functionally analyze spoken and signed texts for register, style, and affect;
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	■ participate in supported self-analysis strategies
G4 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 5	● Put into practice current theories in the process of interpreting.
G5 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Language and Communication in the Classroom: Deaf and Hard of Hearing

Goal 1	<ul style="list-style-type: none"> Develop knowledge of the different modes of communication used by Deaf and Hard of Hearing person
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	<ul style="list-style-type: none"> Develop knowledge of the various language and communication policies and signed systems used in the classroom
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	<ul style="list-style-type: none"> Assess language and communication functioning and the language continuum
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	<ul style="list-style-type: none"> Focus on co-construction of meaning and the importance of consumer-driven work
G4 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Cultural Intelligence in a Diverse World

Goal 1	<ul style="list-style-type: none"> demonstrate an understanding of cultural intelligence, multiculturalism, and diversity
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	<ul style="list-style-type: none"> explore how individual differences and ways of being affect how we see and interact with the world
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	<ul style="list-style-type: none"> demonstrate an understanding of how oppression, discrimination, and stereotyping affect us personally and professionally
G3 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 4	<ul style="list-style-type: none"> develop tools for building a culturally intelligent professional identity
G4 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Interpreting in Educational Settings

Goal 1	discuss current theories in education for deaf and hard of hearing students and the educational interpreter's role in these educational models
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	identify the role of each member of the multi-disciplinary team involved in providing services for deaf and hard of hearing students
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	discuss the ways in which members of the multi-disciplinary team work collaboratively to provide educational services
G3 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 4	demonstrate understanding of ethical considerations and appropriate responses for K-12 settings
G4 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 5	interpret frozen and specialized texts that are common to educational settings
G5 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 6	demonstrate strategies for being an effective IEP member
G6 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Primary ULO	See Course Goal 5.

Interpreting In Community Settings

Goal 1	Define linguistic issues related to interpreting in community settings.
G1 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 2	Describe and discuss various ethical considerations related to interpreting in community settings.
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	Identify and describe major professional issues related to community interpreting
G3 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Interpreting in Postsecondary Settings

Goal 1	demonstrate an ability to analyze various demands pertaining to a post-secondary setting
G1 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 2	demonstrate an ability to assess an interpreting context for demands (environmental, interpersonal, paralinguistic, and intrapersonal) and choose viable controls based on the constellation of demands identified.
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	describe discourse norms and patterns used in specific postsecondary settings
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Theory and Process of Interpreting IV

Goal 1	Accurately interpret messages from an increasingly complex range of topics and styles
G1 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 2	Demonstrate dispositions appropriate to working with consumers and colleagues;
G2 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 3	Demonstrate effective techniques for working with consumers;
G3 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Theory and Process of Interpreting V

Goal 1	demonstrate accuracy in simultaneously interpreting messages from an increasingly complex range of topics and styles.
G1 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 2	demonstrate an ability to analyze spoken and/or signed messages for content.
G2 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 3	¥ demonstrate an ability to carry out self-analysis during and after the interpreting task identifying interpreting course content that pose challenges; researching and practicing these content areas.
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Develop positive working relationships with co-workers and consumers;
G1 Alignment	[*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting
Goal 2	Provide interpreting services while under supervision;
G2 Alignment	[*D, PO3] Interpret accurately between American Sign Language and English and collaborate effectively in a variety of settings and across a range of subject matter
Goal 3	Examine the professional culture and philosophy of the internship site.
G3 Alignment	[*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

IS

IS 270 Submitted by Tad Shannon 11/06/2016
Operating Systems

Goal 1	Students completing this class can explain and differentiate core operating systems functionality and the internal organization of an operating system.
G1 Alignment	[PO3] Manage ongoing information system operations
Goal 2	Students completing this class can characterize and apply resource utilization tactics such as virtual memory and multitasking.
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	Students completing this class can explain and contrast differing purposes and approaches of modern operating systems.
G3 Alignment	[PO3] Manage ongoing information system operations
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students completing this class can choose proper information management approaches based on solution requirements and experienced understanding of fundamental data structures and storage techniques
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this class can apply high-level languages and available applications for sophisticated information extraction and transformation
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	Students completing this class can develop single-use and longterm information management solutions with various automation techniques
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	After completing this course students will have practical experience using protocols to enable communication between computing devices connected to each other
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	After completing this course students will have configured an IT infrastructure solution for a small organization, including a network based on standard technology components, servers, security devices, and several different types of computing clients
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	After completing this course students will apply core concepts underlying IP networks to solve simple network design problems, including IP subnetting
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students completing this course can analyze information management requirements for large, complex data sets
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this course can use database development processes to model requirements, to design and validate associated relational data models, and to implement a compliant relational database
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	Students completing this course can test and manage a large-scale relationship database system
G3 Alignment	[PO3] Manage ongoing information system operations
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students completing this course can evaluate information architecture designs using core concepts of information architecture, including total cost of ownership and return on investment
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this course can assess and manage risk across the portfolio of the enterprise, including audit, compliance, and business continuity
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	Students completing this course can administer systems, including the use of virtualization and monitoring
G3 Alignment	[PO3] Manage ongoing information system operations
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students completing this class will be able to clearly define problems, opportunities, or mandates that initiate projects
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this class will be able to analyze a business situation (a problem or opportunity), model it using a formal technique, and specify requirements for a system that enables a productive change in a way the business is conducted
G2 Alignment	[PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity
Goal 3	Students completing this class will be able to design high-level logical system characteristics (user interface design, design of data and information requirements)
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students completing this class will be able to use the concepts of information economics at the enterprise level to evaluate IS strategies
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this class will be able to analyze existing and emerging information technologies, the functions of IS and their impact on organizational operations
G2 Alignment	[PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity
Goal 3	Students completing this class will be able to demonstrate how strategic decisions are made concerning acquiring IS resources and capabilities including the evaluation of different sourcing options
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students completing this class will be able to use standard tools to analyze network data sets
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this class will be able to describe how network structures generate specific network behaviors regardless of the type of network considered
G2 Alignment	[PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity
Goal 3	Students completing this class will be able to analyze how network structures influence commercial and social behavior
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students completing this course can demonstrate knowledge of and proficiency with basic system capabilities, utilities, and services
G1 Alignment	[PO3] Manage ongoing information system operations
Goal 2	Students completing this course can apply sufficient understanding of contemporary systems' philosophies and styles to quickly learn new system utilities and services
G2 Alignment	[*IL] Integrative Learning
Goal 3	Students completing this course can effectively use system features to perform typical administration duties
G3 Alignment	[PO3] Manage ongoing information system operations
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students completing this class will be able to apply appropriate methodologies to develop the scope of work for a project, identify the resources required and produce a work plan and resource schedule
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this class will be able to apply appropriate techniques to assess ongoing project performance
G2 Alignment	[PO3] Manage ongoing information system operations
Goal 3	Students completing this class will be able to apply project management concepts through working in a group as team leader or active team member on an IT project
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students completing this course can apply direct relevant experience with IS project implementation techniques such as Agile development
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	Students completing this course can effectively use project management tools to detail and document IS project development
G2 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 3	Students completing this course can leverage experience with project team dynamics for future IS project development
G3 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

IS
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IA, PO1] Design and implement information system solutions to meet organizational needs
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

LING

LING 410 Submitted by Thomas Rand

12/14/2016

Theories of Foreign Language Acquisition

Goal 1	Explain how learner-internal and learner-external universal variables as well as individual learner variables affect the rate and attainment of foreign language acquisition.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Explain the relationship between foreign/second language acquisition theory and teaching practices and describe optimal conditions for classroom-based language learning.
G2 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 3	Develop intercultural knowledge and competence that informs the teaching of language.
G3 Alignment	[*D] Diversity
Goal 4	Produce written documents that are examples of the professional genres associated with applied linguistics as well as writing to learn.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Linguistic Analysis of Style and Genre

Goal 1	Define key terms (genre, register, style, conventional vs stylistic punctuation, syntactic fluency/complexity).
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Conduct linguistic analysis of authentic 'texts.'
G2 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 3	Analyze the syntactic development, fluency and maturity in various registers.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Analyze own writing in terms of linguistic measures.
G4 Alignment	[*W] Writing
Goal 5	Explain their linguistic choices in their own writing.
G5 Alignment	[*W] Writing
Goal 6	Use the writing of others as a way to apprentice under a particular writer.
G6 Alignment	[*W] Writing
Primary ULO	See Course Goal 4.

Introduction to Linguistics

Goal 1	Describe phonological, morphological, syntactic, pragmatic and semantic structures and processes in English and other languages.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Use linguistic description to understand linguistic diversity in terms of similarities and differences among languages of the world.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Explain the processes of first and second language acquisition.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Describe linguistic variation and language change in terms of social and historical processes.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

LING

Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[LING-PO2] Explain and analyze structure and function in the English language system at multiple linguistic levels.
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Academic Discourse for International Students

Goal 1	Students will have increased proficiency in applying sentence-level strategies while reading for comprehension, summarizing, and paraphrasing.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Students will have increased proficiency in applying knowledge of sentence structure to producing fluent and accurate academic writing.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will have increased proficiency in consistently utilizing appropriate vocabulary acquisition strategies.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will have increased proficiency in attending to the message in academic lectures and contributing to class discussion.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Describe the variety and complexity of grammatical constructions in discourse and authentic texts.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Explain the communicative/functional features of grammatical constructions in discourse and authentic texts using appropriate linguistic principles.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Apply the syntactic principles of punctuation to explanations of simple and multicausal sentences.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Linguistics in the Digital Age

Goal 1	Locate existing corpora, gather data using methods of concordancing, collocations, and statistical comparisons, and draw principled conclusions.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Explain the effects of corpus design and corpus approaches on the data and conclusions that can be drawn from corpus linguistics as well as the strengths and limitations of corpus methods.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Explain examples of how corpora have been used for a wide variety of linguistic investigations.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Create and annotate a corpus for their own data-driven research and explain the strengths and limitations of their conclusions.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate knowledge of TEFL theory and practice to evaluate teacher and student performance in an ELL class.
G1 Alignment	[*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.
Goal 2	Produce original lesson plans for an ELL class and teach at least one lesson of at least 20 minutes.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze and report on the English language proficiency and developmental needs of an ELL student.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Create and annotate a corpus for their own data-driven research and explain the strengths and limitations of their conclusions.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

MTH

MTH 105 Submitted by Breeann Flesch

11/20/2016

Introduction to Contemporary Mathematics

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of real-world applications
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand basic probability and statistics, formulas related to personal finance, and methods of problem solving
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of real-world applications
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand the use of percent, proportions and rates in solving real-world problems
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Students will understand and use polynomial, exponential, logarithmic, and power families of functions and develop regression and modeling of real-world problems with these functions
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of data
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand and use polynomial, rational, exponential, logarithmic, and power families of functions, develop regression and modeling with these functions, and understand and use inverse functions
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will draw reasonable and appropriate conclusions from quantitative analysis of data
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand a working definition of function, understand and use trigonometric functions from the right triangle, circular, and coordinate points of view, understand and use inverse trigonometric functions, be able to represent trigonometric
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Foundations of Elementary Mathematics I

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will be able to express quantitative evidence in support of an argument or purpose of the work
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand problem solving, sets and reasoning, whole numbers, number theory, and integers and fractions
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will be able to express quantitative evidence in support of an argument or purpose of the work
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand decimal models, operations and number properties, data analysis, probability and statistics and basic algebra
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Foundations of Elementary Mathematics III

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will be able to express quantitative evidence in support of an argument or purpose of the work
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will understand functions, plane figures, polygons and tessellations, space figures, symmetric figures, systems of measurement, area and perimeter, volume and surface area, congruence and constructions, congruence mappings and similarity mappings
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will understand analysis of algorithms, sequences and strings, enumeration, matrix algebra, and systems of linear equations
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will understand and use exponential, logarithmic, and discrete families of functions
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will understand analysis of algorithms, sequences and strings, enumeration, matrix algebra, and systems of linear equations
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will understand and use exponential, logarithmic, and discrete families of functions
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Probability and Statistics

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will draw reasonable and appropriate conclusions from quantitative analysis of data
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will understand descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions, hypothesis testing, point and interval estimation
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify and research a relevant topic in secondary mathematics education.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Demonstrate an advanced perspective on some aspect of secondary mathematics
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate effective written communication of mathematical concepts.
G3 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Demonstrate an advanced perspective on some aspect of secondary mathematics
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate effective oral communication of mathematical concepts.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Proof

Goal 1	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Students will demonstrate skill in basic proof techniques including direct proof, proof by contradiction, proof by cases, and proof by mathematical induction
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will intuitively understand and have a working knowledge of the notions of injectivity and surjectivity of functions, and of the notions of reflexivity, symmetry, antisymmetry, and transitivity for relations
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of limits, will understand how to calculate limits numerically, graphically, and algebraically, and will understand the definition of the derivative of a function
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will understand and be able to implement techniques for finding derivatives numerically, graphically, by using limits and rules and technology, and will be able to apply the notion of derivatives to solve real-world problems
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of the area problem, an intuitive understanding of, and working knowledge of, the definitions of indefinite and indefinite integral and of both versions of the Fundamental Theorem of Calculus
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will be able to implement techniques for finding antiderivatives and be able to apply the notions of definite and indefinite integral to solve real-world problems
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of the area problem, an intuitive understanding of, and working knowledge of, the definitions of indefinite and indefinite integral and of both versions of the Fundamental Theorem of Calculus
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will be able to implement techniques for finding antiderivatives and be able to apply the notions of definite and indefinite integral to solve real-world problems
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of limits, will understand how to calculate limits numerically, graphically, and algebraically, and will understand the definition of the derivative of a function
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will understand and be able to implement techniques for finding derivatives numerically, graphically, by using limits and rules and technology, and will be able to apply the notion of derivatives to solve real-world problems
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Calculus III - Sequences and Series

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will understand the notions of convergence and divergence of sequences and of series, will determine whether given sequences converge or diverge using definitions and/or theorems, and will exhibit rudimentary skill in the use of definitions and t
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will find the radius of convergence and interval of convergence of various power series using definitions and/or theorems, will use definitions and/or theorems to determine the power series representation of a given function, and use Taylor and M
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G2 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 3	Students will be able to explain under what conditions a system of linear equations is inconsistent / underdetermined / has a unique solution, be familiar with the concepts of vectors, determinants, and matrix algebra, be able to use elimination to solve
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will understand orthogonality of spaces and projections, and be able to perform Gram-Schmidt orthogonalization and QR-factorization, be able to find the closest approximation to a solution of a linear system when the system has no solution, and b
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate effective written communication of mathematical concepts
G1 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 2	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G2 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 3	Students will read and understand selected primary sources (in English translations, if necessary)
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will know the facts (people, dates, contributions) surrounding selected mathematical themes
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify and research a relevant topic in mathematics
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Demonstrate an advanced perspective on some aspect of mathematics
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Students will demonstrate effective written communication of mathematical concepts
G3 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Senior Project II

Goal 1	Demonstrate an advanced perspective on some aspect of mathematics
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate effective oral communication of mathematical concepts
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

MTH

Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[*D] Diversity
Goal 2	X
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provides accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands recurrence relations and applications to analysis of algorithms, the basics of graph theory, properties of graphs, network models and relevant algorithms, and combinatorial circuits and properties
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Discrete Mathematics

Goal 1	Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Understands sets, relations, functions, enumeration, mathematical induction and graph theory
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Mathematical Probability

Goal 1	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Understands the axioms of probability, deterministic and probabilistic modeling, continuous and discrete probability distributions, and conditional probability
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Understands mean, variance, standard deviation, expected value, various probability distributions, and the Central Limit Theorem
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Understand logical operators and sets, enumeration and an introduction to graph theory
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of data
G3 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 4	Students will explore the basics of algebraic structure, expressions and equations with an emphasis on problem solving and hands on activities
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Manipulatives in Mathematics

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will explore using hands-on manipulatives to illustrate K - 8 mathematics
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will focus on planning and presenting effective lessons on K - 8 mathematics
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Historical Topics In Mathematics for Middle School Teachers

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will study famous mathematicians through various readings and explore topics appropriate for middle school students connected to these mathematicians
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Abstract Algebra for Middle School Teachers

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will understand the meaning of and have some appreciation for "abstraction" in mathematics
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Group Theory

Goal 1	1. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	2. Demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	3. Demonstrate a thorough understanding of groups and subgroups, especially permutation, cyclic and modular groups. Understand isomorphisms and applications.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate an understanding of rings, factor rings, ideals, integral domains, and fields. Be able to work easily with homomorphisms, matrix and polynomial rings.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Group Theory

Goal 1	Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate a thorough understanding of groups and subgroups, especially permutation, cyclic and modular groups. Understand isomorphisms and applications.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate an understanding of rings, factor rings, ideals, integral domains, and fields. Be able to work easily with homomorphisms, matrix and polynomial rings.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Number Theory

Goal 1	Demonstrate the effective use of proof-based skills to solve a variety of number-theoretic problems.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate deep understanding of properties of integers including the division and Euclidean algorithms, Diophantine equations, prime numbers and congruences.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate effective use of calculus concepts to represent and solve a variety of quantitative problems.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understand the concepts of derivative and integral and the applications to areas and optimization.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate the effective use of algebraic approaches to solve quantitative problems from authentic contexts.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Demonstrate effective written communication of mathematical concepts.
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Demonstrate an understanding of algebraic thinking and algebra in the middle school context.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Secondary Problem Solving

Goal 1	Demonstrate the effective use of a variety of secondary level problem solving approaches to solve quantitative problems from authentic contexts.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Develop an understanding of how various topics in advanced mathematics relate to secondary level mathematics.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate effective written communication of mathematical concepts.
G3 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Multivariate calculus

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of and a working knowledge of the graphs of functions of two variables, including the notions of partial derivatives, directional derivatives, and gradients, and will set up and evaluate integrals in two and t
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will reason geometrically in dimensions higher than two, will have an intuitive understanding of and a working knowledge of vectors, vector algebra, and vector functions
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Multivariate calculus

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will have an intuitive understanding of and a working knowledge of the graphs of functions of two variables, including the notions of partial derivatives, directional derivatives, and gradients, and will set up and evaluate integrals in two and t
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will reason geometrically in dimensions higher than two, will have an intuitive understanding of and a working knowledge of vectors, vector algebra, and vector functions
G4 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Advanced Calculus III

Goal 1	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Students will have an intuitive understanding of, and a working knowledge of, the content of MTH 311 and 312 generalized to two or more dimensions
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Calculus I

Goal 1	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Students will have an intuitive understanding of, and a working knowledge of, the Completeness Axiom, the Archimedean Property of the set of real numbers, and of real sequences, series, and power series, and epsilon-delta proofs, and be able to employ var
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Calculus II

Goal 1	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Students will have an intuitive understanding of, and a working knowledge of, series of functions and the various applicable types of convergence, of differentiation laws, of the Mean value Theorem, and the notion of Darboux or Riemann integrability, and
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will be able to apply the notion of derivatives to solve real-world problems in business and social sciences
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Students will convert relevant information into various mathematical forms
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Students will be able to apply the notions of definite and indefinite integral to solve real-world problems in business and social sciences
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intro to Numerical Analysis

Goal 1	Provides accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands root finding, interpolation, approximation of functions, numerical integration and differentiation, related error analysis, and relevant algorithms
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provides accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands optimization of functions with linear constraints, convex sets, solving problems using simplex method, the concept of duality, and relevant algorithms
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Geometry for Elementary Teachers

Goal 1	1. Demonstrate the ability to provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	2. Demonstrate the ability to draw reasonable and appropriately qualified conclusions from geometric structures
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	3. Demonstrate understanding of Measurement; Structure and properties of 2-D Geometric Figures; Finding Unknown Angles; Deductive Geometry; Perimeter and Area; The Pythagorean Theorem; Similarity; Volume and Surface Area
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Elementary Problem Solving

Goal 1	1. Demonstrate the effective use of a variety of problem solving approaches to solve quantitative problems from authentic contexts
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	2. Demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	3. Understand the key components of different problem solving strategies and effective approaches for developing these skills in elementary school students
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Experimental Probability & Statistics for Middle School Teachers

Goal 1	1. Demonstrate the ability to convert relevant information into various mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	2. Demonstrate the ability to draw reasonable and appropriate conclusions from quantitative analysis of data
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	3. Demonstrate the ability to effectively use technology for data collection and descriptive and inferential statistics with emphasis on hypothesis testing through laboratory experiments, simulations and applications
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Geometry for Middle School Teachers

Goal 1	1. Demonstrate the ability to provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	2. Demonstrate the ability to draw reasonable and appropriately qualified conclusions from geometric structures
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	3. Demonstrate effective written communication of mathematical concepts
G3 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 4	4. Develop an understanding of how various topics in measurement and geometry relate to elementary and middle level mathematics
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Probability and Statistics for Elementary and Middle School Teachers

Goal 1	Demonstrate the ability to provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Demonstrate the ability to convert relevant information into various mathematical forms - PG1 and QL
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Demonstrate an understanding of data collection, variables, sampling, how to represent data, measures of center and spread, use of technology to process sets of data, z-scores, and the Central Limit Theorem
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Discrete Mathematics for Elementary and Middle School Teachers

Goal 1	Demonstrate the ability to provide accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Develop an understanding of how various topics in advanced mathematics relate to secondary level mathematics.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Demonstrate effective written communication of mathematical concepts.
G3 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems
G1 Alignment	[PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.
Goal 2	Students will demonstrate effective written communication of mathematical concepts
G2 Alignment	[*W, PO3] Demonstrate effective written communication of mathematical concepts.
Goal 3	Students will have an intuitive understanding of, and a working knowledge of Jordan Canonical Form, the Spectral Theorem, the Polar, Singular Value, and Eigenvalue Decompositions, matrix norms, the pseudo-inverse, linear operators, and inner-product spac
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provides accurate explanations of information presented in mathematical forms
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Demonstrate an understanding of solution techniques for first and second order differential equations, be familiar with qualitative tools for linear equations, nonlinear equations, and applications.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Mathematical Modeling

Goal 1	Provides accurate explanations of information presented in mathematical forms.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal (PO1 and QL)
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands the theory of dimensional analysis and similitude along with qualitative aspects of mathematical models.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Mathematical Statistics

Goal 1	Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal.
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands functions of random variables, point estimation, interval estimation, hypothesis tests, ANOVA analysis, and the Central Limit Theorem.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provides accurate explanations of information presented in mathematical forms.
G1 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 2	Completely converts relevant information into an appropriate and desired mathematical portrayal.
G2 Alignment	[*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.
Goal 3	Understands standard computations in numerical linear algebra.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

MUE etc

MUE 318 Submitted by Tom Bergeron

12/01/2016

Music for the Classroom Teacher

Goal 1	Students will develop general music skills.
G1 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 2	Students will in expectation that you will use these skills to integrate music into your classroom curriculum.
G2 Alignment	[UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.
Goal 3	Students will demonstrate knowledge of music vocabulary and common terms.
G3 Alignment	[ECS-PO3] Demonstrate evidence of appropriate content knowledge, skills, and dispositions needed to provide quality care and early education for all young children(birth-4th grade) and their families. (PS)
Goal 4	Students will demonstrate the use of the Orff-Schulwerk process of imitation, exploration and improvisation.
G4 Alignment	[ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families. (PS)
Goal 5	Students will connect arts integration pedagogy with their past and present educational experiences.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Introduction to Orff-Schulwerk

Goal 1	Students will understand fundamental principles of the Orff-Schulwerk approach.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will be able to design simple music lessons for general music classes.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to teach simple music lessons to a general music class.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will have a nuanced understanding of the Off-Schulwerk approach.
G1 Alignment	[*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.
Goal 2	Students will be able to design music lessons for a wide range of general music classes.
G2 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 3	Students will be able to teach music lessons that include vocal and instrumental skills to a wide range of general music classes.
G3 Alignment	[*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Upon completion of the course, the student will demonstrate artistic proficiency through performance on flute or clarinet. Whether students pursue careers in performance, composition, writing, production, research or teaching, performing to an acceptable level on flute and clarinet (or oboe, bassoon or saxophone for flute or clarinet majors) is a distinct advantage (especially for band/orchestra directors) and an essential part of his/her musical and professional credentials.. Progress, skill development and understanding are verified and assessed through weekly playing tests on assigned material.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Upon completion of the course, the student will Demonstrate a basic knowledge of teaching procedures and techniques for all woodwind instruments.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Demonstrate a basic knowledge of recommended books and materials used in teaching woodwind instruments and recommended brands of instruments for beginning, intermediate and advanced students.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Early Music Consort

Goal 1	<ul style="list-style-type: none"> Knowledge of repertoire from the Renaissance and Baroque periods
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	<ul style="list-style-type: none"> Ability to apply historically-informed performance practice techniques
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	<ul style="list-style-type: none"> Knowledge of the role of specific repertoires in European culture
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Orquestra Brasil

Goal 1	Students will be able to perform music in common Brazilian genres
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to identify stylistic elements of common Brazilian genres
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will build a repertoire of Brazilian music works
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	Students will understand how to build an arrangement from a lead sheet
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	Students will be able to create their own part within a group arrangement
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	Students will be able to improvise in a variety of harmonic contexts
G6 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Primary ULO	See Course Goal 2.

Percussion Ensemble

Goal 1	<ul style="list-style-type: none"> Develop an understanding and mastery of advanced percussion techniques and concepts on a range of western and non-western percussion instruments.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	<ul style="list-style-type: none"> Improve and heighten chamber music performance techniques.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	<ul style="list-style-type: none"> Develop an understanding of the range of percussion repertoire in various styles from the early 20th century to the present.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	<ul style="list-style-type: none"> Improve their understanding of rhythm, pitch dynamics, phrasing and musical touch.
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Percussion Ensemble

Goal 1	<ul style="list-style-type: none"> Develop an understanding and mastery of advanced percussion techniques and concepts on a range of western and non-western percussion instruments.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	<ul style="list-style-type: none"> Improve and heighten chamber music performance techniques.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	<ul style="list-style-type: none"> Develop an understanding of the range of percussion repertoire in various styles from the early 20th century to the present.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	<ul style="list-style-type: none"> Improve their understanding of rhythm, pitch dynamics, phrasing and musical touch.
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Brass Ensemble

Goal 1	Students will be able to perform music from the standard brass quintet repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to identify various stylistic elements, related to the music being performed.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will develop an understanding of the potential performance roles of the brass quintet in society (concerts, arts support in the schools, weddings, social gatherings, etc.).
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to perform music from the standard brass quintet repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to identify various stylistic elements, related to the music being performed.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will develop an understanding of the potential performance roles of the brass quintet in society (concerts, arts support in the schools, weddings, social gatherings, etc.).
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will understand how music can support athletic events
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will know and be able to perform a significant repertoire of drum cadences in a characteristic manner
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to function as part of a small ensemble with professional standards
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will understand how music can support athletic events
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will play music from a variety of genres in a generically-informed manner
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to function as part of a small ensemble with professional standards
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to perform compositions from a wide variety of genres in a generically-informed manner
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will understand how to arrange music for a guitar ensemble
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will be able to create their own parts independently through experimentation and improvisation
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Western Hemisphere Voices (changing to Western Oregon Voices)

Goal 1	Students will be able to perform songs from a wide variety of genres in a generically-informed manner
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to sing independent parts within a group performance setting
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will understand how to rehearse and otherwise prepare a vocal group for performance
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Western Hemisphere Orchestra

Goal 1	Students will be able to perform music from a wide variety of genres in a generically-informed manner
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to play independent parts within a group performance setting
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will understand how to rehearse and otherwise prepare an instrumental group with rhythm section for performance
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Jazz Repertoire Combo

Goal 1	Students will be able to perform iconic examples from the jazz repertoire in a generically-informed manner
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to improvise in a variety of classic jazz contexts
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will understand the role of their instrument/voice in a jazz context
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to compose for a small improvising ensemble
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be able to improvise in a wide variety of compositional contexts
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to play independent parts within a group performance setting
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Singer/Songwriter Combo

Goal 1	Students will be able to compose songs for intimate ensemble performance
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be able to sing and/or accompany original songs
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will understand how a small group can collaborate to create arrangements of original material
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Chamber Singers

Goal 1	Students will be able to perform songs from a wide variety of genres in a historically-informed manner
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will be able to sing independent parts within a group performance setting
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will understand how to rehearse and otherwise prepare a vocal group for performance
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

opera scenes

Goal 1	Students will be able to perform songs, arias and ensembles from a the standard repertoire in a generically-informed manner
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will be able to sing independent parts and stage movement within a group performance setting
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will understand how to rehearse and otherwise prepare within a cast for a performance
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Performance of historically recognized repertoire at a high level or artistry
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Increase inter-cultural awareness through the selection of non European music at times
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	work as a team of dedicated collaborators to achieve a professional level performance
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

opera scenes

Goal 1	work as a creative team to present a highly sophisticated theatrical production
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Learn acting and stage deportment appropriate to the operatic genre for stylistically accurate performance
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	refine singing skills appropriate to this genre with primary regard to tone production and breath management
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Musical Theatre: Vocal

Goal 1	Research the play and determine advanced characterization concepts
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Refine acting and dance skills appropriate to the music theatre genre
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	learn about the use of kinesthetics as a performing tool
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

musical theatre: instrumental

Goal 1	understand the historical context of the work to be performed
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	learn and apply instrumental performing techniques appropriate to the musical theatre genre
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Learn to function as a creative teamwork member while solving problems or challenges faced in the course of the production rehearsal period
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Upon completion of the course, the student will perform serious symphonic music literature accurately in appropriate styles. Whether students pursue careers in performance, composition, writing, production, research or teaching, performing to an acceptable level and being proficient to deal with basic musical issues is an essential part of his/her musical and professional credentials. Many of the basic elements of music performance are best dealt with in an ensemble setting: rhythmic pulse and counting, matching pitch and balance are all daily challenges in symphony orchestra. In addition, symphony orchestra deliberately addresses the music of the acknowledged great master composers, providing an opportunity to experience and develop at an especially high level. Progress, skill development and understanding are verified and assessed through weekly playing tests on assigned material.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Upon completion of the course, the student will demonstrate an awareness of the role the arts in society, having performed a variety of musical styles in a variety of venues and situations, .
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Upon completion of the course, the student will solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus. Much of the work in this course is done in small student-led groups. This provides the opportunity
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Wind Ensemble

Goal 1	Upon completion of the course, the student will demonstrate artistic proficiency through performance on his/her instrument. Whether students pursue careers in performance, composition, writing, production, research or teaching, performing to an acceptable level and being proficient to deal with basic musical issues is an essential part of his/her musical and professional credentials. Many of the basic elements of music performance are best dealt with in an ensemble setting: rhythmic pulse and counting, matching pitch and balance are all daily challenges in symphony orchestra. In addition, wind ensemble deliberately addresses quality music of all genres, providing an opportunity to experience and develop broadly and at an especially high level. Progress, skill development and understanding are verified and assessed through weekly playing tests on assigned material.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Upon completion of the course, the student will demonstrate an awareness of the role the arts in society, having performed a variety of musical styles in a variety of venues and situations,
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Upon completion of the course, the student will solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus. Much of the work in this course is done in small student-led groups. This provides the opportunity
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

University Band

Goal 1	Upon completion of the course, the student will demonstrate appropriate proficiency through performance on his/her instrument. The main purpose of the course is to provide non-music majors with moderate playing skills a place to continue participate in making music. Assessment will be based on attendance and effort.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Upon completion of the course, participating music majors will demonstrate progress in playing a secondary instrument.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Upon completion of the course, participating conducting students will demonstrate enhanced baton technique and rehearsal skills.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

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X

Submitted by X

1/31/2017

Goal 1	X
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	X
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	X
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	build a memorized repertoire drawn from a variety of American Vernacular Music (AVM) genres
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	transcribe and perform transcriptions of improvised performances by a variety of AVM artists
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	perform and improvise on a variety of AVM themes with generically-informed sound and style
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Learn vocal production techniques in the areas of: vowel and consonant formation, breath management, body alignment, resonance and vocal registration.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Learn and apply principals of Alexander Technique and Body Mapping to singing.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Learn interpretative skills in classical, Broadway and jazz repertory.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	play with a characteristic sound
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	play level-appropriate scales and arpeggios
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	play level-appropriate repertoire in a generically informed manner
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

American Vernacular Studies

Goal 1	build a memorized repertoire drawn from a variety of American Vernacular Music (AVM) genres
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	transcribe and perform transcriptions of improvised performances by a variety of AVM artists
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	perform and improvise on a variety of AVM themes with generically-informed sound and style
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Play, sing, compose, conduct, or audio-produce in a manner consistent with standards set by the instructor
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Articulate and demonstrate fundamental concepts of the student's medium
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Build a repertoire, portfolio, or demo reel
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Instrumental Performance

Goal 1	Students will be able to play with a characteristic sound
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to play level-appropriate scales and arpeggios
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to play level-appropriate repertoire in a generically informed manner
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Applied Music: Composition

Goal 1	Students will compose music utilizing standard and contemporary forms.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will orchestrate music idiomatically for the five instrument families.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will analyze composition techniques utilized in their compositions.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	creatively examine the history of songs performed
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	compare historical performance practices
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	students are taught skills to function in professional settings in the field
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Creative analysis of performance practice models
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Explore the cultural contexts of music being learned and performed
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	learn performing skills at an adequate level suitable for public performances
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will have an understanding of proper vocal technique
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will have an understanding of appropriate vocal style for different songs
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will have an understanding of the anatomy of the vocal mechanism
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	To recognize and identify various rock music styles and the historic importance of these styles.
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	To understand some of the basic technical/musical structures of rock music.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	To gain an aural and intellectual understanding of the evolution of rock styles.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	To understand rock music as a form of social commentary and a mirror of the society for which it emanates.
G4 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 5	To increase the students skills in reading, research, composition, and presentation.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Popular music in America

Goal 1	At the conclusion of the History of American Popular music students will demonstrate in depth knowledge of the many styles of American pop
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will be able to identify different elements of diversity in the creation of American music.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will be able to analyze and critique performances and recordings of American popular music.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	At the conclusion of Jazz History students will demonstrate in depth knowledge of many styles of jazz.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will be able to identify different elements of diversity in the creation of jazz.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will be able to analyze and critique jazz performances and recordings.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Beginning musicianship

Goal 1	At the conclusion of Beginning Musicianship students will demonstrate in depth knowledge of music notation
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to identify different elements of basic musical concepts such as tonality, harmony and key signatures.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to analyze harmonic structures in simple musical forms.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Ethnomusicology I

Goal 1	students will grow in understanding and knowledge of the many diverse cultures, beliefs, traditions, histories and heritages as experienced through music
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	students will become familiar with individual artists and their work, demonstrated through aural recognition
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	students will demonstrate the ability to write in an academic style about the discipline of ethnomusicology
G3 Alignment	[*W] Writing
Goal 4	students will possess and demonstrate an awareness of the various roles of music in the global society
G4 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Ethnomusicology II

Goal 1	To produce an ethnomusicology fieldwork project
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	To recognize different cultures through their musics
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	To think critically about music's role in the global society
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Understand basic issues about performance anxiety in musicians
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	<ul style="list-style-type: none"> Have the skills needed to develop a portfolio for graduation*
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	<ul style="list-style-type: none"> Comprehend the path to becoming a public school music teacher
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Women in Music

Goal 1	students will possess and demonstrate an awareness of the various roles of women in musical arts in the global society
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	students will grow in understanding and knowledge of the many diverse cultures, beliefs, traditions, histories and heritages as expressed by women in music
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	students will become familiar with women's contributions and activism through music, including aural recognition of individual artists and their work.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	To learn the basic elements of music appreciation through the works of W.A Mozart
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	To learn the basic elements of enlightenment philosophy during Mozarts time to give the music content a broader social perspective
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Integregation of music and philosophical principals into a final written or creative project
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will understand basic elements of tonal music, including scales, intervals, keys, triads, and chord function.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to play simple scale and chord patterns on the keyboard in multiple keys.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to sing simple scale and chord patterns, using solfège.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	Students will be able to identify basic tonal structures by ear.
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	Students will be able to execute notated rhythms.
G5 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 6	Students will be able to transcribe simple rhythms from aural examples.
G6 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Primary ULO	See Course Goal 1.

Goal 1	gain knowledge about live performance through observation
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	participate in the WOU community of musicians
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	broaden their familiarity with a wide variety of repertoire
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Senior Recital

Goal 1	design a recital performance
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	prepare and produce a performance
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	perform selected repertoire in a generically-informed manner, at a level consistent with or approaching professional standards
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	design a recital performance
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	prepare and produce a performance
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	perform selected repertoire in a generically-informed manner, at a level approximating professional standards
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to write song lyrics.
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be able to set text to rhythm.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be familiar with a range of songwriting strategies.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	Students will be able to encode and decode chord symbols.
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	Students will understand principles of analysis for contemporary harmonic practices.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Music History II

Goal 1	1) At the end of the course students will be familiar with the most important composers, theorists, and musical genres from the 18th and 19th centuries.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Upon completion of the course students will understand how social, cultural, political, and economic factors shaped the music of the Enlightenment and the Romantic era
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	3) At the end of the course students will have a basic understanding of 18th and 19th century performance practices.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	4) Upon completion of the course students will understand the aesthetic values and stylistic parameters of Classic and Romantic period music.
G4 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 5	5) At the end of the term students will be able to identify the defining characteristics of music from the 18th and 19th century through listening or score analysis.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	6) Upon completion of the course students will have learned strategies for writing an effective musical analysis.
G6 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Primary ULO	See Course Goal 5.

Goal 1	Students will develop a heightened awareness of the role of music and the arts in contemporary society.
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will write about music and culture in a voice informed by current trends in music criticism and analysis.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will refine their own professional goals, while reflecting on what post-graduation steps they may take to achieve them.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Music Theory I

Goal 1	Analyze musical examples that incorporate basic musical concepts such as tertian harmony, meter, rhythm, harmonic progressions, and cadences.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Articulate basic musical concepts verbally and in writing.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Apply basic musical concepts in notated examples.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze musical examples that incorporate advanced musical concepts such as classical forms, chromatic harmony, and modulation.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Articulate advanced musical concepts verbally and in writing.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Apply advanced musical concepts in notated examples.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	play a single-stroke roll
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	play a double-stroke roll
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	play simple grooves with even and swing 8th-notes using three limbs, while maintaining a steady tempo for 32 measures of 4/4 time
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	play simple rhythms with the left hand, while maintaining an ostinato with both feet
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Goal 1	play a paradiddle, beginning with either hand
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	play even 16th-notes on the snare, with accents, while maintaining an ostinato with both feet
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	play simple rhythms with the left hand, while maintaining a simple groove with even and swing 8th-notes using three limbs
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	mark phrase endings while maintaining a steady groove through 64 measures
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Drumset Proficiency III

Goal 1	play a variety of 4-limb grooves in even and swing 8th-notes
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	hold a steady tempo
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	mark phrases
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	play simple fills
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	play snare rhythms while maintaining a groove
G5 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to direct an ensemble that includes rhythm section and improvisation.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will understand the role of a rhythm section in large and small ensembles.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will be familiar with common American vernacular genres that typically utilize notated scores and parts.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Music History I

Goal 1	1) At the end of the course students will be familiar with the most important composers, theorists, and musical genres from the early Middle Ages through the 17th century.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Upon completion of the course students will understand how social, cultural, political, and economic factors shaped the music of the Middle Ages, the Renaissance, and the Baroque period.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	3) At the end of the course students will have a basic understanding of 16th and 17th century performance practices.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	4) Upon completion of the course students will understand the aesthetic values and stylistic parameters of Medieval, Renaissance and Baroque music.
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	5) At the end of the term students will be able to identify the defining characteristics of music from the Medieval period through the 17th century through listening and/or score analysis.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	6) Upon completion of the course students will have learned strategies for writing an effective musical analysis.
G6 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Primary ULO	See Course Goal 5.

Goal 1	play with a characteristic sound
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	play level-appropriate scales and arpeggios
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	play level-appropriate repertoire in a generically informed manner
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

History of American Vernacular Music I

Goal 1	Students will be able to identify the work of iconic artists working in the vernacular traditions in North America and Brazil from about 1850 to the present.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

History of American Vernacular Music II

Goal 1	Students will be able to identify the work of iconic artists working in the vernacular traditions in North America and Brazil from about 1850 to the present.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

History of American Vernacular Music III

Goal 1	Students will be able to identify the work of iconic artists working in the vernacular traditions in North America and Brazil from about 1850 to the present.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Contemporary Readings in Music

Goal 1	Students will be able to articulate, verbally and in writing, a coherent philosophy of musicking.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will understand how musical genres can originate, evolve, and be policed; and what functions they may serve in reflecting and influencing notions of social and personal identity.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will be able to reflect on their own generic preferences and expertise in the context of a broad view of music as part of the human experience.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Music Theory II

Goal 1	Analyze musical examples that incorporate intermediate musical concepts such as voice-leading, phrases, non-chord tones, and secondary key areas.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Articulate intermediate musical concepts verbally and in writing.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Apply intermediate musical concepts in notated examples/complete composition.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Songwriting II

Goal 1	Students will understand principles of melodic organization.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to set text to melody.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will be familiar with a range of songwriting strategies.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	Students will be able to encode and decode chord symbols.
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	Students will be able to use tools of analysis for contemporary melodic and harmonic practices.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to construct effective harmonic progressions.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to set melody to harmony and vice-versa.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will be familiar with a range of songwriting strategies.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	Students will be able to encode and decode chord symbols.
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	Students will be able to use tools of analysis for contemporary melodic and harmonic practices.
G5 Alignment	[*IA] Inquiry & Analysis
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Improvisation

Goal 1	Students will be able to improvise alone and in a group setting.
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be able to improvise within simple musical structures.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will command basic tonal materials, including major scale modes and triads.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to carry out research into focused educational topics.
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be effective teachers in their field of expertise.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to articulate a sound philosophy of education.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Demonstrate comprehensive understanding of audio signal flow in digital audio workstations
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Demonstrate ability to record, edit, and mix audio with Logic Pro X
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Complete a 3-4 minute multi-track audio production in a style of the student's choice
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> demonstrate strategies for promoting careers in music as performers, composers, writers, producers and teachers.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	<ul style="list-style-type: none"> Demonstrate an awareness of personal strengths and weaknesses as aspiring professional musicians.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	<ul style="list-style-type: none"> Demonstrate understanding of music copyright and publishing revenue streams
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Ability to mix a 24-track recording in Logic Pro X
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Ability to edit music and sound design for video using SMPTE time code
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Create original music and sound design for a 30-second television commercial
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to demonstrate dramatic underscoring techniques
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will be able to intellectually critique existing music for film and television
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will be able to mix and master the final phase of a post-production project
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	Students will understand the composer's role in scoring music for multimedia productions
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will demonstrate their ability to transcribe specific film cues
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will demonstrate a working knowledge of music technology utilized in creating music for film and television
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to demonstrate dramatic underscoring techniques
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will demonstrate basic midi implementation in music digital audio software.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will create underscore music for RTVF advertisements.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will be able to mix and master the final phase of a post-production project
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will • recognize the relationship of scales, modes, and chord types
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will compose music utilizing basic jazz voice-leading techniques.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will compose music utilizing altered dominant chords and tritone substitutions.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	Students will • compose music utilizing appropriate nomenclature.
G4 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Jazz Arranging I

Goal 1	Students will • compose music utilizing standard song form and blues for jazz ensemble.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will compose music utilizing appropriate nomenclature.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will demonstrate basic orchestration principals of the jazz ensemble
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Jazz Arranging II

Goal 1	Students will demonstrate appropriate use of backgrounds, solo sections, and shout sections.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will demonstrate fluid melodic writing in the jazz style.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will compose a complete work for a standard 16-piece big band.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will analyze the orchestration techniques of solo, chamber, and large-ensemble works that comprise members of the woodwind and brass families spanning the 18th, 19th, 20th, and 21st Centuries
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will demonstrate fundamental knowledge of range, registration, transposition and articulation principles of the woodwind and brass families
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will articulate the role and function of instruments in context of their sections for standard music genres.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will analyze the orchestration techniques of solo, chamber, and large-ensemble works that comprise members of the string family spanning the 18th, 19th, 20th, and 21st Centuries
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will demonstrate the application of orchestration techniques by transcribing, arranging, and composing music excerpts for the string family
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will articulate the role and function of instruments in context of their sections for standard music genres
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will analyze the orchestration techniques of solo, chamber, large-ensemble, and American vernacular works that comprise members of the percussion and voice families that span the 18th, 19th, and 20th Centuries.
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will demonstrate the application of orchestration techniques by transcribing, arranging, and composing music excerpts for the percussion family
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will demonstrate fundamental knowledge of range, registration, articulation principles of the percussion and voice families.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Music Theory IV: Chromatic Harmony

Goal 1	Students will be able to write and analyze music in any style period, with special emphasis on the late romantic and 20th-century styles.
G1 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 2	Students will develop further keyboard skills, including simple chording, various progressions, and open score reading.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will demonstrate the ability to write rhythms, melodies, and harmonies from dictated examples.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Music Theory V: Post-Tonal Systems

Goal 1	Students will • demonstrate the application of contemporary composition techniques in student composition excerpts
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will • explain the historical setting that lead to the development of specific composition techniques.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will analyze composition techniques of the 20th century.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate fundamental music notation rules and principles in both the analog and digital domains.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will demonstrate proper use of page and score layouts in both the analog and digital domains
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will create lead sheets and/or basic parts and chamber-ensemble sized scores in both the analog and digital domains
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will learn to read and write music
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will learn the fundamentals of music organization
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Students will develop analytical listening
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	Students will learn the basic of recorder playing.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

History of American Popular Music

Goal 1	Learning Outcomes for History of American Popular Music Students are expected to become moderately literate in the subject of American popular music through lectures, which include listening to recordings and watching videos in class, reading the text and listening to recordings. 6 album reviews are required as home work. A midterm and a final exam are taken by the students on which they are asked to identify songs from a choice of 75 artists in a variety of styles. The album reviews cultivate analytical listening and writing with discerning expressivity. Music Department Program Outcomes (POs) and WOU Undergraduate Learning Outcomes (ULOs): At the conclusion of the History of American Popular music students will demonstrate in depth knowledge of the many styles of American pop. Students will be able to identify different elements of diversity in the creation of American music. Students will be able to analyze and critique performances and recordings of American popular music.
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Students will be able to identify different elements of diversity in the creation of American music.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to analyze and critique performances and recordings of American popular music.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	6 album reviews are required as home work.
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

History of Jazz

Goal 1	Students are expected to become moderately literate in the subject of jazz history through lectures, which include listening to recordings and watching videos in class, reading the text and listening to jazz recordings
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	At the conclusion of Jazz History students will demonstrate in depth knowledge of many styles of jazz.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to identify different elements of diversity in the creation of jazz. Students will be able to analyze and critique jazz performances and recordings.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	6 CD reviews are required as home work. A midterm and a final exam are taken by the students on which they are asked to identify songs from a choice of 30 jazz artists in a variety of styles. The CD reviews cultivate analytical listening and writing with
G4 Alignment	[*W] Writing
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify Intervals, Scales and Chord Qualities by listening and write them down correctly
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Sing a simple melody on sight
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Read a simple rhythm aloud on sight
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Identify a chord progression including all diatonic chords in root position
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Identify and be able to write down a melody
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Read a simple melody and rhythm aloud on sight
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Aural Skills III

Goal 1	1) Identify a chord progression including all diatonic chords in root position, first inversion or second inversion, including close modulations
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Identify and be able to write down a melody that includes all diatonic chords
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	3) Read a simple melody and rhythm aloud on sight
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Aural Skills IV

Goal 1	1) Identify a chord progression including Secondary Dominant Chords, Inversions of the V Chord, Inversions of the ii Chord, Inversions of the vii Chord by listening and writing it down correctly
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Sing a melody and read a rhythm aloud on sight
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	3) Listen to a melody or rhythm and write it down correctly
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1) Identify a chord progression including secondary dominant chords, inversions of the V chord, inversions of the ii chord, inversions of the vii chord, Neapolitan chords, modulations and Augmented Sixth chords by listening and writing the progression down correctly
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Sing a melody and read a rhythm aloud on sight
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	3) Listen to a melody or rhythm and write it down correctly
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Aural Skills VI

Goal 1	1) Identify a chord progression including secondary dominant chords, inversions of the V chord, inversions of the ii chord, inversions of the vii chord, Neapolitan chords, modulations and Augmented Sixth chords by listening and writing the progression down correctly
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	2) Sing a melody and read a rhythm aloud on sight
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	3) Identify scales including diminished, whole tone, pentatonic, church modes, modes of the harmonic minor and major, modes of the melodic minor
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	4) Listen to a melody or rhythm and write it down correctly
G4 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Performance Anxiety for Musicians

Goal 1	To become more fluent in creating music at a high level
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	To understand the causes and effects of anxiety in performance
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will learn solutions for individual use for performing
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Accompanying

Goal 1	Students will study the standard repertoire for accompanying
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will become familiar with techniques for working with various instruments
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will perform in recitals to demonstrate the acquisition of the necessary skills.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will grow in understanding standard keyboard literature
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will be able to recognize composers and styles from the basic periods of music history.
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Students will be able to recognize standard keyboard literature by aural testing.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be introduced to keyboard skills.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will study rhythm and notation at the keyboard.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will gain in expertise in this first term of six to develop keyboard skills.
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to perform easy repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will harmonize simple melodies.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to transpose simple lines.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to sight read easy repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to sight read simple lead sheets.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will be able to demonstrate artistic interpretation.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will study solo keyboard repertoire.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will play standard keyboard technical studies.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be developing stylistic awareness at the piano.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to perform easy repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will develop more advanced keyboard technique.
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Students will be able to demonstrate artistic interpretation.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will be able to perform intermediate piano repertoire.
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Students will be able to pass the piano proficiency requirement.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will be able to demonstrate independent musical skill at the keyboard.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will grow in understanding standard keyboard pedagogy methods at the elementary level.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Students will grow in understanding standard keyboard pedagogy methods at the intermediate and advanced levels.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Students will demonstrate their understanding of the standard methods by teaching students in supervised settings.
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Learn principals of music theory and how they apply to the compositional style of Mozart
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Garner a basic understanding of the enlightenment philosophical movement and how it may apply to the music works of Mozart
G2 Alignment	[*W] Writing
Goal 3	Produce at final project (poster, script, musical composition or traditional term paper) that synthesizes
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Explore the anatomy of singing and be able to identify the most important parts of the body that contribute to singing
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	practice breath management skills and learn basics of kinesthetics related to singing
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	learn and perform literature recognized to be at the appropriate college level
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Refine breathing, alignment and kinesthetic skills learned in MUS 181
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	learn advanced solo vocal repertoire from the major stylistic genres recognized in a standard class voice curriculum as suggested by the NATS organization.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Learn valuable principles of how to maintain appropriate vocal health as regards diet, exercise and the utilization of the voice in everyday life.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Through the use of professionally recognized hand motions and gestures, be able to evoke the desired music affect needed in performance
G1 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 2	Learn about the kinesthseology of breathing and how that can be reflected by the conductor in rehearsal and performance situations.
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Learn the 200 most commonly used musical terms that are enountered by a conductor in a musical score
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Voice Culture

Goal 1	student learn and apply techniques of kinesthetics as pertinent to The Alexander Technique and Body Mapping
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Learn the effect of food, medication, use and physical environment and the effect of these on vocal health
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	learn the application of the International Phonetic Alphabet in the most common languages of singing, such as: English, French, German, Italian
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	overview and analysis of WEM historically significant literature for study and performance
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Active listening, in-class discussions and student presentations
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	actual preparation and performance of literature in class
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Vocal Pedagogy

Goal 1	Learn and label the important muscles, cartilages and skeletal structures that are employed in the act of singing
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Understand the range of etude and technique books and have a basic knowledge of the contents of the most recognized resources in the field
G2 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 3	Be able to select appropriate literature for developing singers
G3 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Learn and identify the key anatomical areas of speech and articulation
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Learn and apply the international phonetic alphabet to song texts in the common singing languages that are used in the field.
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Learn intercultural aspects of diction in different geographic areas of the languages being studied
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Develop skills in rehearsal planning and pacing through the discussion of hypothetical rehearsal situations and how they can be resolved effectively
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Learn about performance practice in acknowledged genres
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Acquire skills in the aspects of concert planning and budget preparation
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Vocal Literature

Goal 1	An overview and analysis of the the standard traditional vocal literature from the Early Baroque Era through the first-decade of the 21st century.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	STudy of the relationship between poetic sources and the musical creation that emerges with regard to elements of music theory
G2 Alignment	[*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus
Goal 3	Prepare and perform (in-class) some of the literature that is being studied in class.
G3 Alignment	[*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Introduction to Music Literature

Goal 1	Upon completion of the course, the student will demonstrate a general familiarity with several significant and well known musical works from the past five centuries. They will demonstrate a knowledge of how serious music developed over that time and the social and political changes it reflects.
G1 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 2	Upon completion of the course, students will identify by sound the individual instruments of the orchestra. This knowledge represents basic cultural literacy in our society/
G2 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 3	Upon completion of the course, students will identify major musical forms such as sonata, fugue, and orchestral suite.
G3 Alignment	[*D, PO2] Possess an awareness of the role of music arts in society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

PHL

PHL 101 Submitted by Mark Perlman

1/23/2017

Introduction to Philosophy: Knowledge and Reality

Goal 1	1. Students will demonstrate in-depth knowledge of some of the main theories in epistemology and metaphysics.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	2. Students will be able to understand arguments from various perspectives on various metaphysical and epistemological issues.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	3. Students will be able to explain and critically assess various arguments in metaphysics and epistemology.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Students will demonstrate in-depth knowledge of the main ethical theories.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	2. Students will be able to understand arguments from various perspectives on various ethical problems cases, and construct arguments from various ethical perspectives, and clearly explain those arguments.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	3. Students will be able to apply those ethical theories to various practical ethical problems, and construct arguments in favor of the view they would argue is correct.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Logic

Goal 1	1. Students will be able to explain logical fallacies, and be able to identify logical fallacies in arguments, and formulate valid and sound arguments.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	2. Students will be able to translate arguments into logical notation of propositional and predicate logic, and be able to use formal tools to determine validity of arguments.
G2 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 3	3. Students will be able perform basic proofs in propositional and predicate logic.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	1. Students will demonstrate in-depth knowledge of the main ethical theories.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	2. Students will be able to understand arguments from various perspectives on various ethical issues.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	3. Students will be able to explain and critically assess various ethical arguments, including their own views.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Medical Ethics

Goal 1	Students will demonstrate in-depth knowledge of the theories in medical ethics.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand and explain the strengths and weaknesses of the theories in medical ethics and of their own views on issues in medical ethics.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Students will be able to apply those general theories to various practical problems in medical ethics.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate in-depth knowledge of the theories in environmental ethics.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand and explain the strengths and weaknesses of the theories in environmental ethics and of their own views on issues in environmental ethics.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Students will be able to apply those general theories to various practical problems in environmental ethics.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be demonstrate in-depth knowledge of some of the main theories of metaphysics.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand and explain the strengths and weaknesses of the theories in metaphysical theory.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Students will be able to construct written work of sustained philosophical analysis, logically defending an original thesis (critical or interpretive).
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate in-depth knowledge of the main philosophical theories regarding knowledge and justification.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand and explain the strengths and weaknesses of the theories in epistemology.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Students will be able to apply those general theories to address various specific questions in epistemology.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate in-depth knowledge of the main philosophical theories of the nature of the mind.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand and explain the strengths and weaknesses of the theories regarding the mind.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Students will be able to apply those general theories to address various specific questions regarding the mind.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate in-depth knowledge of the main philosophical theories of the nature of art (broadly construed to include visual art, music, theater, film, dance, etc.).
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to explain and construct arguments in favor and against philosophical views regarding art, including their own views.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Students will be able to apply those general theories to address various specific questions regarding art.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate in-depth knowledge of the main philosophical theories regarding religion and/or the existence of God (or gods).
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to explain and construct arguments in favor and against philosophical views regarding religion, and of their own views on religion.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Students will be able to apply those general theories to address various specific questions regarding religion.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

PHL
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	X
G2 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 3	X
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to provide a sophisticated analysis of a theory from either Plato or Aristotle.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to write a paper that includes textual analysis of ancient texts and an original interpretive thesis claim.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to communicate their understanding of concepts and arguments distinctive to ancient philosophy.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to analyze an argument presented by either a Modern Rationalist or Modern Empiricist.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will write a paper that demonstrates understanding of one of the most significant arguments of Modern Philosophy.
G2 Alignment	[*W] Writing
Goal 3	Students will accurately communicate an argument from Modern Philosophy that has multiple premises.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

History of Medieval and Renaissance Philosophy

Goal 1	Upon completion of the course students will know the topics of philosophical inquiry prominent during the medieval period.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Upon completion of the course students will be able to explain and analyze the style of arguments employed by philosophers during the medieval period.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Upon completion of the course students will be able to explain the ways that religious dogma can influence philosophical thinking in both positive and negative ways.
G3 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Metaphysics and Epistemology for Honors Students

Goal 1	Students will demonstrate in-depth knowledge of some of the main theories in epistemology and metaphysics.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand arguments from various perspectives on various metaphysical and epistemological issues.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Students will be able to explain and critically assess various arguments in metaphysics and epistemology.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Ethics for Honors Students

Goal 1	Students will demonstrate in-depth knowledge of the main ethical theories.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will be able to understand arguments from various perspectives on various ethical problems cases, and construct arguments from various ethical perspectives, and clearly explain those arguments.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Students will be able to apply those ethical theories to various practical ethical problems, and construct arguments in favor of the view they would argue is correct.
G3 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Senior Tutorial in Philosophy

Goal 1	Students will write an original philosophical thesis, defended with original argument, and engaged with published philosophical research relevant to the thesis.
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	Students will give an oral presentation and defense of the thesis, in some public forum, answering reasonable questions or challenges.
G2 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 3	Students will produce a written portfolio including various drafts of the thesis, and including the ancillary assignments required for its production in PHL405W.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate knowledge of both theories and arguments from some of the major figures of 19th Century philosophy.
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	Students will be able to explain in writing, in an articulated and detailed way, the reasoning of some of the major figures of 19th Century philosophy.
G2 Alignment	[*W] Writing
Goal 3	Students will produce a written thesis, either interpretive or critical, defended with argument, on a topic relevant to the course, and including extensive quotation from the course's reading assignment.
G3 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate knowledge of theories and "arguments" from some of the major figures of Continental Philosophy, contextualizing them when necessary.
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	Students will be able to explain and express the meaning of the theories of Continental philosophers, without heavy reliance on outside interpretation or jargon.
G2 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 3	Students will produce essays and a paper, demonstrating sustained engagement with, and understanding of, the course's reading assignment.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of science.
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	Students will be able to articulate those theories and arguments in writing, and engage with them argumentatively.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to identify the underlying scientific theories to which philosophical questions of method, explanation, observation, etc. apply.
G3 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of law.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will produce written work that not only articulates those theories and arguments in sufficient detail, but also engages with them critically.
G2 Alignment	[*W] Writing
Goal 3	Students will demonstrate a detailed knowledge of the legal cases from which the major philosophical theories and problems arise.
G3 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of music.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Students will produce written work that not only articulates those theories and arguments in sufficient detail, but also engages with them originally and conceptually.
G2 Alignment	[*W] Writing
Goal 3	Students will be able to identify philosophical problems raised not only by art, but specifically by music and musical performance.
G3 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Contemporary Philosophy

Goal 1	Demonstrate knowledge of the main philosophical movements of the 20th century including pragmatism, analytic philosophy, or linguistic philosophy.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Effectively communicate and critically assess the central arguments of the thinkers they will read.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Write a paper where that both explains and critically assesses a central argument of a 20th century philosopher.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Demonstrate knowledge of the fundamental theories of happiness, held by ancient Greek, modern European, and contemporary American philosophers.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Exercise the critical-thinking and problem solving skills needed to analyze and evaluate the ideas and theories concerning happiness that we will study in this course.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Write a paper that carefully explains and critically assesses at least one of the theories that we will study.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Existentialism

Goal 1	Demonstrate knowledge of the work of the main 19th and early 20th century existentialist writers such as, Nietzsche, Kierkegaard, Camus, Kafka, and Sartre.
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Effectively communicate and creatively explore the existentialist themes found in the writing of philosophers such as Sartre, Nietzsche, Kierkegaard, Camus, and Kafka.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Read a literary work, such as a play or a novel, on their own and write a paper which traces the existential themes found in that work.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Demonstrate knowledge of answers that philosophers such as Plato, Aristotle, Hobbes, Rousseau, Mill, Marx, or Rawls offer to central questions in political philosophy such as: How is the state justified? Who shall rule? What is the place of liberty? How should property be distributed?
G1 Alignment	[*IA, PO3] Learn the fundamental theories in the history of philosophy, and be able to effectively communicate and discuss philosophical theories as they arise not only within philosophy, but in all areas of intellectual inquiry, and develop arguments and
Goal 2	Exercise the critical-thinking and problem solving skills needed to analyze and evaluate the ideas and theories in political philosophy that we will study in this course.
G2 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 3	Write a paper that explains how a philosopher such as Plato, Aristotle, Rousseau, Mill, Marx, or Rawls answers a central questions in political philosophy and that critically assesses their view.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

PS

PS 203 Submitted by Mary Pettenger 11/22/2016

International Relations

Goal 1	apply the theories of realism and liberalism to explain events in international relations.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	describe the main actors (states, international organizations) and dynamics (cooperation and conflict, global governance) of international relations
G2 Alignment	[*D] Diversity
Goal 3	demonstrate effective communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	apply the Levels of Analysis Model to identify, categorize and predict the causes of war
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	apply the theories of realism, liberalism, and constructivism in explaining the causes of war
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	develop effective communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe the history, political institutions, processes and actors in the European case states
G1 Alignment	[*D] Diversity
Goal 2	apply comparative methodology to compare and contrast the political development of the European cases
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	develop effective communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe the history, political institutions, economics, culture of the Asian case states
G1 Alignment	[*D] Diversity
Goal 2	apply a model of comparative methodology to compare and contrast the cases in regards to globalization, democratization and nation building
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	demonstrate effective communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	demonstrate critical film viewing and reading skills
G1 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 2	identify themes related to the political cultural of war in a democracy embedded in fictional film and books
G2 Alignment	[*D] Diversity
Goal 3	describe and evaluate the dualistic influence of American beliefs/opinions about war between fictional sources, and political processes and culture
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	analyze the effectiveness of international law to shape the behavior of international actors
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	discuss the role, history and function of states and international organizations in creating and applying international law
G2 Alignment	[*D] Diversity
Goal 3	describe the main principles and sources of international law
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	explain the influences of ideologies on the contemporary and future political world
G1 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 2	describe the major political ideologies that have shaped the political world
G2 Alignment	[*D] Diversity
Goal 3	describe the major political ideologies that have shaped the political world
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe the main theories and principles of international organization
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	describe the structure, purpose and function of several prominent organizations (UN, EU, etc.).
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	analyze the ability of international organizations to evolve and prosper as they respond to new pressures in global politics
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	analyze the ability of the international community to define, implement and enforce human rights
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	explain the history and processes by which human rights have been defined
G2 Alignment	[*D] Diversity
Goal 3	analyze human rights cases to determine the most appropriate and effective means of protecting human rights
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	describe the history and guiding principles of U.S. foreign policy
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	analyze the goals of U.S. foreign policy as they apply to current events
G2 Alignment	[*D] Diversity
Goal 3	describe the history and roles of the executive, legislative and judicial branches in U.S. foreign policymaking
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	apply basic statistical knowledge and data collection methods to gather and analyze data
G1 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 2	analyze American civic knowledge, skills and dispositions related to effective public action and the policymaking process
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	demonstrate an increased capacity to understand and positively impact the American policymaking process on the local, state, regional and/or international level
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	analyze the role of gender in the world and women's ability to influence international politics, economics and societies worldwide.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	describe the role of gender on specific public policies such as leadership, war/security, health and education
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	demonstrate improved communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	apply the theories of realism, liberalism and constructivism in relation to the formation of national security
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	discuss the history, and policymaking actors, processes and institutions of U.S. national security
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	demonstrate improved communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	analyze effective forms of political participation in environmental politics
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	describe the background and history of the environmental movement in the United States
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	evaluate the efficacy of the relevant actors and the national policymaking process for several environmental issues (e.g., waste, energy, atmosphere)
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	analyze the variables that help or hinder creation of international environmental agreements
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	describe the political actors (local, domestic, international) that influence environmental policymaking
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	demonstrate more effective communication skills including listening, speaking and writing
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts in comparative politics.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of comparative politics.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying comparative politics.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Scope and Methods of Political Science

Goal 1	Explain key concepts in political science methodology.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of political science as a discipline.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying political science.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Explain key concepts in global health policy.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of global health policy.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying global health policy.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Explain key concepts in healthcare policy.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of healthcare policy.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying healthcare policy.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain key concepts in peace studies.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of peace studies.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying peace studies.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts in ancient political theory.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of ancient political theory.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying ancient political theory.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts in modern political theory.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of modern political theory.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying modern political theory.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Explain key concepts in African politics.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of African politics.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying African politics.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts about Middle Eastern politics.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of Middle Eastern politics
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying Middle Eastern politics.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain key concepts in immigration politics.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of immigration politics.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying immigration politics.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain key concepts in globalization.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Analyze issues within the context of globalization.
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying globalization.
G3 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1. Understand how to influence and participate in state and local government
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	2. Analyze how political culture influences the design, activities and politics of state and local governments, particularly Oregon's
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	Communicate effectively on state and local issues
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand key issues linked to an aging society
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	6. Analyze policy options for policy problems connected with aging
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	Communicate effectively on issues related to aging
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Understand key issues linked to the Native American and Tribal context
G1 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 2	6. Analyze policy options for policy problems connected with Indian Country
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	Communicate effectively on issues related to Indian Country
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Native American Politics and Policy

Goal 1	Understand key issues linked to the Native American and Tribal context
G1 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 2	6. Analyze policy options for policy problems connected with Indian Country
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	Communicate effectively on issues related to Indian Country
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Practicum: Administrative Internship

Goal 1	Experience in a professional context
G1 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 2	Analyze organizational contexts and issues
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	Communicate effectively about the organization and its issues
G3 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Experience professional political context
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	Analyze political and policy issues connected to the political organization
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Communicate effectively about the work context and its issues
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Understand how to influence and participate in state and local government
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	2. Analyze how political culture influences the design, activities and politics of state and local governments, particularly Oregon's
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	Communicate effectively on state and local issues
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts in American politics and government
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	Analyze issues within the context of American politics and government
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying American politics and government.
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Policy Analysis

Goal 1	Apply principles of policy analysis
G1 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 2	Research specific policy problem
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	Communicate effectively about research and analysis
G3 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Explain key concepts in American constitutional law
G1 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 2	Analyze issues within the context of American constitutional law
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	Apply concepts to issues in studying American constitutional law in written form
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	demonstrate research, negotiation, public speaking and interpersonal communication skills
G1 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 2	compose draft resolutions for a Model United Nation conference
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	demonstrate knowledge of the policies and national interests of a United Nations member state
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Model United Nations

Goal 1	demonstrate advanced research, negotiation, public speaking and interpersonal communication skills
G1 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 2	formulate policies for real-world issues in a mock simulation of the United Nations
G2 Alignment	[*D] Diversity
Goal 3	compose draft resolutions for a Model United Nation conference
G3 Alignment	[*IA] Inquiry & Analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

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Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	X
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	X
G3 Alignment	[*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Explain key concepts in American politics and government
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	ANalyze issues within the context of American politics and government
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	Apply concepts to issues in studying American politics and government
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

American National Government

Goal 1	Explain key concepts in American politics and government
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Analyze issues within the context of American politics and government
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	Apply concepts to issues in studying American politics and government
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Public Administration

Goal 1	understand key concepts in public administration
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of public administration
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	know how to apply concepts to diverse issues in public administration
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	understand key concepts in American political behavior
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	understand key concepts in be able to analyze issues within the context of American political behavior
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	know how to apply theoretical concepts to diverse issues in American political behavior
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	understand key concepts in political communication
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of political communication
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	know how to apply theoretical concepts to diverse issues in political communication
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

American Presidential Elections

Goal 1	understand key concepts in American presidential elections
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of American presidential elections
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	how to apply theoretical concepts to diverse issues in American presidential elections
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Federalism and Intergovernmental Relations

Goal 1	understand key concepts in federalism and intergovernmental relations
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of federalism and intergovernmental relations
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	know how to apply theoretical concepts to diverse issues in federalism and intergovernmental relations
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Public Personnel Administration

Goal 1	understand key concepts in public personnel administration
G1 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 2	be able to analyze issues within the context of public personnel administration
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	know how to apply theoretical concepts to diverse issues in public personnel administration
G3 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Governmental Budgeting

Goal 1	understand key concepts in governmental budgeting
G1 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 2	be able to analyze issues within the context of governmental budgeting
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	know how to apply theoretical concepts to diverse issues in governmental budgeting
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	understand key concepts in Congress and the Presidency
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of Congress and the Presidency
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	know how to apply theoretical concepts to diverse issues in Congress and the Presidency
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

American Constitutional Law

Goal 1	understand key concepts in American constitutional law
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of American constitutional law
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	know how to apply theoretical concepts to diverse issues in American constitutional law
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	understand key concepts in community politics
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of community politics
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	know how to apply theoretical concepts to diverse issues in community politics
G3 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Public Sector Labor Relations

Goal 1	understand key concepts in public sector labor relations
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of public sector labor relations
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	know how to apply theoretical concepts to diverse issues in public sector labor relations
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Public Policy

Goal 1	understand key concepts in public policy
G1 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 2	know how to apply theoretical concepts to diverse issues in public policy
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	acquire skills needed to research topics in public policy
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Issues in National Policy

Goal 1	be able to analyze issues within the context of national policy
G1 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 2	know how to apply theoretical concepts to diverse issues in national policy
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	acquire skills needed to research topics in national policy
G3 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Policymaking in the States

Goal 1	understand key concepts in state policymaking
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	know how to apply theoretical concepts to diverse issues in state policymaking
G2 Alignment	[*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments
Goal 3	acquire skills needed to research topics in state policymaking
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Policy Analysis

Goal 1	be able to communicate effectively regarding analysis and recommendations
G1 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 2	know how to apply theoretical concepts to diverse contexts in policy analysis
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	understand key concepts in policy analysis
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

American Constitutional Law (W)

Goal 1	be able to communicate effectively regarding topics in American constitutional law
G1 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 2	understand key concepts in American constitutional law
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	be able to analyze issues within the context of American constitutional law
G3 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Environmental Values and Political Action

Goal 1	understand key concepts in environmental policy debate
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of environmental policy debate
G2 Alignment	[*IA, PS-PO1] Critically analyze political problems
Goal 3	be able to communicate effectively regarding topics in environmental policy debate
G3 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Administrative Law

Goal 1	understand key concepts in administrative law
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of administrative law
G2 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 3	know how to apply theoretical concepts to diverse issues in administrative law
G3 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

American Jurisprudence

Goal 1	understand key concepts in American jurisprudence
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	be able to analyze issues within the context of American jurisprudence
G2 Alignment	[*IL, PPA-PO1] Analyze issues in public administration and policy
Goal 3	know how to apply theoretical concepts to diverse issues in American jurisprudence
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Legal Reasoning and Writing

Goal 1	be able to communicate effectively in the legal context
G1 Alignment	[*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy
Goal 2	understand key concepts in law
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	know how to apply theoretical concepts to diverse legal contexts
G3 Alignment	[*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

PSY

PSY 301 Submitted by Chehalis Strapp

12/12/2016

Introduction to Research Methods

Goal 1	• locate, interpret, critically evaluate, and summarize psychological research
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	• formulate testable hypotheses and identify appropriate study designs for various types of inferences (e.g., causal)
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	demonstrate effective writing and oral presentation skills in APA style
G3 Alignment	[*W] Writing
Goal 4	• apply the basic principles and techniques employed in the scientific method to assess hypotheses
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	• apply a preliminary understanding of statistical techniques to analyze data and interpret findings
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	• understand and follow the APA code of ethics in treatment of participants and data handling
G6 Alignment	
Primary ULO	

Introduction to Research Methods

Goal 1	demonstrate effective writing and oral presentation skills in APA style
G1 Alignment	[*W] Writing
Goal 2	locate, interpret, critically evaluate, and summarize psychological research
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	formulate testable hypotheses and identify appropriate study designs for various types of inferences (e.g., causal)
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	apply the basic principles and techniques employed in the scientific method to assess hypotheses
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	apply a preliminary understanding of statistical techniques to analyze data and interpret findings
G5 Alignment	[*Q] Quantitative Literacy
Goal 6	understand and follow the APA code of ethics in treatment of participants and data handling.
G6 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Primary ULO	See Course Goal 1.

Goal 1	Present philosophical issues in psychology and other sciences,
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Examine the ways in which world views (religious, political, moral, and psychological) shape views of humans and psychology
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Promote critical thinking and dialectic. Students are encouraged to think, discuss, and write freely and critically about philosophical dilemmas, historical trends, and the history of changes in the way humans view themselves
G3 Alignment	[*W] Writing
Goal 4	Put the finishing touches on students' undergraduate education in psychology with an integrated and historical perspective of the field,
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Promote an awareness of the ways that historical developments outside of psychology shape the discipline
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Discuss the roots, the theories, and the relevance of several of the major trends in modern psychology including functionalism, structuralism, behaviorism, Gestalt psychology, psychoanalysis, humanistic psychology, and cognitive psychology,
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 3.

Goal 1	locate, interpret, critically evaluate, and summarize psychological research
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	formulate testable hypotheses and identify appropriate study methodologies to assess those hypotheses
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	collect, analyze, and interpret data using appropriate statistical techniques
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	demonstrate effective writing and oral presentation skills in APA style, including the clear and accurate reporting of statistical findings
G4 Alignment	[*W] Writing
Goal 5	understand and follow the APA code of ethics in treatment of participants and data reporting
G5 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Research Methods

Goal 1	demonstrate effective writing and oral presentation skills in APA style, including the clear and accurate reporting of statistical findings
G1 Alignment	[*W] Writing
Goal 2	collect, analyze, and interpret data using appropriate statistical techniques
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	understand and follow the APA code of ethics in treatment of participants and data reporting
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	locate, interpret, critically evaluate, and summarize psychological research
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	formulate testable hypotheses and identify appropriate study methodologies to assess those hypotheses
G5 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Cross Cultural Psychology

Goal 1	Engage in activities within and outside the classroom that will assist the students in participating in cross-cultural interactions in a culturally sensitive manner
G1 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 2	Practice cultural sensitively
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Practice cultural awareness through in-class activities.
G3 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 4	Identify and describe topics in psychology that have been studied from a cross-cultural perspective, explaining how these have been shown to be embedded in and therefore shaped by cultural context.
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	Identify and describe sociocultural and international contexts that influence individual differences
G5 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 6	Using the discourse of the field, apply the concepts and major theories of the discipline to account for psychological phenomena
G6 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Primary ULO	See Course Goal 1.

Psychology of Women

Goal 1	Students will increase their awareness of the conditions and issues facing women from a multicultural approach. This includes deconstructing factors that impact perceptions about women from a variety of cultures, settings and across time
G1 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 2	Students will demonstrate an understanding of the psychology of women research and competence in analyzing and summarizing research methodology
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Students will integrate and apply psychology of women constructs into ones thinking and understanding of self & society
G3 Alignment	[*IL] Integrative Learning
Goal 4	Students will demonstrate an understanding of foundational knowledge in the concepts, theories, and research methods related to the psychology, experiences and perceptions of women
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Have a basic understanding of the scientific foundations of psychology and the methods used to generate knowledge within the discipline
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Demonstrate knowledge and understanding of key concepts, principles, and themes within several subareas of psychology such as history of the discipline, research designs and methodology, biological bases of behavior, sensation and perception, learning and
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Apply concepts in psychology to better understand human behavior within personal, occupational, and/or social settings.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate knowledge of the subjective nature of human experience in a diverse world.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

General Psychology

Goal 1	Have a basic understanding of the scientific foundations of psychology and the methods used to generate knowledge within the discipline
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Demonstrate knowledge and understanding of key concepts, principles, and themes within several subareas of psychology such as personality, stress coping and health, variations in consciousness, psychological disorders, treatment of psychological disorders
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Apply concepts in psychology to better understand human behavior within personal, occupational, and/or social settings.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate knowledge of the subjective nature of human experience in a diverse world.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate foundational knowledge and understanding of theories, concepts, and viewpoints that encompass the field of social psychology
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Integrate and apply social psychology phenomena into one's own thinking, behavior, and social interactions.
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Demonstrate an understanding of the research methods that psychologists implement to gather information/data about social psychological topics as well as demonstrate competence in evaluating, analyzing and critically thinking about research findings in th
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Recognize, understand, and respect how individual, situational, and cultural differences influence beliefs, values and interactions with others.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Psychological Foundations of Education

Goal 1	Have an understanding of the scientific and theoretical foundations in the field of educational psychology.
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Demonstrate knowledge and understanding of key concepts, principles, and themes within several areas including: human development, learning, memory, motivation, and cognition.
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Apply concepts in psychology to better understand human behavior within educational settings.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate knowledge of the subjective nature of human experience in the diverse education atmosphere.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

PSY
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	X
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	X
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Psychology of Teamwork

Goal 1	demonstrate knowledge of various psychological forces that are related to effective teamwork.
G1 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 2	be able to effectively manipulate various psychological forces to help create an effective team environment.
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	recognize their own contributions to building and maintaining an effective team environment.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	understand, through direct experience and reflection, how creating an effective group environment affects group performance, innovation and creativity.
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction of the Major: Careers and Opportunities

Goal 1	Orient students to psychology program at WOU and ways to get involved at WOU and the community
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Familiarize students with the sub-specialty areas of psychology and other related fields
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Students will explore and learn more about themselves (values, goals, interests, skills)
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students will gain knowledge of career development theories, the process of career exploration, and self presentation in the career marketplace
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	Students will be able to communicate their skills and experiences in a professional mannerp
G5 Alignment	[*W] Writing
Goal 6	Students will have an action plan for their time at WOU and beyond
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 5.

Goal 1	Gain exposure to the diverse professional world where psychology and psychological knowledge can be used
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Gain greater self understanding of how to apply one's psychology skills professionally
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Gain experiences to inform future career and graduate school choices
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Interviewing and Appraisal

Goal 1	Gain an understanding of the interview context and application across disciplines
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Learn, practice, identify, and apply interviewing skills in actual interviews
G2 Alignment	[*IL] Integrative Learning
Goal 3	Understand the roles of both the interviewer and interviewee and how to structure an interview
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Improve communication and interpersonal understanding across contexts
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Graduate Study in Psychology: Exploration and Preparation

Goal 1	Explore professional and educational options after obtaining an undergraduate degree in psychology
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Become familiar with the professional roles and education and experiential requirements of various psychology related occupations
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Assess personal interests, skills, and fit with various psychology related careers and graduate schools
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Expose students to relevant pre-professional opportunities and organizations to help better prepare for graduate school
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	Explore and start the process of applying to graduate school (e.g., types of degrees, researching schools, and the process of applying)
G5 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 6	Create application materials that accurately communicate one's skills and professional goals
G6 Alignment	[*W] Writing
Primary ULO	See Course Goal 6.

Theories of Personality

Goal 1	Learn the major personality theories and theorists
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Recognize how culture and the personal background of the theorists likely influenced theory development
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Understand and apply personality theories to analyze human behavior in varied personal and professional roles
G3 Alignment	[*IL] Integrative Learning
Goal 4	Gain greater self-understanding
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Forensic Psychology

Goal 1	Have an understanding of the scientific and theoretical foundations in the field of Forensic Psychology.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Demonstrate knowledge and understanding of key concepts, principles, and themes within several areas including: roles and responsibilities of the forensic psychologist; competency and insanity assessments; interrogations and confessions; law enforcement e
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Apply concepts in psychology to better understand human behavior within forensic settings.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate knowledge of the subjective nature of human experience in the diverse legal arena.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Behavior Modification

Goal 1	Demonstrate knowledge and understanding of behavior modification
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Compare and contrast approaches to behavior change
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Apply principles of learning and behavior modification to everyday life
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Track behavioral change through empirical evidence
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	Develop insight into their own and others' behavior and mental processes
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Apply strategies for self management and self improvement
G6 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Primary ULO	See Course Goal 4.

Evolutionary Psychology

Goal 1	demonstrate an understanding of evolution by natural selection, as well as foundational theories in the field of evolutionary psychology
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	apply evolutionary theory to examine the function of psychological mechanisms,
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	critically evaluate the validity of evolutionary explanations for psychological systems
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	formulate testable hypotheses about the nature of psychological adaptations
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	demonstrate understanding of the overarching themes, questions, and conflicts in learning theory
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	compare and contrast theoretical approaches to learning
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	locate, interpret, and evaluate conclusions from about the learning process from psychological research
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	demonstrate effective writing and oral communication skills
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	apply psychological knowledge, skills, values, and evaluation to the real world domain of helping others
G1 Alignment	[*IL] Integrative Learning
Goal 2	develop insight into their own and others' behavior and mental processes
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	gain skills and experiences relevant to achieving career goals
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	demonstrate knowledge of diversity and be sensitive to people from diverse backgrounds and cultural perspectives
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	apply psychological knowledge, skills, values, and evaluation to the real world domain of helping others
G1 Alignment	[*IL] Integrative Learning
Goal 2	develop insight into their own and others' behavior and mental processes
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	gain skills and experiences relevant to achieving career goals
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	demonstrate knowledge of diversity and be sensitive to people from diverse backgrounds and cultural perspectives
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Developmental Psychology

Goal 1	Demonstrate knowledge of key components of typical development from conception to death
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Analyze different developmental events from the perspectives of major theoretical perspectives in the field of developmental psychology
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Formulate relevant questions concerning developmental processes and events and apply empirical techniques for gathering objective answers to these questions
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Examine, explain and respect sociocultural differences and diversity across the lifespan
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Cognitive Psychology

Goal 1	demonstrate foundational knowledge of theories, concepts, and/or viewpoints that encompass the field of cognitive psychology
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	develop an understanding of the research methods that cognitive psychologists implement to gather data, as well as demonstrate competence in critically evaluating research findings in the literature.
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	examine how cognitive psychology applies to one's own cognitive processes, life events, and learning experiences.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	apply theories, concepts, and/or viewpoints from cognitive psychology to one or more other fields of academic study and/or real-world problems.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Positive Psychology

Goal 1	Demonstrate broad knowledge of key concepts, theories, and research findings within the field of Positive Psychology.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Demonstrate understanding of the assessment and quantification of positive psychological constructs and the research methods used to study these constructs
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Examine, critique, and integrate current research within Positive Psychology.
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Examine how cultural and sociohistorical factors impact definitions and manifestations of positive psychological functioning in diverse human groups.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Industrial/Organizational Psychology

Goal 1	Demonstrate and synthesize scientific knowledge about I/O psychology; including critical theory and research findings that have served to define the field of I/O psychology.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Demonstrate an understanding of the research methods that psychologists implement to gather information/data about I/O psychological topics as well as demonstrate competence in evaluating, analyzing and critically thinking about research findings in the l
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Demonstrate the ability to integrate and apply theory and research in I/O Psychology to a variety work settings
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Psychology of Leadership

Goal 1	Demonstrate knowledge of leadership theories
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Apply the leadership principles and skills developed in the course to develop and maintain a collaborative working environment that promotes creativity and innovation
G2 Alignment	[*IL] Integrative Learning
Goal 3	Apply the leadership principles and skills developed in the course to help others develop a sense of value and meaning in their work.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Apply the leadership principles and skills developed in the course to recognize and overcome factors that obstruct people from using their strengths and talents to their maximal capacity.
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	Apply the leadership principles and skills developed in the course to recognize variation in and adapt their leadership to fit the various needs of their colleagues.
G5 Alignment	[*IL] Integrative Learning
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Organizational Consulting

Goal 1	demonstrate knowledge of the field of Organizational Development.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	demonstrate knowledge and application of various techniques for enhancing organizational and individual effectiveness.
G2 Alignment	[*IL] Integrative Learning
Goal 3	demonstrate knowledge of factors influencing organizational functioning.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	demonstrate effective process consultation skills for managing/consulting.
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Psychology of Creativity

Goal 1	demonstrate knowledge of the elements of the creative process.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	demonstrate awareness of their own areas of strength within the elements of the creative process.
G2 Alignment	[*IL] Integrative Learning
Goal 3	engage effectively in the creative process with diverse others.
G3 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 4	be able to develop and maintain a collaborative working environment that promotes creativity and innovation.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	demonstrate knowledge of and the ability to develop various factors that comprise creative potential.
G5 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 6	demonstrate knowledge of how to assess creativity in individuals and teams.
G6 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Primary ULO	See Course Goal 2.

Abnormal Psychology

Goal 1	Demonstrate their understanding the complexity of defining abnormality in a multicultural context
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Demonstrate their knowledge of the diagnostic process as well as the strengths and limitations of the DSM 5
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Demonstrate their knowledge of the symptoms and etiology of major mental disorders affecting adults
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate their knowledge of major mental disorders and apply that knowledge and diagnostic criteria to case studies
G4 Alignment	[*IL] Integrative Learning
Goal 5	Introduce abnormal psychology concepts, questions, and research areas
G5 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 6	Increase interest in psychology and varied applications to daily life and professional fields
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 4.

Motivation

Goal 1	demonstrate knowledge of the Biological underpinnings of motivation
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	demonstrate knowledge of the Cognitive forces mediating motivation
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	demonstrate knowledge of the Social influences on motivation
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	demonstrate knowledge that any given motive is complex and may include in part any or all of the above forces
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	apply these theories to self and or profession (PSO 1; ULO Inquiry and Analysis; GLO Analytic Inquiry)
G5 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Sensation and Perception

Goal 1	Describe the physical structures and neural pathways of major sensory systems and explain how these influence perception.
G1 Alignment	[*IL] Integrative Learning
Goal 2	Identify and be able to offer etiological explanations for major clinical problems associated with sensation and perception (e.g., visual problems, hearing problems, and various aphasias and agnosias).
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Describe psychophysiological measurement methods to quantify sensation and perception.
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrate knowledge of typical development from conception to age five.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Apply concepts and methods of developmental psychology to better understand young children in personal, educational, or social settings.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Examine, discuss, and critique current research in the area of developmental psychology.
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Examine and apply how family, cultural, and social dynamics relate to human development.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Middle and Late Childhood

Goal 1	Acquire an appreciation for basic theory and research-driven findings in the field of development across middle and late childhood
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Demonstrate knowledge of research methods related to middle and late childhood look critically at psychological research in the field
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Demonstrate knowledge, understanding and respect regarding the influence of cultural differences on beliefs, attitudes, values and behaviors on development during this part of the lifespan
G3 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Adulthood and Aging

Goal 1	Understand some of the basic theories and principles of aging and old age
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Broaden perspectives of aging across diverse cultures and contexts
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Learn and apply research methods to analyze aging processes
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Prepare for careers that involve working with, for, or on behalf of aging adults
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Death, Dying, and Grief

Goal 1	Demonstrate theoretical and empirical knowledge about death, dying, and bereavement for individuals and families across the lifespan.
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Understand how the experiences of death, dying, and bereavement are shaped by race, class, culture, and gender.
G2 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 3	Recognize the impact of death as a significant factor in social relations and interpersonal behavior.
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Promote respect of other people's beliefs about the process of death and be better prepared to cope with a personal stressful situation involving deep loss, grieving, the dying process, and death.
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	Integrate class material with personal understandings and beliefs about death and dying
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Adolescence

Goal 1	Acquire an appreciation for basic theory and research-driven findings in the field of adolescent development
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Demonstrate knowledge of research methods related to adolescent development and be able to look critically at psychological research in the field
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Demonstrate knowledge, understanding and respect regarding the influence of cultural differences on beliefs, attitudes, values and behaviors
G3 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	develop understanding of psychological theories of motivation that are useful for understanding performance. Students will apply these theories to performance situations and understand implications for strategies to enhance or maintain motivational levels for performers
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	develop understanding of emotional factors influencing performance such as anxiety/stress levels and depression. Implications for these emotional states and psychological interventions are considered
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	master the basics for applications of psychological performance enhancing strategies that will target area of motivation, confidence, emotional control, concentration, and imagery
G3 Alignment	[*IL] Integrative Learning
Goal 4	develop understanding of unique role that sport and other performance plays in developmental pathways for children. Master the crucial psychological principles of positive, growth promoting strategies in working with children
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	develop understanding of exercise psychology. Learn the psychological outcomes of physical activity across the lifespan. Understand the challenges presented by a goal of regular exercise and psychological strategies most likely to positively influence adh
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Drug & Alcohol Assessment

Goal 1	demonstrate evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation counseling
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	examine, critique, and communicate about recent psychological research on substance use assessment
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	show key components of major psychological theories and science, including controversies about the brain-body connection
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	apply concepts in psychology to better understand individuals in different settings, with a particular focus on clinical settings and appropriate interventions
G4 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 5	apply how family, cultural, and social dynamics relate to human behavior and thought, especially behavior and thought related to substance use issues of special populations
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Crisis Assessment & Intervention

Goal 1	apply concepts in psychology to better understand individuals in different settings, with a particular focus on clinical settings and appropriate interventions
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	apply how family, cultural, and social dynamics relate to human behavior and thought, especially behavior and thought related to crisis and crisis management.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	examine, critique, and communicate about recent psychological research on crisis and disability
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Forensic Psychology

Goal 1	Have a deeper understanding of the scientific and theoretical foundations in the field of Forensic Psychology as it relates to clinical practice within the justice system
G1 Alignment	[*IL] Integrative Learning
Goal 2	Demonstrate knowledge and understanding of key concepts, principles, and themes within several areas including: neuropsychology in the law, lawyers, trial consulting, profiling serial murder, psychological science, Corrections and the mentally ill, and ch
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	Apply concepts in psychology to better understand human behavior within forensic settings as it pertains to litigators, judges, and psychological clinicians
G3 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 4	Demonstrate knowledge of the subjective nature of human experience in the diverse legal arena.
G4 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Read and critically evaluate published biopsychological research
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	. Identify the divisions of the brain and nervous system and describe their functions
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Describe the various methods used to study the biological basis of behavior.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Use scientific terminology appropriately in reference to biology and behavior.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	. Describe the structure of neurons and how neural impulses are generated.
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Describe the structure and functioning of synapses
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	See Course Goal 1.

Language Development

Goal 1	Critically evaluate, integrate, and apply theories of language development to current research and observations
G1 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 2	Understand, differentiate and apply language development concepts
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Observe and identify aspects of language development including phonological, semantic, syntactic, morphological development
G3 Alignment	[*IL] Integrative Learning
Goal 4	Observe and identify aspects of communicative competence including pragmatic, discourse, and sociolinguistic development
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Demonstrate critical thinking, scientific writing and presentation skills.
G5 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	3. Describe the basics of psychopharmacological management of mental disorders
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	5. Describe alternative medicine psychopharmacology
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	1. Describe of the relevance of psychopharmacology to treatment
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	2. Demonstrate an understanding of the Nervous System and biochemical basis for drug action.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	4. Demonstrate an understanding of the ethical issues related to medical prescribing
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	<ul style="list-style-type: none"> Identify and explain differences between typical and atypical development and key components of the most common psychological disorders in childhood and adolescence
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	<ul style="list-style-type: none"> Locate, interpret, evaluate, and apply psychological research to analyze questions about the development and treatment of childhood psychopathology
G2 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 3	<ul style="list-style-type: none"> Identify and demonstrate knowledge of how family, social, and cultural dynamics relate to the development and treatment of childhood psychopathology
G3 Alignment	[*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Theories of Development

Goal 1	Explain developmental terms and concepts, enhancing the student's ability to read the evaluate literature encountered
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Explain the principles involved in the major developmental theories and approaches
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Describe and evaluate current developmental research and apply it to theories and field issues
G3 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 4	Describe and evaluate current developmental research and apply it to theories and field issues
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	Apply the principles of major developmental theories to related field issues
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	Integrate theories and research and construct meaningful explanations of various developmental aspects of behavior and mental processes.
G6 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Primary ULO	

Theories of Development

Goal 1	Explain developmental terms and concepts, enhancing the student's ability to read and evaluate literature encountered
G1 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 2	Explain the principles involved in the major developmental theories and approaches
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	Apply the principles of major developmental theories to related field issues.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Describe and evaluate current developmental research and apply it to theories and field issues
G4 Alignment	[*IA, PO2] Apply appropriate research methods to critically analyze human behavior.
Goal 5	Integrate theories and research and construct meaningful explanations of various developmental aspects of behavior and mental processes
G5 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Mental Health

Goal 1	make connections between the text/articles they read and life experiences
G1 Alignment	[*IL] Integrative Learning
Goal 2	acquire and synthesize scientific knowledge about a variety of factors that influence mental health; both positively and negatively
G2 Alignment	[PO1] Explain and/or apply principles, skills, values, or ethics of psychology
Goal 3	none
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

R

R 201 Submitted by Mark Perlman 1/23/2017

Introduction to World Religions: Eastern

Goal 1	Students will demonstrate a basic understanding of the beliefs, histories, and worship practices of the major Asian religious traditions (Hinduism, Buddhism, Taoism, Shinto).
G1 Alignment	[*D] Diversity
Goal 2	Students will be able to explain the connection between the particular beliefs of a religious tradition and the ritual practices that enact those beliefs, and more generally how holding a particular set of religious beliefs affects how a person lives thei
G2 Alignment	[*D] Diversity
Goal 3	3. Students will gain a sensitivity to the ways that religious traditions influence the cultures and folkways of the society in which they are practiced.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to World Religions: Western

Goal 1	1. Students will demonstrate a basic understanding of the beliefs, histories, and worship practices of the Abrahamic religious traditions (Judaism, Christianity, Islam).
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students will be able to explain the connection between the particular beliefs of a religious tradition and the ritual practices that enact those beliefs, and more generally how holding a particular set of religious beliefs affects how a person lives their
G2 Alignment	[*D] Diversity
Goal 3	3. Students will gain a sensitivity to the ways that religious traditions influence the cultures and folkways of the society in which they are practiced.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course students will know the basic beliefs and worship practices of major world religions.
G1 Alignment	[*D] Diversity
Goal 2	Upon completion of the course students will be able to understand those tokens of cultural diversity that arise from different religious traditions.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Upon completion of the course students will be able to communicate and interact with persons whose religious beliefs are different from their own.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of this course student will be able to demonstrate familiarity with a variety of religious experiences drawn from world religious traditions.
G1 Alignment	[*D] Diversity
Goal 2	Upon completion of this course student will be able to demonstrate familiarity with how esoteric religious experiences, especially mystic experiences, are related to exoteric worship practices.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Upon completion of this course student will be able to demonstrate familiarity with how various religious phenomena, both psychological and those occurring in the natural world, have been interpreted and contributed to the cultures associated with particul
G3 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Upon completion of this course student will be able to demonstrate knowledge of how different religious beliefs can be set side by side for comparison.
G1 Alignment	[*IA, PO1] Develop critical-thinking and problem solving skills needed to analyze and evaluate ideas, as they arise within philosophy, and also in all areas of intellectual inquiry.
Goal 2	Upon completion of this course student will be able to demonstrate familiarity with how cultural values and practices can be related to religious beliefs.
G2 Alignment	[*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.
Goal 3	Upon completion of this course students will be able to identify and explain general patterns of belief (e.g., soteriology, or the various forms of theism) that are manifest in world religious traditions.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

RC

RC

X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*D, PO3] Identify evidence based practices for communicating with individuals with disabilities and their unique family and cultural practices
Goal 2	X
G2 Alignment	[*IA] Inquiry & Analysis
Goal 3	X
G3 Alignment	[*D, PO3] Identify evidence based practices for communicating with individuals with disabilities and their unique family and cultural practices
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Psychosocial and Environmental Aspects of Disability in Rehabilitation

Goal 1	Define the necessary conditions for the establishment of healthy personal, community, and physical environments for individuals with disabilities
G1 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 2	Describe the impact of the family and family related issues, the community, and environmental factors that affect persons with disabilities.
G2 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 3	Identify common negative misconceptions held by the general population in regard to persons with disabilities. Class activities will increase your sensitivity to the prejudices and injustices persons with disabilities experience from our current culture a
G3 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 4	Describe how rehabilitation counseling is affected by psychosocial influences, cultural and spiritual beliefs, attitudes, values, environmental factors, and diversity issues in the environment. Acquire an understanding of how these factors impact a person
G4 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 5	Identify professional, grassroots and government services and agencies that have been identified as effective in supporting various disability groups.
G5 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 6	Describe how the student's own identification within various cultural/disability groups may influence his/her involvement in the helping relationship with persons experiencing disability.
G6 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Primary ULO	See Course Goal 4.

Medical and Functional Aspects of Disability in Rehabilitation

Goal 1	Understand human body system, and medical terminology and diagnosis
G1 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 2	Recognize physical, cognitive, sensory, and developmental disability
G2 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 3	Demonstrate an understanding of assistive technology/accommodations to increase access for individuals with disabilities in their home, community, and on the job
G3 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 4	Explain environmental implications for disability
G4 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 5	□ Apply classification and evaluation of function on individuals with a disability
G5 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Professional Issues: Rehabilitation Counseling with Deaf Clients

Goal 1	1. Explain the unique factors to consider when determining eligibility, doing plan development, and service provision within Vocational Rehabilitation when serving Deaf, Deaf-Blind, and Hard of Hearing individuals.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	2. Identify common bias and barriers in the mental health field and evaluation procedures when working with Deaf, Deaf-Blind, and Hard of Hearing individuals.
G2 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 3	3. Explain the 7 steps to reasonable accommodations.
G3 Alignment	[*IL, PO2] Develop an initial understanding of the field of special education and related services for individual with disabilities across the life span. Knowledge of theories, policies, and instructional practices that influenced the profession will be d
Goal 4	4. Identify best practices in collaborating with employers and Deaf, Deaf-Blind, and Hard of Hearing consumers towards positive employment outcomes.
G4 Alignment	[*IA] Inquiry & Analysis
Goal 5	5. Explain common barriers and program/service ideas to help address the needs of Deaf, Deaf-Blind, and Hard of Hearing youth in transition.
G5 Alignment	[*W, PO1] Acquire understanding in facilitating the education, independent living, school and community integration and personal adjustment of individuals with disabilities
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

SOC

SOC 223 Submitted by Peter Callero

11/18/2016

Introduction to Sociology: theory

Goal 1	Recognize and identify the multiple social forces that shape self and society.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Employ a sociological perspective in recognizing and assessing inequality.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Explain the sociological foundation of human behavior.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	Distinguish among different sociological theories and concepts.
G4 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 5	Employ a sociological perspective in describing and explaining one's own life.
G5 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Sociology: Research

Goal 1	Students will learn fundamental concepts and methodologies that provide the foundation of quantitative literacy.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Students will be able to analyze social research available across a broad range of academic journals.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Students will develop the ability to effectively communicate and discuss both theories and research findings in relation to social problems through the written exercises and participation in class discussions that focus on this goal in every class.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Social Problems

Goal 1	Identify and explain various social problems.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Recognize and analyze the dominant paradigms of social problems
G2 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 3	Acknowledge the causal roles of class, race, ethnicity, and gender in the analysis of social problems
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Social Data Analysis

Goal 1	Students will be able to identify appropriate statistical techniques for addressing specific sociological questions.
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Students will be able to formulate sociological hypotheses appropriate for statistical analysis.
G2 Alignment	[*Q] Quantitative Literacy
Goal 3	Students will be able to test sociological hypotheses using appropriate statistical techniques.
G3 Alignment	[*Q] Quantitative Literacy
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to identify and measure economic development and underdevelopment in the global economy.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Students will be able to recognize the dimensions of globalization which are economic, political, and cultural.
G2 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 3	Students will be able to explain the history/development of a "modern world system"
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

History and Anthropology of the Little Big Horn

Goal 1	Students will be able to identify and explain the development of Indian Policy in the United States described as "internal colonialism."
G1 Alignment	[*IL] Integrative Learning
Goal 2	Students will acquire a critical history/knowledge of western expansion during the 19th Century guided by ideologies such as "manifest destiny."
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Students will gain an ethnographic appreciation of select Native American tribes: Lakota, Cheyenne, and Arapaho.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Sociology of the Family

Goal 1	1. Students will be able to analyze impact of historical change and globalization on family structures.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Students will be able to apply concepts by conducting original social research in local community
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	1. Students will be able to articulate concepts and expand technology skills through presentation of power point summary of research findings.
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be able to analyze impact of historical change and globalization on gender relations
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Students will be able to apply concepts by conducting original social research in local community.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	1. Students will be able to articulate concepts and expand technology skills through presentation of power point summary of research findings
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Practicum: Latino/a Ed Mentor

Goal 1	Students will be able to provide educational tutoring, general encouragement, and technical information for high school classes and orientation on choosing college related curriculum as defined in coordination with the high school representatives
G1 Alignment	[*IL] Integrative Learning
Goal 2	1. Students will be able to record and analyze experience through maintenance of field notes.
G2 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 3	1. Students will be able to relate academic studies to experience recorded in field notes and produce final paper analyzing outcomes based on analysis.
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Students will be able to analyze the impact of US/Latin-American colonial and economic relations on patterns of immigration.
G1 Alignment	[*D] Diversity
Goal 2	1. Students will be able to analyze the roots of Latino immigration to the US, as well as deconstruct the myths that are used to explain Latino immigration to the larger community.
G2 Alignment	[*D] Diversity
Goal 3	1. Students will analyze the complex process in which immigration is organized by economic interests in the US as well as develop an understanding of the human costs to individuals and families.
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Students will be able to review the academic literature associated with a specific research topic
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Write a comprehensive review of academic the literature associated with a specific research topic.
G2 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 3	Develop an original research question and a data collection strategy for a specific research topic.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Collect qualitative and/or qualitative data to address an original research question
G1 Alignment	[*Q] Quantitative Literacy
Goal 2	Develop and apply codes or categories for the analysis of qualitative and or quantitative data
G2 Alignment	[*IL] Integrative Learning
Goal 3	Create questionnaires, interview schedules and/or observational field notes for addressing an original research question
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze qualitative and/or quantitative data for the purpose of addressing an original research question.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Write a formal academic research paper associated with an original research project
G2 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 3	Present the findings of an original research project to an audience of nonprofessionals in a public setting.
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

SOC
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	X
G2 Alignment	[*D] Diversity
Goal 3	X
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

LGBTQ Studies

Goal 1	Properly use sexual orientation, gender identity and gender expression-related terms and develop a deeper understanding of identity and its social construction.
G1 Alignment	[*D] Diversity
Goal 2	Identify examples of systemic oppression based on homophobia, biphobia, transphobia, heterosexism and cissexism and consider their cultural implications on LGBTQQI people and a hetero and gendernormative societal construct.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Acknowledge layers, intersectionalities, and the impact of identity and oppression for members of a sexual minority group
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	Think critically about the role and patterns of privilege and discrimination in their own lives. Engage, synthesize and analyze critically the issues and texts addressed in the course. Discuss a wide range of questions, issues and problems facing sexual m
G4 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 5	Articulate the development of the LGBTQQI civil rights movement and struggle for equality and recognition in the U.S.
G5 Alignment	[*D] Diversity
Goal 6	Identify contemporary cultural contributions by queer leaders and authors, from across different disciplines within the U.S. LGBTQ movement.
G6 Alignment	[*D] Diversity
Primary ULO	See Course Goal 3.

Goal 1	Examine/analyze structures, institutions and processes in American Society.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Provide a critical analysis of structures and processes in American Society.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Introduce students to various theories of societal development.
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Connect student to community service and recognition of social problems.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Analyze causes and responses to various social problems.
G2 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 3	Identify various populations as victims of forms of inequality.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provide student with a critical analysis of western U.S. history.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Develop an appreciation of various cultures with a focus on selected Native American tribes/cutures.
G2 Alignment	[*D] Diversity
Goal 3	Provide students with a critical analysis of politics and powers of the state.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provide an introduction to the history and structure of industrial, capitalist societies.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Explore the development of the labor process and contradictory class interests.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Introduce students to the problematics in the process of economic development.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Introduce students to the key role of labor in the analysis and development of societies, with focus on capitalist societies.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Explain the origin and evolution of the capitalist mode of production and its commensurate, antagonistic class relations.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Survey the intersections of class, race, and gender within the overall labor market.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Introduce students to the history of cities and urban development.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Provide a focus on urban inequalities and urban social movements.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Examine racial and ethnic diversity in the development of cities.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Identify and review the academic literature associated with a research topic
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Write an academic literature review
G2 Alignment	[*IL] Integrative Learning
Goal 3	Articulate a research question and develop an analytical strategy for answering the research question
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Identify major social changes that characterize modern society.
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Describe the theoretical perspectives of Anthony Giddens, Jurgen Habermas, Michel Foucault, and Neil Postman.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Employ the ideas of Giddens, Habermas, Foucault, and Postman in the development of original theoretical thought and analysis.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Identify the major strategies for collecting systematic observations of social phenomena
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Assess construct measures for reliability and validity
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Design a proposal for a sociological research project
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Articulate the dynamic relationship between self and society
G1 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 2	Explain how social class and a capitalist political economy alters cultural traditions, creates dominant institutions, and influences social interaction
G2 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 3	Show how social processes have worked to shape our attitudes and beliefs, styles of interaction, political and economic preferences and opportunities, as well as our various identities and core sense of self
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Describe the history of community organizing and the foundational work of Saul Alinsky
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Identify the major tactics and strategies employed in organizing for positive social change
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Employ a community organizing framework in advancing the goals of the Monmouth-Independence Tenants Union
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Assess the problems of tenants in Monmouth and Independence
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Develop a strategy for organizing tenants in Monmouth and Independence
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Employ a community organizing framework in advancing the goals of the Monmouth-Independence Tenants Union
G3 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Review and evaluate major sociological theories of deviance
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Critically analyze the social construction of deviant behavior
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Employ a sociological perspective in the evaluation of deviant categories
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Apply sociological knowledge and skills in a professional setting
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Explore potential career lines
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Develop professional experience in a relevant occupational field
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Provide a global profile of growing hunger.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Explain the causes of growing, global hunger.
G2 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 3	Present various solutions to growing, global hunger.
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Introduce students to the growing paradigm of critical pedagogy.
G1 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 2	Focus on the various criticisms of education using the hegemony/reproduction arguments.
G2 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 3	Explain how and why education is biased.
G3 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Introduce students to issues of state and society with focus on class relations.
G1 Alignment	[*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis
Goal 2	Examine various theories of politics and state with focus on the problematic of power.
G2 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 3	Introduce alternative forms of political-economy.
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Introduce students to the history/development of selected revolutionary movements.
G1 Alignment	[*D] Diversity
Goal 2	Examine the various causes of revolutions toward a theory of revolutions.
G2 Alignment	[*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems
Goal 3	Provide a critical overview of selected revolutions.
G3 Alignment	[*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

SPAN

SPAN

101D

Submitted by Dr. Kathleen Connolly

12/06/2016

First Year Spanish I

Goal 1	Writing: Write short compositions on familiar topics and immediate surroundings such as a description of themselves, a friend or family member, a daily routine or holiday gathering, a personal letter, leisure activities, etc.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Reading: Comprehend simple texts, often supported by context, on topics discussed above, as well as on Hispanic cultures.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Speaking: Ask and respond to simple questions and make simple statements. Communicate basic personal information and discuss daily activities.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Listening Comprehension: Understand a sympathetic native speaker in both formal and informal contexts, when using basic phrases related to familiar topics.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Demonstrate basic comprehension of select features of Hispanic cultures, such as: formal and informal greetings and address; telling time and stating dates in Spanish, basic geographical or historical aspects.
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

First Year Spanish II

Goal 1	Writing: Write short compositions in simple, complete sentences on familiar topics and immediate surroundings such as: a description of themselves, a friend or family member, a daily routine or holiday gathering, a personal letter, leisure activities, food, travel.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Reading: Comprehend simple texts, often supported by context, on topics discussed above, as well as on Hispanic cultures. Begin to glean main ideas from a variety of texts, including authentic materials.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Speaking: Communicate basic information about themselves and people they know, using phrases and sentences; make plans with a sympathetic native speaker and interact in everyday situations; talk about daily activities.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Listening Comprehension: Understand a sympathetic native speaker in both formal and informal contexts; comprehend basic phrases related to familiar topics.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Demonstrate basic comprehension of select features of Hispanic cultures, such as: formal and informal greetings and address; telling time and stating dates in Spanish, basic geographical or historical aspects.
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

First Year Spanish III

Goal 1	Writing: Write compositions using complete paragraphs in the present, future, and some past tense. Begin to express value judgements and influence beyond elementary likes or dislikes. Topics include: descriptions of themselves, a friend or family member and immediate surroundings; a daily routine or holiday gathering, a personal letter, leisure activities, food, travel, health, and basic technology.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Reading: Comprehend simple texts on topics discussed above, as well as on Hispanic cultures. Begin to glean main ideas from a variety of authentic texts in past, present, and future time frames.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Speaking: Speak in the present and future; begin to use the past tense. Communicate basic information about themselves and people they know; make plans and interact in everyday situations; begin to express value judgements and influence; talk about daily
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Listening Comprehension: Understand a sympathetic native speaker in both formal and informal contexts in present, future, and some past tense. Comprehend phrases related to familiar topics.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Demonstrate basic comprehension of select features of Hispanic cultures, such as: formal and informal greetings and address; telling time and stating dates in Spanish, basic geographical or historical aspects.
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Hispanic Culture and Civilization: Spain

Goal 1	Develop a broad understanding of Spain and the Iberian Peninsula as spaces of co-existence, but also serious conflict, amongst diverse cultural, ethnic, and religious groups throughout several centuries, and up to the present day.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	Engage with historical texts, literature, media, and other artistic and cultural productions of the Iberian Peninsula.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Read, write and speak in an academic register, and further develop Spanish-language skills to reach an Advanced level, according to the ACTFL Guidelines. Write a research paper on a topic related to contemporary Spain using MLA style and citation guidelin
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Write a research paper on a topic related to contemporary Spain using MLA style and citation guidelines.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Second Year Spanish I

Goal 1	Writing: Write accurately structured sentences in the past, present and future time frames. Write comprehensible letters, compositions and paraphrases often grounded in personal experience.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Interpretive Reading: Easily interpret the main ideas and some details from authentic written materials, especially those related to personal interests, everyday life, studies, and Hispanic cultures. Follow stories and descriptions about events and experi
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Interpersonal Communication: Participate in short social interactions on a number of familiar topics using sentences and series of sentences. State details about themselves and their daily life.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Interpretive Listening: Understand the main ideas of conversations. Interpret main ideas and some details from common sources such as announcements and broadcasts.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Describe selected aspects of the geography, history, artistic heritage and cultural practices of the Spanish-speaking world. Demonstrate the capacity to discuss: nicknames and palabras cariñosas based on physical appearance; personal
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Second Year Spanish II

Goal 1	Writing: Produce written compositions in which sentences and phrases are connected in order to describe experiences and events, dreams, hopes and ambitions. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and describe reactions.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Interpret the main ideas and details from authentic written materials. Follow stories and descriptions about events and experiences in various time frames. Glean meaning from texts featuring description and narration, dealing with familiar topics and Hisp
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Interpersonal Communication: Participate in short social interactions on familiar topics. Usually discuss events and experiences in various time frames, and describe people, places, and things in short sentences.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Interpretive Listening: Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Understand the main point of many radio or TV programs on current affairs or topics of personal or profess
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Describe selected aspects of the geography, history, artistic heritage and cultural practices of the Spanish-speaking world. Demonstrate the capacity to discuss: technology in the 21st century and its effects on daily life, social lif
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Second Year Spanish III

Goal 1	Writing: Produce written compositions in which sentences and phrases are connected in order to describe experiences and events, dreams, hopes and ambitions in various time frames. Briefly give reasons and explanations for opinions and plans. Narrate a story or relate the plot of a book or film and describe reactions.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Interpretive Reading: Interpret main ideas and details from authentic written materials in various time frames and genres. Read articles and reports concerned with contemporary problems in which the writers adopt particular attitudes or viewpoints.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Interpersonal Communication: Participate in short social interactions on topics that might go beyond everyday experience. Usually discuss events and experiences in various time frames, and begin to describe dreams, hopes and ambitions. Give reasons and ex
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Interpretive Listening: Understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc. Understand the main point of many radio or TV programs on current affairs or topics of personal or profess
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Cultural Competence: Describe selected aspects of the geography, history, artistic heritage and cultural practices of the Spanish-speaking world. Demonstrate the capacity to discuss: the role of technology in daily life; changing roles in society and huma
G5 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Service Learning Practicum

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish at an advanced level, according to the ACTFL guidelines. Utilize Spanish skills to serve the local Hispanic community. Develop professional skills pertinent to future careers.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Apply Spanish-language skills to community issues. Demonstrate critical self-reflection of values and assumptions.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Cultural Competency: Complete a project that serves the need of an organization. Engage with the local Hispanic community in a meaningful way. Understand issues of diversity, culture, and social justice as applied to community engagement. Become aware of
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish at an advanced level, according to the ACTFL guidelines. Utilize Spanish skills to serve the local Hispanic community.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Apply Spanish-language skills to community issues. Demonstrate critical self-reflection of values and assumptions. Utilize leadership and problem-solving skills.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Cultural Competency: Engage with the local Hispanic community in a meaningful way. Understand issues of diversity, culture, and social justice as applied to community engagement. Become aware of community needs, problems, and strengths.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Topics in Spanish Literature 18th and 19th Century

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Conduct textual and filmic analysis with careful consideration of genre, aesthetics, and socio-political influences. Write a research paper in Spanish using MLA style, citing both primary and secondary sources. Identify the characteris
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Read works of literature by significant Spanish authors of the 18th and 19th centuries. Engage with the cultural, literary, social and political movements that influenced the works studied.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Survey of Peninsular Spanish Literature

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical thinking: Conduct textual and film analysis with careful consideration of genre, aesthetics, and socio-political influences. Learn to write a research paper in Spanish using MLA style, citing both primary and secondary sources.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Read works of literature and view films by significant Spanish authors and cineastes. Engage with the cultural, literary, social and political movements that influenced the works studied. Analyze representations of gender and codes o
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Introduction to Hispanic Literature

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Conduct textual analysis with careful consideration of genre (narrative, poetry, and theatre), aesthetics, and socio-political influences. Learn to write a research paper in Spanish using MLA style, citing both primary and secondary sou
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Read works of literature by significant Hispanic authors. Engage with the cultural, literary, social and political movements that influenced the works studied.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Migration and Borders in the Hispanic World

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Conduct analysis of text and film, engaging with thematic, aesthetic and socio-political aspects. Write a research paper in Spanish using MLA style, citing both primary and secondary sources.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Understand and compare the experiences and perspectives of migrants coming from Africa to Spain with those travelling from Central America and Mexico to the United States. Engage with the topics of: Muslim immigrants in Spain and We
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Contemporary Hispanic Societies Through Film

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Conduct analysis of films, with careful consideration of theme, genre, and aesthetics. Understand representation as a multi-faceted, complex process. Write a research paper in Spanish using MLA style, citing both primary and secondary
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Analyze how film engages important historical and social aspects of Spanish society (or Hispanic societies). Understand key historical events and social issues in contemporary Spanish or Hispanic society.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Topics in Contemporary Spanish Literature

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Critical Thinking: Conduct textual and filmic analysis, engaging with thematic, aesthetic and socio-political aspects. Write a research paper in Spanish using MLA style, citing both primary and secondary sources.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Cultural Competency: Analyze discourses of modernity and representations of violence in contemporary Spain. Develop an understanding of Surrealism and the Avant-Garde as political and aesthetic movements. Understand the ideologies and major events such a
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

INTRODUCTION TO SPANISH LINGUISTICS

Goal 1	Speak, read, and write Spanish in an academic register; Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Understand the historical development of the Spanish language in its external (history, culture) and internal development (morphology, syntax and semantics).
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Know the linguistic variation of Spanish and its main dialects, including phonology, geographical variation, social dialects and registers
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	Exhibit an ability to identify relevant issues and conduct original research in the field of Hispanic Linguistics, to use appropriate methods of documentation, and to write essays clearly demonstrative of undergraduate-level research skills and independence
G4 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Advanced Spanish Composition

Goal 1	Express and communicate ideas in writing in Spanish, using writing as a means of discovery and understanding, and developing your capacities for critical thinking, intellectual independence, and imagination
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Synthesize arguments, articulate opinions and think analytically about the underlying grammatical Spanish system in writing
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Understand that writing varies according to purpose and audience
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	Use writing as a tool for invention and discovery
G4 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 5	Locate, evaluate and synthesize diverse information resources in order to develop a body of evidence that supports the paper's purpose
G5 Alignment	[*IL] Integrative Learning
Goal 6	Value research as a discovery process that requires both creativity and persistence
G6 Alignment	[*IL] Integrative Learning
Primary ULO	See Course Goal 1.

Intermediate Spanish for Bilingual I

Goal 1	Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Demonstrate the ability to understand spoken Spanish at the intermediate level. Produce a visual narrative using images and video.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Exhibit the ability to write at the intermediate level using both formal and informal speech as well as a broad use of appropriate vocabulary and grammatical forms. Identify and name characteristics of the narrative genre. Write a narrative of at least 30
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.
G4 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Spanish for Bilingual II

Goal 1	Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Demonstrate the ability to understand spoken Spanish at the intermediate level.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Exhibit the ability to write at the intermediate level using both formal and informal speech as well as a broad use of appropriate vocabulary and grammatical forms. Apply the concepts learned to the development of a persuasive essay.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.
G4 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Intermediate Spanish for Bilingual III

Goal 1	Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Demonstrate the ability to understand spoken Spanish at the intermediate level. Practice an academic presentation, and implement this knowledge in the oral presentation of their work.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Exhibit the ability to write at the intermediate level using both formal and informal speech as well as a broad use of appropriate vocabulary and grammatical forms. Apply the concepts learned to the development of a descriptive essay. Synthesize the knowl
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.
G4 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Third Year Spanish I

Goal 1	Speak with fluency and accuracy in the target language in both informal and formal situations. Speak with fluency about academic, social and cultural topics with rich and varied lexis, adequate contextual dominance, and with the ability to describe, emphasize and express agreement or disagreement.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Comprehend the main ideas and relevant details of extended general speeches from primary audiovisual sources such as TV news clips, films and videos in standard language and recognize the most common spoken dialectal varieties of the Spanish language.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Read and interpret wide-ranging articles and reports related to contemporary topics, understanding details and nuances. Students should also be able to interpret literary texts in the target language and identify the principal characteristics of the four
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Understand and appreciate the different Hispanic cultures and develop a critical vision of their unique characteristics and historical and sociocultural contexts.
G4 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 5	Demonstrate the metalinguistic awareness necessary to master a foreign language.
G5 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Third Year Spanish II

Goal 1	1. Students will speak, listen, read, and write Spanish at the ACTFL advanced level or higher. Apply arguments, criticize and react to events or comments, and express personal opinion.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	2. Comprehend the main ideas and relevant details of extended general speeches from primary audiovisual sources such as TV news clips, films and videos in standard language and recognize the most common spoken dialectal varieties of the Spanish language.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	3. Read and interpret wide-ranging articles and reports related to contemporary topics, understanding details and nuances. Students should also be able to interpret literary texts in the target language and identify the principal characteristics of the fo
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	Write creative, clear, coherent and extended compositions in the four main textual genres, interacting with field-specific and academic language. Recognize and analyze the pertinence, and adequately use the following stylistic resources: clarity, coherenc
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Understand and appreciate the different Hispanic cultures and develop a critical vision of their unique characteristics and historical and sociocultural contexts.
G5 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 6	Demonstrate the metalinguistic awareness necessary to master a foreign language.
G6 Alignment	[*IL] Integrative Learning
Primary ULO	See Course Goal 1.

Topics in Medieval Spanish Literature

Goal 1	Discuss and assess the most important texts of the Spanish medieval tradition, including such works as <i>El cantar de Mio Cid</i> and <i>La Celestina</i> .
G1 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 2	Demonstrate an awareness of the historical and socio-cultural backdrop of Hispanic medieval literature
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Demonstrate an ability to write meaningfully and insightfully about Spanish medieval literature, observing relevant academic protocols.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Hispanic Culture and Civilization: Latin America

Goal 1	Develop conversational, grammatical, reading and writing proficiency in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Expand historical and cultural awareness of Latin America and apply it to the study of the region.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Develop a basic knowledge about society in Latin America to include the roles of: geography, demographics, politics, culture, and media.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	Enhance the ability to think critically about culture, social relations, history, politics and language in Latin America.
G4 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Read, write, speak and aurally comprehend Spanish in a business setting sufficient to seek employment (e.g., prepare a resume, prepare for an interview)
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Read, write, speak and aurally comprehend Spanish in a business setting sufficient to communicate professionally in dealing with banking and other commercial institutions (e.g., write memos and letters, converse)
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Interact in the global marketplace using proper business etiquette, with attention to Hispanic cultural nuances.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

SPAN

Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	X
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	X
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

SPAN

Submitted by BREAK

1/31/2017

X

Goal 1	X
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	X
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	X
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Latino/Chicano Literature

Goal 1	1. Analyze the literary representation of the history and life of the Chicana/o and Latina/o community.
G1 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 2	2. Identify the main texts and figures of Chicana/o and Latina/o literature and their importance for American and global literature in general.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Write a literary academic essay about one or two texts of Chicana/o and/or Latina/o literature
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Hispanic Culture and Civilization: Mexico

Goal 1	1. Identify the main events, figures and cultural products from Mexican history.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Understand the cultural history of Mexico in transnational/hemispheric/global terms
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Analyze Mexico's cultural heritage in the particular context of U.S. cultural history
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Latino/Chicano Culture

Goal 1	1. Critically examine the plural history of Chica@ and Latin@ culture, particularly in comparison to a mainstream cultural history of 'America'
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Analyze, according to contemporary Chicano/Latino studies' academic standards, different cultural products relevant to the Hispanic community in the US.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	3. Acquire advanced rhetorical and critical tools for the written production of professional-like research articles both in English and Spanish.
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Introduction to Latin American Literature

Goal 1	1. Understand in hemispheric and global terms Latin American literary and intellectual history.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Identify the main intellectual and literary periods of Latin American history as well as some of its most representative writers and texts.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Read and critically analyze primary literary sources from Medieval, Colonial modern and contemporary Latin America.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Topics in Golden Age Spanish Literature

Goal 1	1. Understand the historical relevance of the so-called Spanish "Golden Age" period in global terms.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Identify the most representative authors/texts from this period as well as their historical and literary backgrounds.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Analyze in academic terms a literary text from this period, taking into account its particular cultural and historical context, as well as its most notable literary devices.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1. Comprehend the critical arguments that have defined Cervantes' Don Quijote as one of the most important literary works of all time.
G1 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 2	2. Understand the beginnings and meaning of the novel as a literary genre at the rise of the so-called modern age.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Analyze (and enjoy) Don Quijote according to its particular historical and literary context.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Topics in Contemporary Latin American Literature (The Mexican Revolution)

Goal 1	1. Understand the cultural and material history of modern Mexico.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Identify the Mexican Revolution's most significant historical events, people and cultural manifestations.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Critically analyze literature and art derived from the Mexican Revolution.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Studies in Latin American Literature (The Essayist Tradition)

Goal 1	1. Analyze the main essays and essayist from the Ibero-American world.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	2. Understand the particular dynamics of the essay as a literary and intellectual form of expression.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	3. Analyze the intellectual history of the Ibero-American world on its own intellectual terms.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Perfect their writing skills in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	2. Understand literature and culture in Spanish not only as an academic subject but as a personal practice
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	3. Analyze and criticize literary texts not only in terms of “content” but also in terms of style, organization, structure and originality
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Spanish Golden Age Literature

Goal 1	<ul style="list-style-type: none"> Understand the historical relevance of the so-called Spanish "Golden Age" period for Hispanic cultures
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	<ul style="list-style-type: none"> Know the most representative authors from this period as well as their historical and literary backgrounds
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	<ul style="list-style-type: none"> Be able to analyze a literary text from this period, taking into account its particular cultural and historical context, as well as its most notable literary devices
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Topics in Medieval Spanish Literature

Goal 1	<ul style="list-style-type: none"> Understand the historical relevance of Spanish Medieval culture for Hispanic cultures
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	<ul style="list-style-type: none"> Know the most representative authors from this period as well as their historical and literary background
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	<ul style="list-style-type: none"> Be able to analyze a literary text from this period, taking into account its particular cultural and historical context, as well as its most notable literary devices
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Don Quijote

Goal 1	<ul style="list-style-type: none"> Comprehend the critical arguments that have defined Cervantes' Don Quijote as one of the most important literary works of all time
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	<ul style="list-style-type: none"> Understand the beginnings and meaning of the novel as a literary genre at the rise of the so-called modern age
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	<ul style="list-style-type: none"> Learn to read, analyze (and enjoy) Don Quijote according to its particular historical and literary context
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Hispanic Poetry

Goal 1	<ul style="list-style-type: none">Identify the main traits, works and figures of Spanish language poetry
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	<ul style="list-style-type: none">Learn common techniques and theories used for the academic analysis of poetry
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	<ul style="list-style-type: none">Understand and value poetry's artistic and epistemological value
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Latin American Colonial Literature

Goal 1	Comprehend in general terms the cultural and historical complexity at the foundation of Latin American culture and society
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	Identify the most important texts and authors of 16th century Hispanic colonial times
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Analyze Hispanic American colonial literature according to its historical and literary context
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Spanish Pronunciation and Phonetics

Goal 1	Produce native-like sounds in the pronunciation of Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Utilize some of the methods, techniques and tools of descriptive linguistics, such as articulatory description, the facial diagram, and phonemic and phonetic transcription. Analyze the contrasts between the sounds of Spanish and those of English.
G2 Alignment	[*IL] Integrative Learning
Goal 3	Distinguish the most important pronunciation differences between the various dialects of Spanish, including the differences between American Spanish and Peninsular Spanish.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	Utilize expanded vocabulary and grammatical structures in oral communication in Spanish.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	Manage communication of unfamiliar vocabulary through circumlocution.
G5 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

SPAN 380 Applied Linguistics: Spanish

Goal 1	Demonstrate that they are able to discuss current theories of Applied Linguistics and Second Language Acquisition and teaching methodology.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Identify and summarize the main issues related to the acquisition of Spanish as a second language.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Demonstrate that they can analyze and describe linguistic similarities and differences between the target language and their own.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	Identify and analyze cultural similarities and differences between the target culture and their own.
G4 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 5	Communicate effectively in written language as evidenced by their ability to write an essay in Spanish on language acquisition and language theory.
G5 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 6	Communicate effectively in oral language as evidenced by their ability to prepare and deliver a 20-minute presentation in Spanish in class.
G6 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Primary ULO	See Course Goal 2.

History of the Spanish Language

Goal 1	Students will be able to identify and explain the evolution of Spanish from its origins to the present
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	Describe and analyze the structures of Spanish across time using appropriate specialized terminology.
G2 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 3	Describe and analyze the changing and evolving nature of Spanish and the main historical events and cultural expressions linked to the language.
G3 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 4	Engage with current literature in historical linguistics of Spanish
G4 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 5	Students will be able to explain the relationship between the historical, social, and political events that shaped the Hispanic civilization and the development of the Spanish language
G5 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Spanish Sociolinguistics

Goal 1	Demonstrate comprehension of main topics, issues and methods in the field of Hispanic Sociolinguistics.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Demonstrate advanced understanding of main external variables influencing language variation across the Spanish-speaking world.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Critically apply theoretical knowledge of Hispanic Sociolinguistics into the teaching of Spanish as second, foreign, or heritage language by designing lesson plans and teaching materials.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	Demonstrate advanced analytical skills through an individual bibliographic research project focusing on a current Spanish sociolinguist topic.
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Spanish in United States

Goal 1	Demonstrate familiarity with the use of Spanish in the United States, its relationship to English and the phenomena associated with languages in contact.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	Demonstrate awareness of the extent and limit of variation between languages and some of the principles governing this. Understand how and why language varies across speakers and over time especially in U.S.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Master the terminology used in Spanish to describe different aspects of language
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Topics in Spanish Linguistics

Goal 1	Examine several aspects of Spanish linguistics
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Explore a theoretical description of Spanish phonetics, phonology, morphology, semantics, syntaxes and pragmatics.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Apply these concepts to the resolution of language problems.
G3 Alignment	[*IL] Integrative Learning
Goal 4	Demonstrate knowledge of the Spanish speaking world's linguistic diversity through the comprehension of Spanish in a variety of situations, discursive modes and historical, regional or social variations and demonstrate control of the language in a variety
G4 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Third Year Spanish III

Goal 1	have a better mastery of grammar points of particular challenge to speakers of English
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	be able to discriminate and choose among lexical possibilities necessary for sensible and appropriate oral and written expression.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	comprehend, discuss, and critically analyze content, ideas, language, intent, and tone in Spanish prose.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Spanish for Health Care Professionals

Goal 1	Development of knowledge of medical terminology in Spanish for anatomy and physiology and for the most common medical symptoms and conditions, as well as vocabulary and expressions for situations encountered in health care.
G1 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 2	Development of awareness of Hispanic cultural issues in the health professions, with emphasis on how to provide effective, culturally and linguistically competent health care to Hispanic/Latino patients.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Be able to effectively communicate in Spanish with Spanish speaking clients about medical related issues
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Language Teaching Practicum

Goal 1	Communicate professionally at the upper-intermediate-level in Spanish using appropriate vocabulary and grammatical forms
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Demonstrate the ability to understand spoken Spanish at the upper-intermediate level.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Exhibit the ability to write at the upper-intermediate level using formal speech as well] as a broad use of appropriate vocabulary and grammatical forms. Apply the concepts learned to the development of a solid reflection papers
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	Exhibit a broader understanding of teaching methodologies through discussions, reading of a variety of pedagogical texts and and praxis.
G4 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 4.

Introduction to Translation and Interpreting

Goal 1	Speak, read, and write Spanish in an academic register
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Conduct textual translation with careful consideration of type of document (literature, legal, and medical), aesthetics, and socio-cultural differences
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	conduct simultaneous and consecutive interpreting in several cultural, literary, legal and medical settings
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Spanish Translation Practicum

Goal 1	To help students translate into practice in a particular setting the concepts and principles taught in the classroom.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	The learning opportunities are designed to enable a candidate to develop and exhibit a professional level of work performance.
G2 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 3	Students will be able to integrate classroom learning, theory, and course content of the Spanish language and culture with the practicum experience in the Hispanic community
G3 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Studies in Spanish Literature

Goal 1	Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.
G1 Alignment	[*W, PO1] Speak, aurally comprehend, write and read Spanish at a level suitable for graduate education or careers in business, government, social services, or tourism
Goal 2	Cultural Competency: Read works of literature and view films by significant Spanish authors and cinematographers.
G2 Alignment	[*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society
Goal 3	Critical Thinking: Conduct textual and filmic analysis with careful consideration of genre, aesthetics, and socio-political influences. Write a research paper in Spanish using MLA style, citing both primary and secondary sources.
G3 Alignment	[*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

TA

TA 244 Submitted by Ryan Wright 11/09/2016
Scenecraft

Goal 1	Utilize SDS and International Standards for Hazardous Communications for proper handling of materials.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Identify and safely use basic tools found in the Scene Shop.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Analyze and utilize Theatrical Design Drawings, to establish base understanding for Theatrical Construction Drawings.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Utilize Theatrical Construction Drawings to create basic Theatrical Scenic Elements.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	Integrate the understanding of safety techniques, tools, materials, and drawings to create Theatrical Scenic Elements for a production.
G5 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 5.

Goal 1	1) Define theatre as an art form by analyzing texts, theories and the related crafts of theatre and critically discuss theatre production. (Inquiry and Analysis)
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2) Experience and develop a critical appreciation of theatre by attending live performance. (Inquiry and Analysis)
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) Compare and contrast major evolutions, styles and genres of theatre in relation to modern social, political and diverse cultural perspectives. (Integrative Learning)
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	<ul style="list-style-type: none"> A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	<ul style="list-style-type: none"> Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	<ul style="list-style-type: none"> Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	<ul style="list-style-type: none"> Demonstrated familiarity with production processes, facilities and personnel.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	<ul style="list-style-type: none"> Students will analyze and interpret written text and physical action for live performance.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	<ul style="list-style-type: none"> Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and text.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	<ul style="list-style-type: none"> Demonstrated familiarity with production processes, facilities and personnel.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	<ul style="list-style-type: none"> Students will analyze and interpret written text and physical action for live performance.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Upon completing this course, the student should be able to demonstrate an understanding of the costume technical process and how it integrates into the theatrical production process.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completing this course, the student should be able to research and analyze an assigned script through the costume design process.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Upon completing this course, the student should be able to generate an effective costume design concept for a script through graphic illustration.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	Upon completing this course, the student should be able to demonstrate basic competency sewing skills necessary for costume technology.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Upon completing this course, the student should be able to analyze and realize a character for the stage using theatrical makeup techniques.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completing this course, the student should be able to develop strategies and creative solutions for developing fantasy and non-traditional character makeup applications.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completing this course, the student should be able to research images of real people and translate those images into makeup applications for the stage.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze and explore production designs for both theatre (live) and video (TV, film, etc.), breaking them into discrete elements that can be labeled, categorized, evaluated and critiqued.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Identify and describe the various means (design, constructing, painting, etc.) through which theatrical scenery is realized.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Identify (and in some cases, operate) the equipment and facilities needed for mounting stage scenery.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Introduction to Scenic Arts

Goal 1	Analyze and explore production designs for both theatre (live) and video (TV, film, etc.), breaking them into discrete elements that can be labeled, categorized, evaluated and critiqued.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Identify and describe the various means (design, constructing, painting, etc.) through which theatrical scenery is realized.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Identify (and in some cases, operate) the equipment and facilities needed for mounting stage scenery.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Technical Theatre: Lighting

Goal 1	Analyze and explore lighting as designed for both theatre (live) and video (TV, film, etc.), breaking designs into discrete elements which can be labeled, categorized, evaluated and critiqued. (Inquiry and Analysis)
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Identify and operate a variety of theatrical lighting equipment.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Read and evaluate standard light plots and associated documents.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Technical Theatre: Sound

Goal 1	Analyze and explore sound as designed for both theatre (live) and video (TV, film, etc.), breaking designs into discrete elements which can be labeled, categorized, evaluated and critiqued.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Identify and operate a variety of theatrical audio equipment.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Create a recorded audio soundtrack for use in live theatrical performance.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Production Workshop: Tech

Goal 1	Upon completion of the course, the student will know how to contribute to theatrical production as a member of the theatre Production Team, integrating a variety of theatrical skills, processes and information into their role as a productive and effective team member.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Understand production processes, facilities and personnel as appropriate to the area of production to which they are assigned for the term.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Be capable of safely and effectively using basic equipment as appropriate to the area of production to which they are assigned for the term.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1. Define film as an art form by analyzing genres, theories and the related crafts of film
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Experience and develop a critical appreciation of film by watching a variety of genres.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3. Compare and contrast major evolutions, styles and genres of film in relation to social, political and diverse cultural perspectives.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	1. Students will learn the basic dramaturgical tools applicable in play production.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2. Students will learn to apply dramaturgical tools with a Shakespearean play, a Modern Realistic play, a play by a playwright of an under-represented group and a contemporary play.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3. Students will create dramaturgical tools using a range of essays commonly provided to theatre artists to facilitate theatrical production and audience knowledge.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Students will identify significant developments in contemporary theatre.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2. Students will identify, compare and contrast significant developments of theatre with those in film and television.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3. Students will draw observations about the correlation between developments in theatre with societal trends and popular media.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	1. Students will analyze their experiences in the Liberal Arts Core Curriculum and Theatre Arts curriculum.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2. Students will identify contemporary social issues, especially those related to under represented groups.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3. Students will write informal and formal essays that address their education, contemporary social issues and their life plans after graduation.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Upon completion of the course, the student will be able to demonstrate, in writing, in-depth knowledge of particular Performance Artists' lives and work.
G1 Alignment	[*W] Writing
Goal 2	Upon completion of the course, the student will be able to identify and analyze the political, social, cultural, and personal aspects of Performance Art.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Upon completion of the course, the student will be able to create and perform a Performance Art piece using their own lives, experiences, and viewpoints.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to demonstrate knowledge of playwriting techniques through a series of written exercises, culminating in a short one-act play.
G1 Alignment	[*W] Writing
Goal 2	Upon completion of the course, the student will be able to synthesize knowledge of various playwriting techniques (structure, plot, character, conflict, etc.) necessary to write texts for performance.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to critique and analyze the writing of their peers, using the dramaturgical and structural techniques of playwriting.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to communicate, both orally and in writing, about the history and culture of non-U.S. and non-European countries in a clear and articulate manner.
G1 Alignment	[*D] Diversity
Goal 2	Upon completion of the course, the student will be able to demonstrate knowledge of the ways in which the theatre relates to, comments upon, and is shaped by culture.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Upon completion of the course, the student will be able to analyze, in writing, the theatrical theory and dramatic scripts from a variety of countries.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

TA
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	X
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	X
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Students will read a wide range of plays and be able to identify a variety of styles.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2) Students will learn how to read a play in terms of dramatic action, structure, and meaning.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) Students will be able to apply criteria for dramatic action, structure and meaning across a range of different styles of drama representing major eras of civilization in different cultures.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Understanding of, and experience in thinking about, moral and ethical problems.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2) The ability to develop and defend informed judgments about theatre.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) An understanding of procedures and approaches for realizing a variety of theatrical styles.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Production Participation

Goal 1	1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2. Students will gain familiarity with production processes, facilities and personnel.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3. Students will be able to perform basic techniques related to the area in which the student is assigned.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and/or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	<ul style="list-style-type: none"> A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	<ul style="list-style-type: none"> Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2) A flexible, relaxed, and controlled body trained in basic stage movement disciplines; demonstrated ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relat
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	2) A flexible, relaxed, and controlled body trained in basic stage movement disciplines; demonstrated ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relat
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Stage Speech II

Goal 1	1) Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Production Workshop--Play

Goal 1	1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2. Students will gain familiarity with production processes, facilities and personnel.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3. Students will be able to perform basic techniques related to the area in which the student is assigned.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Production Performance

Goal 1	1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2. Students will gain familiarity with production processes, facilities and personnel.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3. Students will be able to perform basic techniques related to the area in which the student is assigned.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) A flexible, relaxed, and controlled body trained in basic stage movement disciplines.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Demonstrated ability to use the body effectively on stage as an instrument for characterization and to be responsive to changing time/rhythm demands and spatial relationships.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

SS: Plays in Performance

Goal 1	A. To demonstrate a students understanding of the craft of acting through observation, analysis, critical thinking and written communication
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	B. To strengthen a students ability to synthesize ideas about diverse elements of theatre and thoughtfully consider and write intelligently about their own acting work and the acting work of others in a constructive way
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	C. To encourage students to engage in communicate detailed and honest assessment of their own progress as they develop as artists
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	<ul style="list-style-type: none"> Students will, through practical application, learn to integrate new theories and techniques in order to enhance their ability to successfully execute skills necessary to acting Shakespeare.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	<ul style="list-style-type: none"> Students will learn to analyze Shakespearean text from a literary perspective and communicate their understanding orally, in writing and in performance.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	<ul style="list-style-type: none"> Students will learn to analyze Shakespearean text using scansion.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	3) Demonstrated comprehension of the basic business procedures of the actor's profession, including audition procedures, résumés, agents, and so forth.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	3) Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	1) Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	2) An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.
G2 Alignment	[*D] Diversity
Goal 3	3) The ability to analyze plays perceptively and to evaluate them critically.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students will be capable of identifying, describing and analyzing management challenges commonly faced by theatrical Stage Managers.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze scripts for props/set dressing needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create appropriate designs.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Plan, budget and schedule the acquisition and/or creation of properties for a production.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Produce stage-worthy properties using traditional and contemporary craft techniques.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

History of Architecture & Decor

Goal 1	Research, analyze and discuss architecture, furniture and décor from a wide range of historical periods.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Recognize the visual characteristics of period and regional styles in architecture, furniture and décor.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Identify and document major stylistic and technological trends through the use of drawings, photographs and concise annotations.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Interpret simple painters elevations, plan for materials and techniques to be used in painting the scenery, mix paint colors and execute appropriate painting techniques.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Identify and describe the various tools, materials and techniques used in theatrical scenic painting.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrate an understanding of safe work practices, safe handling of possibly hazardous scenic materials, and good habits and housekeeping as related to the scenic painting tools and workspaces.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Scenic Design

Goal 1	Analyze scripts for scenic needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create aesthetically and mechanically appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Produce simple sketches, models and/or renderings and mechanical drawings to communicate design ideas clearly and effectively.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Identify and describe the various types of stages, staging and scenery common to modern theatre.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Create drawings that effectively communicate design ideas using the elements and principles of theatrical drafting.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Demonstrate an understanding of the standardized symbols and symbolic drawing techniques used in theatrical design.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Use creative problem-solving to create simplified, clear and accurate two-dimensional drawings of complex, three-dimensional structures.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Lighting Design

Goal 1	Analyze scripts for lighting needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create aesthetically and mechanically appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Produce simple sketches, collages, 3-D models or renderings to communicate preliminary design ideas clearly and effectively.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Produce mechanical drawings and associated forms/documents to communicate lighting designs clearly and effectively.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Analyze scripts for scenic needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create aesthetically and mechanically appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Produce sketches, models and/or renderings and mechanical drawings to communicate complex design ideas clearly and effectively.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrate an advanced understanding of the standardized symbols and symbolic drawing techniques used in theatrical design.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Production Workshop

Goal 1	Know how to contribute to theatrical production as an experienced member of the theatre Production Team, integrating a variety of theatrical skills, processes and information into their role as a productive and effective team member.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Understand production processes, facilities and personnel as appropriate to the area of production to which they are assigned for the term.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Be capable of safely and effectively using basic equipment as appropriate to the area of production to which they are assigned for the term.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	In collaboration with other members of the design team, analyze a script for scenic needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Communicate design ideas effectively through the use of techniques appropriate to the design field in question.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Effectively execute or assist in the execution of the design as appropriate, showing creative problem solving and ongoing collaborative communication.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Production Management

Goal 1	Demonstrate an understanding of standard Stage management processes and techniques, including communication, facilitation, team management, performance oversight and the calling of cues.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt book.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Production Fabrication

Goal 1	In collaboration with appropriate area heads and designers, analyze a provided design for scheduling, material and functionality requirements, then produce/fabricate the design through the use of appropriate theatrical production techniques.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Produce additional drawings, designs, documentation and/or schedules as appropriate to execute the provided design.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrate the safe and effective use of theatrical equipment as needed to complete the production assignment.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Analyze job postings for required and optional qualifications, required application materials, and industry-specific expectations.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Create a portfolio that demonstrates skill and experience in one or more area of theatrical production.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Write clear, concise and effective resumes and cover letters.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Advanced Scenecradt

Goal 1	Integrate an advanced understanding of safety techniques, tools, materials, and drawings to create Theatrical Scenic Elements for a production.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Analyze and utilize Theatrical Design Drawings, to create complex Theatrical Construction Drawings.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Utilize Theatrical Construction Drawings to create complex Theatrical Scenic Elements.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Interpret complex painters elevations, plan for materials and techniques to be used in painting the scenery, mix paint colors and execute appropriate painting techniques.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	The ability to identify and describe a wide variety of tools, materials and techniques used in theatrical scenic painting.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrate an understanding of safe work practices, safe handling of possibly hazardous scenic materials, and good habits and housekeeping as related to the scenic painting tools and workspaces.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Scene Design: CAD

Goal 1	Create CAD drawings that effectively communicate design ideas using the elements and principles of theatrical drafting.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Use various software applications to create 3-D, fully-colored and lighted scenic models.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Use creative problem-solving to create simplified, clear and accurate two-dimensional drawings of complex, three-dimensional structures.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Digital Imagery for Theatre

Goal 1	Apply appropriate technologies and design concepts to the production of imagery for theatrical use.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Use standardized terminology to communicate concepts and ideas related to the creation, formatting, storage and presentation of digital imagery.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrate an understanding of and ability to use basic digital image manipulation techniques commonly used in photo post-processing, photo restoration, and digital content creation.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Advanced Lighting Design

Goal 1	Analyze scripts for lighting needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create aesthetically and mechanically appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Create lighting designs that can produce complex visual changes over time, creating or reinforcing changes in mood, tone, time, season, location, etc.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Produce mechanical drawings and associated forms/documents to communicate lighting designs clearly and effectively.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Production Design II

Goal 1	In collaboration with other members of the design team, analyze a script for scenic needs, effectively research imagery and background materials, and formulate concepts/manipulate design elements in order to create appropriate designs.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Communicate design ideas effectively through the use of techniques appropriate to the design field in question.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Effectively execute or assist in the execution of the design as appropriate, showing creative problem solving and ongoing collaborative communication.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Production Management II

Goal 1	Demonstrate an understanding of standard Stage management processes and techniques, including communication, facilitation, team management, performance oversight and the calling of cues.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt book.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and/or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrated ability to act (i.e. to project ones self believably in word and action into imaginary circumstances, evoked through an integration of techniques, improvisation and/or text.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	A flexible, strong, and controlled voice with trained breath support;
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance;
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrated ability to use the voice effectively as an instrument for characterization together with the ability to project the voice effectively in theatre spaces of varying sizes and in media productions.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Stage Speech 1

Goal 1	Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	A developed technique for analyzing the specific tasks required in performing varied characters from written plays.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	A flexible, strong, and controlled voice with trained breath support;
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance;
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Demonstrated ability to use the voice effectively as an instrument for characterization together with the ability to project the voice effectively in theatre spaces of varying sizes and in media productions.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Demonstrated comprehension of the basic business procedures of the actor's profession, including audition procedures, résumés, agents, and so forth.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Solo and ensemble performance experience in a variety of formal and informal settings
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	A developed technique for analyzing the specific tasks required in performing varied characters from written scripts.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature and film scripts.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	A developed technique for analyzing the specific tasks required in performing varied characters from written scripts.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature and film scripts.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Acting Styles 2

Goal 1	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Clear, articulate, and expressive speech, normally with demonstrated ability to use appropriate tools and systems to learn and perform dialects, and the ability to perform effectively in verse plays.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Stage Combat

Goal 1	Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	A flexible, relaxed, and controlled body trained in basic stage movement disciplines
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to systematically break a dramatic text down into its constituent parts.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to perform a thorough, complete, and in-depth analysis of a play.
G2 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 3	Upon completion of the course, the student will be able to identify ways in which text analysis techniques can be applied to a wide range of plays in a variety of styles, genres, and cultural standpoints.
G3 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Play Direction

Goal 1	Upon completion of the course, the student will be able to identify important directorial concepts and techniques.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completion of the course, the student will be able to apply directorial concepts and techniques through a series of directing exercises that involve creative thinking, innovation, and risk taking.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to write a directorial analysis of a viewed production, focusing on directorial techniques at work in the production.
G3 Alignment	[*W] Writing
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Upon completion of the course, the student will be able to demonstrate knowledge of the ways in which the theatre relates to, comments upon, and is shaped by culture.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to make, in writing, clear, research-based arguments on a variety of theatrical and historical topics.
G2 Alignment	[*W] Writing
Goal 3	Upon completion of the course, the student will be able to identify ways in which theatrical practices changed and evolved from the Restoration through the advent of Realism.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to demonstrate knowledge of the ways in which the theatre relates to, comments upon, and is shaped by culture.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to make, in writing, clear, research-based arguments on a variety of theatrical and historical topics.
G2 Alignment	[*W] Writing
Goal 3	Upon completion of the course, the student will be able to identify ways in which theatrical practices changed and evolved from the Ancient Greeks through the Renaissance.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to analyze Musical Theatre songs in terms of beats, rhythm, dynamics, and structure.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to identify the differences and similarities between acting in non-musical and musical theatre.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to perform, through singing and acting, a variety of memorized songs from the Musical Theatre repertoire.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to demonstrate knowledge of the ways in which the theatre relates to, comments upon, and is shaped by culture.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to make, in writing, clear, research-based arguments on a variety of theatrical and historical topics.
G2 Alignment	[*W] Writing
Goal 3	Upon completion of the course, the student will be able to identify ways in which theatrical practices changed and evolved during the 20th century, both in Europe and America.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to apply directorial techniques in the production of a play, from casting through performance.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completion of the course, the student will be able to engage in creative thinking regarding directing, including innovative problem solving, staging, and guiding actors.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to engage in self-critique, which analyzes their accomplishments and/or failures as a director.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to apply directorial techniques in the production of a play, from casting through performance.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completion of the course, the student will be able to engage in creative thinking regarding directing, including innovative problem solving, staging, and guiding actors.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to engage in self-critique, which analyzes their accomplishments and/or failures as a director.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to demonstrate proficiency in the techniques and skills needed to successfully direct a series of dramatic scenes.
G1 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 2	Upon completion of the course, the student will be able to identify what it means to be a director, including how to think like a director, and the intellectual skills needed to move from concept to production.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Upon completion of the course, the student will be able to demonstrate competency in collaboration, conceptualization, design decisions, stylistic approaches, and other aspects of directing.
G3 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	While researching fashion history, draw conclusions between fashion development, cultural events, and theatrical movements.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Synthesize and present research representing current time periods and trends integrating images, information, and music.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Demonstrate knowledge of costume history by correctly identifying images according to period and their ethnicity using the correct costume terminology.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Costume Design

Goal 1	Upon completion of the course, the student will be able to research and analyze theatrical scripts through the costume design process.
G1 Alignment	[*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre
Goal 2	Upon completion of the course, the student will be able to demonstrate knowledge of the costume design process within a theatrical production model.
G2 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 3	Upon completion of the course, the student will be able to formulate and graphical illustrate conceptual ideas for theatrical scripts.
G3 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Upon completion of the course, the student will be able to research and analyze theatrical scripts through the costume design process integrating the financial impact of the costume production process.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completion of the course, the student will be able to formulate and graphical illustrate advanced conceptual and abstract ideas for theatrical scripts.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will be able to demonstrate advanced knowledge of painting and drawing technique through graphic illustration.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Costume Crafts

Goal 1	Upon completion of the course, the student will be able to demonstrate a basic understanding of the costume crafts process and its relationship to the costume shop, costume design, and the production as a whole.
G1 Alignment	[*IL, PO1] Integrate theatrical processes from playwriting to post-production; connecting ideas, synthesizing techniques, and transferring that knowledge to current theatre production and future production beyond the campus.
Goal 2	Upon completion of the course, the student will be able to research traditional materials and explore new and found materials for use in costume crafts in theatrical production.
G2 Alignment	[PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking
Goal 3	Upon completion of the course, the student will demonstrate a working understanding of safety not only for the technician, but for his or her fellow workers.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

WR

WR 122
College Writing II

Submitted by Thomas Rand

12/14/2016

Goal 1	assert and defend a thesis that argues a position in response to a task or for a purpose, while anticipating counterclaims.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Integrate relevant evidence for the audience, context, and purpose, including reliable documented sources.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Use syntactically fluent and lexically appropriate language that adheres to the conventions of Standard Written English to develop and support ideas.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	Reflect and document procedural knowledge gained in the area of writing strategies and minimize challenges and maximize strengths--e.g., invention, organization, revision strategies, language decisions.
G4 Alignment	[WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Introduction to Writing Studies

Goal 1	Read and respond like a writer, with an eye for global features.
G1 Alignment	[ENG CORE-PO1] Develop a capacity for close attention to language structure and language use.
Goal 2	Demonstrate an understanding of writing process and ethos, pathos, and logos.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Apply rhetorical competence in the area of digital literacy.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Develop an awareness of the pivotal role that a writing community plays in the development of a writer.
G4 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Technical and Workplace Writing

Goal 1	Students should be familiar with genres and writing principles used by writers in the professional workplace and specifically in technical fields.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Students should be able to produce well-written documents for audiences at different levels of technical expertise and in various roles in an organization.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to write documents with other writers who have varying subject matter knowledge and occupy different organizational roles.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the design principles used in professional writing.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Students should be able to produce well-designed documents in multiple genres.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to design documents with other writers.
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	Students should be able to present ideas clearly and concisely using the designs covered by the course.
G4 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Develop conscious knowledge of the basic structure of English sentences.
G1 Alignment	[WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.
Goal 2	Develop basic understanding of syntactic punctuation.
G2 Alignment	[WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.
Goal 3	Develop strategies for revising sentences and for applying principles of stylistic punctuation in order to create clear, well-crafted sentences.
G3 Alignment	[WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Topics in Public and Professional Writing

Goal 1	Students should be familiar with the contexts and functions of the special topic chosen by the instructor and with the writing conventions and skills needed to write in or about that topic.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Students should be able to produce topic-appropriate documents appropriate to professional and lay audiences.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be able to present ideas clearly and concisely in front of live audiences with the aid of presentation software.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

TECHNICAL AND WORKPLACE WRITING

Goal 1	Students should be familiar with genres and writing principles used by writers in the professional workplace and specifically in technical fields;
G1 Alignment	[ENG CORE-PO4] Develop familiarity with the core issues in writing studies.
Goal 2	Students should be able to produce well-written documents for audiences at different levels of technical expertise and in various roles in an organization;
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to write documents with other writers who have varying subject matter knowledge and occupy different organizational roles.
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students should be familiar with the principles of internationalization and localization as they affect writing;
G1 Alignment	[ENG CORE-PO4] Develop familiarity with the core issues in writing studies.
Goal 2	Students should be able to produce well-written documents sensitive to the professional, cultural, and lingual expectations of international audiences
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to collaborate with writers, designers, and subject matter experts across the world;
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the design principles used in professional writing
G1 Alignment	[ENGCORE-PO4] Develop familiarity with the core issues in writing studies.
Goal 2	Students should be able to produce well-designed documents in multiple genres
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to design documents with other writers
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the design and communication affordances of the writing media covered by the course
G1 Alignment	[ENG CORE-PO4] Develop familiarity with the core issues in writing studies.
Goal 2	Students should be able to produce well-written documents in multiple media, adjusting their strategies to media type
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to collaborate with other writers using media covered by the course
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be able to conceive, plan, and write a science-related research paper.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Students should be prepared to find and cite sources appropriate to research in science fields
G2 Alignment	[ENG CORE-PO4] Develop familiarity with the core issues in writing studies.
Goal 3	Students should be able to form research questions that advance systematic inquiry in the sciences.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Students should be familiar with the principles of internationalization and localization as they affect writing.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students should be able to produce well-written documents sensitive to the professional, cultural, and lingual expectations of international audiences.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to collaborate with writers, designers, and subject matter experts across the world.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students should be able to use visual design principles to create presentations.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the design and communication affordances of the writing media covered by th course.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students should be able to produce well-written documents in multiple media, adjusting their strategies to media type.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be prepared to collaborate with other writers using media covered by the course.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students should be able to present ideas clearly and concisely through the media covered by the course.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the functions and conventions of professional editing.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students should be able to edit documents according to the audiences, purposes, and rhetorical contexts of professional writing.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be familiar with current production methods of professional editing.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Students should be familiar with the contexts and functions of job search documents and interpersonal job search activities.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Students should be able to produce documents appropriate to potential employers.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students should be able to present ideas clearly and concisely in front of live audiences with the aid of presentation software.
G3 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 4	Students should be familiar with the basic forms of media production involved in seeking a job.
G4 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Writing Theory and Pedagogy

Goal 1	Understand the 'threshold' concepts in composition theory.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Apply these concepts to writing pedagogy especially in grades 5-college.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Design and evaluate writing assignments for grades 5-college.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

WR
X

Submitted by BREAK

1/31/2017

Goal 1	X
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	X
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	X
G3 Alignment	[*D] Diversity
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Apply the practical skills and knowledge needed to write for commercial publication, emphasizing publishing as both a craft and a business, with learnable skills requiring study, effort, and practice.
G1 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 2	Demonstrate an understanding of why some manuscripts sell and others do not, as well as of traditional publishing and self-publishing processes.
G2 Alignment	[CS] Course-specific Goal not aligned with ULOs or Program Outcomes
Goal 3	Produce query letters, book descriptions, and other marketing tools necessary to be successful in the modern publishing landscape.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 3.

Goal 1	Provide communication strategies both written and verbal for students in the STEM disciplines .
G1 Alignment	[ENG CORE-PO3] Build the skills required to write persuasive, coherent explications of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundati
Goal 2	Writing letters, memorandums, proposals, resumes and analytical reports in a workplace context.
G2 Alignment	[ENG CORE-PO3] Build the skills required to write persuasive, coherent explications of literary texts, to appropriately support arguments with both primary and secondary source material and to properly employ the conventions of documentation as a foundati
Goal 3	To provide strategies for the writing process including brainstorming, organizing ideas, drafting, peer review, editing and revision of documents with special attention to rhetorical situation.
G3 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	

Goal 1	Students will learn to distinguish contemporary literary poetry from archaic and sentimental forms of verse, song lyrics, spoken word and other forms that are not the focus of this class.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Through drafting poems and receiving feedback from professor and peers, students will learn to revise and develop their writing.
G2 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 3	Students will develop strategies and philosophies for fostering literary creativity.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Advanced Poetry Writing

Goal 1	By reading poems recently published in top-tier journals, students will understand contemporary styles and trends in literary poetry with the possible aim of emulating a single or variety of successful established attributes and styles.
G1 Alignment	[*IA] Inquiry & Analysis
Goal 2	Through drafting poems and receiving feedback from professor and peers, students will learn to revise and develop their writing.
G2 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 3	Students will develop strategies and philosophies for fostering literary creativity.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 2.

Goal 1	Through drafting essays and receiving feedback from professor and peers, students will learn to revise and develop their writing.
G1 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 2	Through reading, analysis, discussion, and writing practice, students will learn what constitutes a “good creative nonfiction essay,” with the possible aim of emulating the attributes and styles of excellent peer and published work.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students will develop strategies and philosophies for fostering literary creativity.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Goal 1	Through drafting essays and receiving feedback from professor and peers, students will learn to revise, edit and develop their writing to a level suitable for publication.
G1 Alignment	[WR-PO2] Demonstrate competency with invention, drafting, and revision processes as both writer and critic through activities such as workshops, peer reviews, and group projects.
Goal 2	Through reading, analysis, discussion, students will have a better understanding of what constitutes a “publishable piece,” and write toward that goal.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Students will develop strategies and philosophies for fostering literary creativity.
G3 Alignment	[*IL] Integrative Learning
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

Intro to Fiction Writing

Goal 1	Students will learn the basic techniques and principles of writing contemporary literary fiction, and endeavor to write their own best stories.
G1 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 2	Through drafting stories and receiving feedback from professor and peers, students will learn to revise and develop their writing.
G2 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 3	Through reading, analysis, discussion, and writing practice, students will learn what constitutes a "good literary story," with the possible aim of emulating a single or variety of successful established attributes and styles.
G3 Alignment	[*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.
Goal 4	
G4 Alignment	
Goal 5	
G5 Alignment	
Goal 6	
G6 Alignment	
Primary ULO	See Course Goal 1.

