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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 |                                |            |

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|--|--------------------------------|--------------|
| 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                                    |                                |              |

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

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

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|--|-----|------------------------------|-----------|
| 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

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

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

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

## GEOG

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

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

## GL

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

|    |     |   |            |
|----|-----|---|------------|
| 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                             |           |

HE 415 Submitted by Emily Vala-Haynes 5/04/2017  
Child and Adolescent 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 |
|     |      | West 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 Hewlett  | 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 Naby   | 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 Theory   |                             |            |
| 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 Naby  | 4/30/2017 |
|     |     | Differential Equations   |           |
| MTH | 358 | Submitted by Matthew Naby  | 4/30/2017 |
|     |     | Mathematical Modeling  |           |
| MTH | 366 | Submitted by Matthew Naby  | 4/30/2017 |
|     |     | Mathematical Statistics  |           |
| MTH | 451 | Submitted by Matthew Naby  | 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               |            |

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| 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)                   |            |

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|----|-----|---|-----------|
| 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 |            |

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|--|-----|------------------------------|--------------|
| 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    |
| Evoluationalary Psychology                           |     |                              |              |
| PSY  | 390 | Submitted by Chehalis Strapp | 3/31/2017    |
| Theories of Learning                                 |     |                              |              |
| PSY  | 410 | Mentoring I                  | Submitted by |
| Chehalis Strapp                                      |     |                              | 3/31/2017    |
| 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 Marroquín                       | 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

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

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

World Prehistory

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

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

North American Prehistory

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

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| <b>Goal 1</b>       | The relationship between vision and language.   |
| <b>G1 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 2</b>       | The role of film in the study of human cultures.  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 3</b>       | The interplay of ethnographic and cinematic approaches to understanding and representing human behavior.  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | The ethical issues raised by the capture of human behavior on film and its exhibition.  |
| <b>G4 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 5</b>       | The influence of visual anthropology on the development of theory in anthropology.  |
| <b>G5 Alignment</b> | [*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. |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Women in Cross-cultural Perspective

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| <b>Goal 1</b>       | 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." |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.   |
| <b>Goal 4</b>       | We can enter into culture and begin to build and understanding of it through close reading of an ethnography.  |
| <b>G4 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 5</b>       | We can practice respectful discussion of cultural differences, even when the subject is a difficult or disturbing aspect of human behavior.  |
| <b>G5 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 6</b>       | We can enjoy the incredible creativity of human beings in their cultural responses to Mother Nature's richest gift and best joke: sex.   |
| <b>G6 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## History and Theory of Archaeology

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

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

Northwest Indian Cultures

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

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

## Latin America

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

Museum Studies

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| <b>Goal 1</b>       | The student will gain an understanding of what museums are and the role they play in our society.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | The student will be able to critically discuss the relationship between ideal museum practices, public perception, and actual activities.   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | 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.       |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | The student will thoughtfully reflect on and analyze museums as both preservers and makers of culture.  |
| <b>G4 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

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

Environmental Anthropology

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

Human Rights

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | By completing this course, students learn to define human rights and discuss the history of how human rights discourse and practice developed.  |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 3</b>       | 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.                                     |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 5</b>       | 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.  |
| <b>G5 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

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| <b>Goal 1</b>       | Identify and distinguish important theoretical and methodological tools used by linguistic anthropologists to examine communication as a socio-cultural process.                                       |
| <b>G1 Alignment</b> | [*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.                |
| <b>Goal 2</b>       | Apply these distinct methods and modes of analysis to achieve an understanding of real-world instances of language use in context.   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 4</b>       | Write clearly and persuasively about language in a variety of genres, using ethnographic and other supporting evidence effectively to make arguments.  |
| <b>G4 Alignment</b> | [*W] Writing   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

Anthropological Theory

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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.  |
| <b>Goal 2</b>       | Apply a critical lens to both popular and scholarly representations of people and cultures.  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

Anthropological Theory

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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.  |
| <b>Goal 2</b>       | Apply a critical lens to both popular and scholarly representations of people and cultures.  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

Anthropology of Modernization

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| <b>Goal 1</b>       | Understand and distinguish the heterogeneous conceptual, ideological and aesthetic underpinnings of the idea of modernity.   |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 3</b>       | Write clearly and persuasively in a variety of anthropological genres, drawing on ethnographic and other supporting evidence effectively in making arguments.  |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 2</b>       | Recognize and engage with some scholarly arguments about the nature of Islam and religion in general from an anthropological perspective.   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | Critically evaluate media, popular and policy representations of Islam, Muslims and Muslim communities.   |
| <b>G3 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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

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

introduction to Cultural anthropology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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? |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | 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  |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | on Completion, you will be able to discuss how socio-cultural anthropology improves your understanding of the human condition and cross-cultural interactions   |
| <b>G3 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       | 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   |
| <b>G5 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 6</b>       | 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)   |
| <b>G6 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Primary ULO</b>  |   |

Medical Anthropology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | 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)   |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

Transnational Migration

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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                                  |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 2</b>       | 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.                            |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 2</b>       | 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  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.   |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

Cultures of Africa

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 2</b>       | 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   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | Participation in this class will prepare students dealing with contemporary representation, ideologies , personal encounters with cultures and the people of Africa   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Indian America

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.                    |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 2</b>       | 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.    |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 6</b>       | 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.                     |
| <b>G6 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | By the end of the term students will gain an understanding of early social science approaches to studying city life   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | By the end of the term students will gain an understanding of the relationships between the modern and the urban  |
| <b>G2 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 3</b>       | By the end of the term students will gain an understanding of city peripheries and constests over space among migrants  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | By the end of the term students will gain an understanding of anthropological approaches to contemporary urban issues around the world.   |
| <b>G4 Alignment</b> | [*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. |
| <b>Goal 5</b>       | By the end of the term students will gain an understanding of urban-based political activities and citizen organizing.  |
| <b>G5 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Social Constructions of Race

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Differentiate between biological and cultural/social notions of race   |
| <b>G1 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 2</b>       | 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   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | 3. Critique how race has been linked to complex traits such as intelligence   |
| <b>G3 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 4</b>       | Review the processes that create human biological variation in anatomically modern Homo sapiens through time  |
| <b>G4 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Goal 6</b>       | 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   |
| <b>G6 Alignment</b> | [*D, PO3] Critically examine human behavior and cultural diversity in their own and other societies.  |
| <b>Primary ULO</b>  | See Course Goal 5.  |

Cultural Anthropology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | By the end of the term students will be able to understand the methods, history and analytical approaches of the discipline of anthropology.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | By the end of the term students will be able to trace the evolution of culture and current debates in socio-cultural anthropology.  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       | By the end of the term students will be able to carefully read and analyze ethnographic texts.  |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

Ethnographic Writing

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | In this class we will think about, experience and practice the craft of ethnographic writing, from description to the structure of various published works.   |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | 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.                                     |
| <b>G2 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO2] Apply problem-solving anthropological investigative approaches to advance understanding of culture.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

# Art-VCD

Art-VCD

308W

Submitted by Jen Bracy

11/27/2016

History of Graphic Design

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

## Foundations of Digital Art &amp; Design

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

Art Topics: various

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

## Beginning Drawing

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

## Beginning Design: 2D

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

## Intermediate Design 2-D

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

## Beginning Design: Three-Dimensional

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

## Intermediate Three-Dimensional Design

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

## Art History: Prehistoric through Late Antiquity

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

## Art History: The Middle Ages through the Renaissance

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

## Art History: Baroque through Contemporary

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

## Non-Western Art—History of African Art

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

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

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

## Gender in Art

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

## Intro to Printmaking

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

## Intermediate Printmaking

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

## Intermed. Printmaking

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

## Intermed. Printmaking

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

## Advanced Printmaking

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

## Adv Printmaking

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

## Adv Printmaking

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

X

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

## Intermediate Design 2-D

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

## Intro to Printmaking

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

## Intermed. Printmaking

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

## Advanced Printmaking

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

## BFA Thesis Project: Printmaking

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

## Intro to Life Drawing

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

## Intermediate Drawing

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

## Intermed. Drawing

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

## Intermed. Drawing

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

## Adv. Drawing

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

## Adv. Drawing

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

## Adv. Drawing

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

## Digital Images &amp; Photography 1

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

## Digital Images &amp; Photography 2

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

## Video &amp; Animation 1

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

## Video &amp; Animation 2

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

## Art &amp; Technology Workshop

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

## Introduction to Typograohy

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

## Graphic Design: Process &amp; Theory

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

## Graphic Design: Form &amp; Communication

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

## Graphic Design: Contemporary Issues

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

## Print Design: Systems &amp; Techniques

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

## Print Design: Expressive &amp; Structural

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

## Print Design: Contemporary Issues

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

## Beginning Sculpture

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

## Intermediate Sculpture

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

## Intermediate Sculpture

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

## Intermediate Sculpture

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

## Advanced Sculpture

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

## Advanced Sculpture

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

## Advanced Sculpture

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

## Sculpture BFA

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

## Intro to Painting

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

## Intermediate Painting

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

## Intermediate Painting

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

## Intermediate Painting

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

## Advanced Painting

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

## Advanced Painting

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

## Advanced Painting

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

## BFA Thesis Painting

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

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

## Intermediate 2D Design INTL

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

## BFA Thesis Painting

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

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

## Intermediate Illustration

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

## Advanced Illustration

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

## Professional Concerns

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

## Gallery Internship (formerly: Gallery Production)

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

## Gallery Exhibition

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

## BFA Thesis Project: Visual Communication Design

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

## Intro to Ceramics

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

## Intermediate Ceramics

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

## Intermediate Ceramics

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

## Intermediate Ceramics

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

## Advanced Ceramics

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

## Advanced Ceramics

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

## Advanced Ceramics

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

## BFA Ceramics Thesis

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

## Interaction design: Web structures and communication

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

Interaction media : Applied

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

## Interaction media : Contemporary issues

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

## Digital art and design

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will critically examine the digital art through historical, political, and social lenses.  |
| <b>G1 Alignment</b> | [*IA, PO2] Engage the world through critical inquiry and design process, and analyze art and design in context  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IL, PO3] Integrate vision, language, form, and materials for communication and self-expression  |
| <b>Goal 3</b>       | Students will develop an understanding and importance to individual visual language, interests and conceptual frameworks within their work.   |
| <b>G3 Alignment</b> | [PO1] Cultivate lifelong strategies for creative thinking, skill-building, and active practice of art and design.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## History of Modern Art, 1789-1914

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

## History of Modern Art, 1914-1965

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

## History of Modern Art, 1965-Present

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

# ASL

ASL 429  
American Deaf History

Submitted by Brent Redpath

12/07/2016

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

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

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

## American Sign Language VI

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

X

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

## Deaf Women

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | The student will be able to discuss and demonstrate an understanding of Deaf and Gender Identity in women.  |
| <b>G1 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society   |
| <b>Goal 2</b>       | The student will be able to discuss and demonstrate an understanding of Historical issues that shaped Deaf women in the Deaf community  |
| <b>G2 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to ASL Studies

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will describe training required for specific ASL-related careers.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will identify ASL proficiency required for various ASL related careers.   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Students will identify non-language related aptitudes required for specific ASL related careers.   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | Students will explore and investigate ASL related careers and examine potential career goals.  |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

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

## Visual Gestural Communication

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

## American Deaf Culture

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

## American Sign Language IX

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate two of five registers in academic ASL: consultative and formal   |
| <b>G1 Alignment</b> | [*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL   |
| <b>Goal 2</b>       | Produce medical terms and issues in ASL: current and new diseases, new medical advancements and technology, surgeries, and cures   |
| <b>G2 Alignment</b> | [*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL   |
| <b>Goal 3</b>       | Exhibit ASL presentation skills: types of presentations, presentation techniques, academic ASL, visual aids  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Fingerspelling and Numbers

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

## Mental Health in Deaf Community

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Identify & Compare their personal biases, values and beliefs.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Describe how they would connect with Deaf people who are culturally different from them.   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Understand how to work with Deaf individuals with mental health in the Deaf Community.   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

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| <b>Goal 1</b>       | Demonstrate an understanding of the life experiences on major decisions regarding to real life.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Learn and use the skills and techniques in types of presentations  |
| <b>G2 Alignment</b> | [*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL   |
| <b>Goal 3</b>       | Learn and identify five registers in ASL   |
| <b>G3 Alignment</b> | [*D, PO1] Depict language mastery in ASL linguistics including the ability to express and comprehend ASL   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Learn and demonstrate basic use of depiction features.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Learn and recognize storytelling skills in ASL   |
| <b>G2 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society  |
| <b>Goal 3</b>       | Learn and recognize cultural issues in the Deaf community.   |
| <b>G3 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

|                     |  |
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| <b>Goal 1</b>       | Learn and Produce intermediate vocabulary, grammar, non-manual signals of ASL  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Participate in more complex conversations using expressive and receptive ASL skills  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Apply language skills and cultural awareness to Interactions in the Deaf and ASL community   |
| <b>G3 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Demonstrate an increased use of vocabulary/phrases and numbers<br>1 - 99, including palm orientation and movement<br>differences, age, and frequency %me signs   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Establish and maintain communicative competence and functions of<br>people's everyday interaction, including daily routine using a<br>combination of %me signs, errands, chores and activities. about<br>immediate and extended families, family variations, relations |
| <b>G2 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society  |
| <b>Goal 3</b>       | Expressively and receptively demonstrate knowledge of ASL semantic<br>no%ons, social functions, and grammatical structures, including<br>personal, possessive, and plural pronouns, negation, and role<br>shifts, introduced at this level                             |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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

## American Sign Language Phonology

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

## American Sign Language (ASL) Morphology

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

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| <b>Goal 1</b>       | Define sentences in terms of content and semantic features   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Evaluate the syntax options available for ASL sentence types   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Discriminate between sentences that make sense and those that do not in ASL  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       | Identify, describe, evaluate, revise and produce lexical items in ASL  |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## First and Second Language Acquisition: Deaf and Hard of Hearing

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| <b>Goal 1</b>       | Gain a general understanding of theories of both first and second language acquisition and apply to first and second language acquisition experiences                          |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Compare and contrast teaching, learning, and acquisition approaches to first and second languages  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Analyze the impact of social customs, family dynamics, and educational approaches on the language acquisition, language learning, and functioning of DHH students              |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       | Examine the diversity represented in the DHH classroom   |
| <b>G4 Alignment</b> | [*D, PO2] Demonstrate sensitivity and understanding of Deaf culture and Deaf history perspectives in a global society  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Sociolinguistics of Deaf Communities

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

# BA

BA 367Q

Submitted by Hamid Bahari-Kashani

11/23/2016

## Regression Analysis

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

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

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

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

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

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

## Marketing and the Internet

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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Submitted by BREAK

1/26/2017

X

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

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

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

## Intermediate Accounting II

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

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

## Intermediate Accounting III

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

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|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | Students will be able to trouble-shoot QuickBooks at an advanced level.   |
| <b>G2 Alignment</b> | [*IA, PO2] Interpret and analyze information to solve problems or make decisions.   |
| <b>Goal 3</b>       | Students will be able to explain their processes for both of the above objectives.  |
| <b>G3 Alignment</b> | [*IA, PO2] Interpret and analyze information to solve problems or make decisions.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | 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) |
| <b>G1 Alignment</b> | [*IA, PO2] Interpret and analyze information to solve problems or make decisions.  |
| <b>Goal 2</b>       | Writing: Analyze leadership concepts in a company using the case study method. (W)   |
| <b>G2 Alignment</b> | [*W, PO3] Use appropriate writing methods to communicate concepts in business environments.  |
| <b>Goal 3</b>       | Teamwork (Self-Reflection): Participate in a seven-week leadership assignment in a team environment and complete a teamwork self-assessment and peer evaluation.                         |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Business Ethics

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

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Content knowledge of sports marketing (learning outcome = “describe, define, and identify sports marketing content”)</li> </ul>   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>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)</li> </ul>                           |
| <b>G2 Alignment</b> | [*IA, PO2] Interpret and analyze information to solve problems or make decisions.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G3 Alignment</b> | [*W, PO3] Use appropriate writing methods to communicate concepts in business environments.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

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

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

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

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

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

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

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

## Advanced Financial Management

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

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Differentiate between descriptive and inferential statistics   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.   |
| <b>Goal 2</b>       | Compute or find the mean, median, and mode; describe the characteristics, uses, advantages, and disadvantages of each measure of central tendency  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate quantitative literacy in a variety of business contexts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO2] Interpret and analyze information to solve problems or make decisions.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

# BI

BI 314  
Introductory Genetics

Submitted by Kristin Latham-Scott

10/27/2016

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

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

## General Biology (Ecology and Evolution)

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

## General Biology (Cell Biology)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain how atomic and molecular interactions influence cellular structure and function  |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 2</b>       | Identify reactants and products, including energy carriers, that drive energy flow in cellular metabolism  |
| <b>G2 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 4</b>       | Formulate, test, and evaluate hypotheses through the collection, organization and graphing of data*  |
| <b>G4 Alignment</b> | [*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

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

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

|                     |  |
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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Students will apply written communication skills to record observations and interpret data using a formal laboratory notebook.   |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand fundamental concepts in the discipline of plant ecology across multiple scales of study.   |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Express concepts related to plant ecology clearly and effectively in written form to communicate to a non-scientific audience.  |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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

## General Ecology

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

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X

Submitted by BREAK

1/26/2017

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

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

## Comparative Animal Physiology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | 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.                              |
| <b>G2 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 3</b>       | Analyze and interpret experimental data to understand concepts of animal physiology.  |
| <b>G3 Alignment</b> | [*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Comparative Vertebrate Anatomy

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

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

Microbiology for the Health Sciences

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.       |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Vertebrate Natural History

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

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

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

## Human Anatomy and Physiology

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

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

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

## Advanced Human Anatomy and Physiology

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

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

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

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

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

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

## Plant Physiology

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

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

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

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|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 2</b>       | Acquire, synthesize, and interpret information about ongoing conservation biology research and a local conservation biology resource (e.g., wildlife refuge, wilderness area).  |
| <b>G2 Alignment</b> | [*IA, PO2] Demonstrate critical thinking through laboratory experimentation, field research, and data analysis and interpretation   |
| <b>Goal 3</b>       | Communicate conservation biology knowledge using diverse modes (e.g., written, visual, oral).   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Plant Nutrition

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

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

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

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

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| <b>Goal 1</b>       | 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   |
| <b>G1 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 2</b>       | 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.                             |
| <b>G2 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

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

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| <b>Goal 1</b>       | Illustrate and perform calculations on how genes are passed from one generation to the next, both in relation to chromosomes and specific heritable traits.   |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 2</b>       | Describe DNA structure, usage by the cell, replication & maintenance, and compare different mutation effects on the DNA and on genetics.  |
| <b>G2 Alignment</b> | [PO 1] Demonstrate mastery of key concepts from the many disciplines within the biological sciences   |
| <b>Goal 3</b>       | 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.                                    |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [*IL, PO3] Apply concepts and skills from multiple courses to engage in advanced studies and research   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

# CH

CH 103  
Allied Health Chemistry

Submitted by Patricia Flatt

11/23/2016

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| <b>Goal 1</b>       | Students should be able to demonstrate an understanding of the major principles and theories of general, organic, and biochemistry.   |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | Students should demonstrate an understanding of the nature of science and scientific experiments.   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | 3. Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.  |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 4</b>       | 4. Graph and interpret scientific data and perform calculations involving unit conversions  |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 5</b>       | 5. Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.   |
| <b>G5 Alignment</b> | [*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                              |
| <b>Goal 6</b>       | 6. Understand ethical concerns regarding scientific research and the use of science to create a sustainable future.   |
| <b>G6 Alignment</b> | [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 |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Chemistry and the Environment

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Demonstrate an understanding of the major principles and theories of general chemistry and it's relationship to environmental issues.  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | 2. Demonstrate an understanding of the nature of science and scientific experiments.  |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | 3. Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.  |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 4</b>       | 4. Graph and interpret scientific data and perform calculations involving unit conversions.   |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 5</b>       | 5. Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.   |
| <b>G5 Alignment</b> | [*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                              |
| <b>Goal 6</b>       | 6. Understand ethical concerns regarding scientific research and the use of science to create a sustainable future.   |
| <b>G6 Alignment</b> | [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 |
| <b>Primary ULO</b>  | See Course Goal 4.  |

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|---------------------|---|
| <b>Goal 1</b>       | Demonstrate an understanding of the major principles and theories of organic chemistry and its application to society..   |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | Demonstrate an understanding of the nature of science and scientific experiments.   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.   |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 4</b>       | Graph and interpret scientific data and perform calculations involving unit conversions.  |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 5</b>       | Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.  |
| <b>G5 Alignment</b> | [*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                              |
| <b>Goal 6</b>       | Understand ethical concerns regarding scientific research and the use of science to create a sustainable future   |
| <b>G6 Alignment</b> | [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 |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Biochemistry and Biotechnology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate an understanding of the major principles and theories of biochemistry and its use in biotechnology..  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | Demonstrate an understanding of the nature of science and scientific experiments.   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | Use basic laboratory glassware and equipment to make scientific measurements, test hypotheses, collect scientific data.   |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 4</b>       | Graph and interpret scientific data and perform calculations involving unit conversions.  |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 5</b>       | Analyze the validity of scientific data collected in laboratory assignments or provided in lecture to support an argument or position.  |
| <b>G5 Alignment</b> | [*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                              |
| <b>Goal 6</b>       | Understand ethical concerns regarding scientific research and the use of science to create a sustainable future   |
| <b>G6 Alignment</b> | [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 |
| <b>Primary ULO</b>  | See Course Goal 4.  |

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| <b>Goal 1</b>       | Identify the polymeric biomolecules (DNA and Proteins) and their monomeric building blocks.  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 2</b>       | Explain the specificity of enzymes, the chemistry involved in enzyme action, and interpret data from enzymatic reactions from graphic or mathematical representations.   |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | Read background information, collect, analyze or interpret data for the purpose of oral discussion or written scientific reports or reviews.   |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Prepare and present a 10 min oral presentation on a complex biochemical topic  |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | Read and analyze peer-reviewed journal articles and critically evaluate the results in a discussion  |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       | Explain how protein synthesis can be controlled at the level of transcription, translation, and post-translationally.  |
| <b>G6 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Forensic Laboratory Techniques and Documentation

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 2</b>       | Proficient in scientific and technical writing specific to the documentation and presentation of forensic data within the criminal justice field.   |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Toxicology

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|---------------------|---|
| <b>Goal 1</b>       | Understand the types of exposure, routes of exposure and common metabolic pathways of xenobiotic compounds  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO6]   |
| <b>Goal 3</b>       | 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.              |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results                |
| <b>Goal 4</b>       | Display written proficiency in describing toxicological phenomena   |
| <b>G4 Alignment</b> | [*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             |
| <b>Goal 5</b>       | Apply knowledge from toxicological principles to the analysis and discussion of novel topics and situations involving exposure to xenobiotic agents.  |
| <b>G5 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

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| <b>Goal 1</b>       | Distinguish and use the various types of chemical literature sources   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Choose appropriate sources for answering specific chemical information questions   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Use computer based resources and techniques  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Read and obtain information from a journal article   |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       | Write in the traditional style of the chemical discipline  |
| <b>G5 Alignment</b> | [*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  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

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| <b>Goal 1</b>       | conduct an in-depth literature search on a topic of current interest in chemistry, biochemistry, forensic or environmental science  |
| <b>G1 Alignment</b> | [*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                              |
| <b>Goal 2</b>       | Evaluate and analyze evidence to draw scientifically sound conclusions  |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 3</b>       | Communicate technical information through an oral presentation that is appropriate for a target audience  |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | Access and use information in an ethically and legally appropriate manner   |
| <b>G4 Alignment</b> | [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 |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | apply knowledge from core chemistry courses to carry out advanced laboratory investigations  |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 2</b>       | Communicate technical information in a variety written communication types used by professional chemists   |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | conduct a chemical literature search for designing a research project  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | master advanced laboratory techniques  |
| <b>G4 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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

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

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

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

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| <b>Goal 1</b>       | Calculate $K_p^\circ$ and $\Delta G^\circ$ from observed equilibrium composition   |
| <b>G1 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 2</b>       | Understand the distribution of molecular speed and application of Maxwell Theory   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Understand Raoult's law, Henry's law and their applications  |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Advanced Inorganic Chemistry

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| <b>Goal 1</b>       | Demonstrate an understanding of major principles and theories of chemical bonding  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 2</b>       | Apply the concept of symmetry to various molecules and its application to chemical bonding   |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | Deduce Term Symbols from electronic configuration  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Calculate $q$ , $w$ , $\Delta H$ , $\Delta U$ , and $\Delta G$ for various processes   |
| <b>G1 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 2</b>       | Apply Euler reciprocity relation to Gibbs equations  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Use Maxwell relations to derive equations in terms of measurable quantities such as $\alpha$ , $\kappa$ , $T$ , $V$ , and $P$  |
| <b>G3 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Determine the rate law from experimental data  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Understand terms such as operator, degeneracy, eigenfunction, eigen value and node   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Understand the particle in the box model (one dimension) and energy quantization   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Be familiar with the classification of nuclides  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Understand the rate of radioactive decay and the half-life   |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | Understand nuclear properties such as parity, symmetry, and nuclear spin   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Elements of Physical Chemistry

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| <b>Goal 1</b>       | Be able to calculate $q$ , $w$ , $\Delta H$ , $\Delta U$ , and $\Delta G$  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Understand the Kirchhoff 's law  |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | Be able to use the Hess 's law   |
| <b>G3 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

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

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

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| <b>Goal 1</b>       | 1. Use laboratory equipment related to biochemistry and molecular biology to collect scientific data   |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 2</b>       | 2. Graphically represent datasets collected during laboratory experiments  |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | 3. Interpret and critically analyze collected data to draw conclusions and evaluate hypotheses   |
| <b>G3 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 4</b>       | 4. Maintain a laboratory notebook and scientific technical reports   |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | 5. Prepare scientific data for both oral and written presentation  |
| <b>G5 Alignment</b> | [*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  |
| <b>Goal 6</b>       | 6. Evaluate data collected during laboratory exercises in the context of the greater scientific literature   |
| <b>G6 Alignment</b> | [*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 |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to Forensic Science

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| <b>Goal 1</b>       | 1. Demonstrate and understanding of how science is used in forensic investigations.   |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | 2. Employ critical thinking and use quantitative skills to evaluate the validity of scientific evidence used in forensic cases.   |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 3</b>       | Use scientific and technical writing to effectively communicate how evidence is used in the courtroom   |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | 4. Demonstrate ethical awareness and conduct with regards to honesty in data reporting and human rights.  |
| <b>G4 Alignment</b> | [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 |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Forensic Laboratory Techniques and Documentation

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 2</b>       | Proficient in scientific and technical writing specific to the documentation and presentation of forensic data within the criminal justice field.  |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Medicinal Chemistry and Pharmacology

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| <b>Goal 1</b>       | 1. Apply key biochemical principles to explain disease states and therapeutic strategies  |
| <b>G1 Alignment</b> | [*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                              |
| <b>Goal 2</b>       | 2. Explain how drugs compounds affect mechanisms of enzyme action, cellular signaling and communication, cellular metabolism, and protein regulation.   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | 3. Define the basic physiochemical properties that affect drug absorption, distribution, metabolism, excretion (ADME), and the impact of those properties on pharmacokinetics and pharmacodynamics.   |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 4</b>       | 4. Relate the structure of active metabolites to their biological function  |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 5</b>       | 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.   |
| <b>G5 Alignment</b> | [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 |
| <b>Goal 6</b>       | 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 |
| <b>G6 Alignment</b> | [*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   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Biochemistry of Complementary and Alternative Medicine

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| <b>Goal 1</b>       | 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.            |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 2. Understand the physiological effects of common over-the-counter herbal supplements, including ginko, echinacea, glucosamine, creatine, and beta-carotene, among others   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | 3. Gather, comprehend, and apply scientific principles and evidence to help understand the validity and effectiveness of complementary and alternative medical treatments.  |
| <b>G3 Alignment</b> | [*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                              |
| <b>Goal 4</b>       | 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   |
| <b>G4 Alignment</b> | [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 |
| <b>Goal 5</b>       | 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.   |
| <b>G5 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | 1. Demonstrate proficiency with laboratory equipment and methodologies used in the toxicological analysis of substances and their biological activities.  |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results  |
| <b>Goal 2</b>       | 2. Display scientific and technical writing that accurately describes research methodology and the critical analysis of data.   |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 3. Show the ability to graphically represent and interpret data collected during laboratory periods.  |
| <b>G3 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 4</b>       | 4. Understand safety and ethical use of chemical substances and their impact on personal health and environmental quality.  |
| <b>G4 Alignment</b> | [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 |
| <b>Goal 5</b>       | 5. Understand general terminology and concepts related to xenobiotic metabolism, toxicological principles, and the basic classification of natural products.  |
| <b>G5 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Calculate $K_p^\circ$ , $K_c$ , and $\Delta G^\circ$ from observed equilibrium composition of a homogeneous reaction.  |
| <b>G1 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 2</b>       | Investigate the thermodynamics of a gas phase equilibrium reaction.  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Investigate the UV-Visible absorption spectrum of a conjugated organic molecule using the particle in the box model.   |
| <b>G3 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

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

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

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

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| <b>Goal 1</b>       | Perform basic laboratory techniques for purifying and identifying organic compounds  |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 2</b>       | Demonstrate the use of the chemical literature for gathering information   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Maintain a laboratory notebook   |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Determine the structure of an organic compound from spectroscopic data   |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Use laboratory equipment and techniques to perform organic syntheses  |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results    |
| <b>Goal 2</b>       | Determine the identity of an unknown organic compound using using qualitative and spectroscopic techniques  |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 3</b>       | Maintain a laboratory notebook  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | Prepare scientific data for an oral presentation  |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | Apply knowledge from core chemistry courses to carry out advanced laboratory investigations  |
| <b>G1 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 2</b>       | Conduct a chemical literature search for designing a research project  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Communicate technical information in a variety of types of written communication used by professional chemists   |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Interpret and critically analyze collected data to draw conclusions and evaluate hypotheses  |
| <b>G4 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 5</b>       | Perform advanced laboratory techniques   |
| <b>G5 Alignment</b> | [*IA, PO3] Use and apply of laboratory methods and scientific instrumentation to investigate a scientific hypothesis, conduct experiments, analyze data, and interpret results   |
| <b>Goal 6</b>       | Maintain a laboratory notebook   |
| <b>G6 Alignment</b> | [*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  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | 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    |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | Demonstrate an understanding of the environmental implications of population growth and resource use to maintain modern lifestyles  |
| <b>G2 Alignment</b> | [PO6]   |
| <b>Goal 3</b>       | Demonstrate an understanding of the chemistry principles behind environmental issues  |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 4</b>       | Demonstrate effective written and oral skills for communicating technical information   |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Energy, Resources and the Environment

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| <b>Goal 1</b>       | Demonstrate an understanding of the major principles of energy  |
| <b>G1 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 2</b>       | Demonstrate an understanding of the differences between non-renewable and renewable resources   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | Gather information to support or refute an argument or position   |
| <b>G3 Alignment</b> | [*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                              |
| <b>Goal 4</b>       | Research and write articles on energy topics for inclusion in the class electronic textbook   |
| <b>G4 Alignment</b> | [*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   |
| <b>Goal 5</b>       | Critically analyze data concerning environmental impacts of energy resources  |
| <b>G5 Alignment</b> | [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 |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Inorganic Chemistry of the Environment

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| <b>Goal 1</b>       | Collect, interpret and critically analyze data to draw conclusions and evaluate hypotheses   |
| <b>G1 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 3</b>       | Utilize Pourbaix diagrams to explain chemical behaviors  |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 4</b>       | Apply HSAB principles to the qualitative analysis scheme, redox chemistry, coordination chemistry, toxicology, geochemical classification and differentiation of the elements  |
| <b>G4 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Fundamentals of Photography for Forensic Science

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

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

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

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| <b>Goal 1</b>       | Learn how to use the computational program Matlab  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | relate projects to common chemical principles  |
| <b>G2 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data  |
| <b>Goal 3</b>       | Select an independent project  |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*Q, PO2] Employ critical thinking and quantitative analytical skills to solve problems, and evaluate scientific data   |
| <b>Goal 2</b>       | Demonstrate the ability to use commonly acceptable chemistry measurement and mathematical systems   |
| <b>G2 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 3</b>       | Demonstrate a working knowledge of the language of chemistry  |
| <b>G3 Alignment</b> | [PO1] Demonstrate an understanding of major concepts, theoretical principles and experimental findings in chemistry   |
| <b>Goal 4</b>       | Demonstrate a working knowledge of critical chemistry applications and calculations   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# CJ

CJ 244 Submitted by David Murphy

12/06/2016

## Comparative Criminal Justice Systems

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| <b>Goal 1</b>       | 1. articulate the benefits of comparing and contrasting the criminal justice systems of various countries characterized by different cultural values, norms and traditions.             |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | 2. describe the structures and functions of the criminal justice systems of select countries.   |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | 3. compare and contrast the methods used by various countries for purposes of administering justice.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Discuss how gender role stereotypes influence male and female socialization and impact gender discrimination vis a vis the criminal justice system.                                     |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | utilize his/her written communication skills to discuss how gender diversity in the criminal justice field has evolved over time  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | 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          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Identify the various categories and typologies of crime and explain how crime rates are recorded.   |
| <b>G1 Alignment</b> | [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)                   |
| <b>Goal 2</b>       | understand how methods of measuring crime rates impact the ability of researchers to analyze and understand how crime disproportionately impacts various groups   |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | identify key criminological theories (and identify the theorists and researchers commonly associated with those theories) and their policy implications   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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). |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Quantitative Methods in Criminal Justice

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

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Students will be able to apply theory to the explanation of causes of juvenile delinquency among diverse populations.  |
| <b>G2 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.   |
| <b>Goal 3</b>       | 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.                                  |
| <b>G3 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Research Methods in Criminal Justice

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

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

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|---------------------|---|
| <b>Goal 1</b>       | Students will be able to describe how politics, economics, and history effect US drug use and drug laws.  |
| <b>G1 Alignment</b> | [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) |
| <b>Goal 2</b>       | Stuedents will be able to articulate and analyze the basic theories of drug use and how they apply to real world situations.  |
| <b>G2 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 3</b>       | Students will be able to describe and analyze the problem of illicit drug use in US society.  |
| <b>G3 Alignment</b> | [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) |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to describe how politics, economics, and history effect US drug use and drug laws.  |
| <b>G1 Alignment</b> | [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) |
| <b>Goal 2</b>       | Students will be able to articulate and analyze the basic theories of drug use and how they apply to real world situations.   |
| <b>G2 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 3</b>       | Students will be able to describe and analyze the problem of illicit drug use in US society.  |
| <b>G3 Alignment</b> | [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) |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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

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

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| <b>Goal 1</b>       | Students will be able to understand and explain functions and operations of the various components of the criminal justice system.  |
| <b>G1 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.   |
| <b>Goal 2</b>       | Students will be able to describe and analyze major problems and issues in the field of criminal justice.   |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to understand and explain how position in a diverse population relates to crime commission and criminal processing at various stages                              |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Students will be able to identify and discuss ethical dilemmas faced by professionals within the criminal justice field.  |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | Students will be able to critique and discuss crime control policy from an ethical perspective  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to communicate how diversity in cultures influences ethics in criminal justice  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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

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| <b>Goal 1</b>       | 1. use written communication skills to describe the role of his/her practicum host agency.  |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | 2. understand professional and ethical practices of criminal justice practitioners as observed during his/her practicum.  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | 3. articulate the relationship between his/her practicum host agency and other criminal justice agencies  |
| <b>G3 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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

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

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

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Students will be able to convey through discipline appropriate writing, the current state of empirical evidence concerning crime prevention approaches in the United States.                         |
| <b>G2 Alignment</b> | [*W] Writing   |
| <b>Goal 3</b>       | Students will be able to identify and evaluate the effectiveness of crime prevention approaches in the real world.   |
| <b>G3 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.   |
| <b>Goal 4</b>       | 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.                             |
| <b>G4 Alignment</b> | [*D] Diversity   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Students will be able to outline the historical development of policing in America, including specific periods in history that inspired police reform and innovation.                   |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | Students will be able to identify historical and contemporary court decisions that govern law enforcement practices.  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to describe the role of law enforcement in the administration of justice within the criminal justice system.  |
| <b>G3 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Students will be able identify and discuss historical reforms, current trends, and practices in the parole and probation process.   |
| <b>G1 Alignment</b> | [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) |
| <b>Goal 2</b>       | 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       |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | Students will be able to evaluate parole and probation using current qualitative and quantitative research.   |
| <b>G3 Alignment</b> | [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) |
| <b>Goal 4</b>       | Students will be able to examine the role of probation and parole officers in the supervision of offenders.   |
| <b>G4 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Police and Community

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|---------------------|---|
| <b>Goal 1</b>       | Students will be able to describe police and community relations as it relates to legal, operational, and ethical issues.   |
| <b>G1 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.   |
| <b>Goal 2</b>       | Students will be able to identify strategies utilized by police in their relationships with diverse communities and populations.  |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [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)                                     |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Social Constructions of Race

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| <b>Goal 1</b>       | o Differentiate between biological and cultural/social notions of race  |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | 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  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | o Critique how race has been linked to complex traits such as intelligence  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       | o Review the processes that create human biological variation in anatomically modern Homo sapiens through time  |
| <b>G4 Alignment</b> | [*D] Diversity  |
| <b>Goal 5</b>       | 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, |
| <b>G5 Alignment</b> | [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)   |
| <b>Goal 6</b>       | 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   |
| <b>G6 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Primary ULO</b>  | See Course Goal 6.  |

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| <b>Goal 1</b>       | 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             |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [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)                    |
| <b>Goal 3</b>       | 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                 |
| <b>G3 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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Submitted by X

1/26/2017

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

## veterans entangled in the criminal justice system

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| <b>Goal 1</b>       | Students will be able to identify and discuss problems associated with veteran re-acculturation.  |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | Students will be able to critique the handling of veterans in the criminal justice system   |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to identify cultural distinctions that contribute to veterans becoming entangled in the criminal justice system.  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Students will be able to identify and discuss problems associated with youth gangs.   |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | Students will be able to critique the handling of youth gang members in the criminal justice system   |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to identify cultural distinctions that contribute to youth gang members becoming entangled in the criminal justice system.  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Students will be able to identify and discuss problems associated with corrections.   |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | Students will be able to critique the handling of prisoners in the criminal justice system  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to identify cultural distinctions that contribute to differing racial and ethnic groups in prison   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to identify and discuss the applications and problems associated with criminal law.   |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | Students will be able to identify the various components of criminal law and related policies and practices of criminal law.  |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Students will be able to identify cultural distinctions in the application and foundation of criminal law.  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Developing Homeland Security Practices

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

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

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

## Crisis and Managing Risk in Community Preparedness

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Apply to the principles of managing risk within a theoretical framework of the elements of risk assessment   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Process a risk assessment which calculates how certain risks are accepted and others aren't due to a myriad of policy and financial reasons  |
| <b>G2 Alignment</b> | [*IL, HS-PO2] Learn how to lead and direct collaborative emergency preparedness strategies at local, state, and federal agencies.  |
| <b>Goal 3</b>       | Explore the theories and frameworks related to the development and implementation of the essentials of risk analysis   |
| <b>G3 Alignment</b> | [*IL, HS-PO3] Master the required skills, knowledge, and abilities necessary for successful leadership in crisis management at the federal, state, and local levels.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Introduction to Forensic Anthropology

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

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

## Forensic Archaeology and Taphonomy

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

## Readings in Forensic Anthropology

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

## Readings in Forensic Anthropology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze and develop a biological profile for a given set of skeletal remains  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Identify and differentiate between antemortem, perimortem, and postmortem trauma  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Write a final case report summarizing data that was collected on the given set of skeletal remains  |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       | Review the historical, ethical, theoretical, and methodological development of forensic anthropology as a discipline  |
| <b>G4 Alignment</b> | [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) |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to understand the main sociological and criminological theories that explain, support, or reject an immigration-crime link.   |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [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)                                 |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Comparative Criminal Justice Systems

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | To become aware of the benefits of comparing and contrasting the criminal justice systems of various countries.   |
| <b>G1 Alignment</b> | [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) |
| <b>Goal 2</b>       | To become familiar with the structures and functions of the criminal justice systems of select countries.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | To develop an understanding of key distinctions between various legal traditions upon which most countries' criminal justice systems are based.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to outline the extent and correlates various types of victimization.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Students will be able to identify and describe the leading theories of victimization, and their utility in the critical examination of victimization.                                   |
| <b>G2 Alignment</b> | [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) |
| <b>Goal 3</b>       | Demonstrate understanding about services for victims, as well as prevention and intervention practices in the real world.   |
| <b>G3 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [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)   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IL, CJ-PO1] Explain and analyze the role of each component of the criminal justice field and how they relate to each other.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, CJ-PO3] Apply basic theories and practices in real world contexts.  |
| <b>Goal 2</b>       | 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.                                       |
| <b>G2 Alignment</b> | [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)   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [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)   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# COM

COM 111 Submitted by Frank Nevius

11/10/2016

## Introduction to Public Speaking

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

## Language of the Mass Media

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

## Introduction to Mass Media

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

## Contemporary Issues in American Broadcasting

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

## Media Literacy

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

## Communication and Information Technology

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

## Foundations of Health Communication

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

## Nonverbal Communication

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

## Public Relations Communication

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

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

## Intercultural Communication

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

## Communication and Gender

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

## Rhetoric of the Women's Movement

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                                   |
| <b>G1 Alignment</b> | [*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO1] Learn and apply communication theories, perspectives, principles, and concepts.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

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

## Conflict Management

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

## Communication in Organizations

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

## Human Communication Theory

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

## Communication Ethics

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

## Rhetoric in the Western Tradition

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

## Persuasion

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

## Influence Through Argument

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

## Freedom of Speech in the U.S.

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

## Communication in the Legal Field

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

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

## Relational Communication

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

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

## Group Discussion and Leadership

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

## Business and Professional Communication

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

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

## Environmental Communication

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

## Communication and Social Change

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

## Criticism of Public Discourse

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

## Communication and Event Planning

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

## Interpersonal Communication

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

## Dark Side of Family Communication

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

## Family Communication

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

## Advertising and Society

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

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

## Communication and Politics

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

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

## Gender, Power &amp; Cultural Production

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

# CS-2

CS-2 162  
Computer Science II

Submitted by David Olson

12/12/2016

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Design and implement Perl programs for practical applications in information management.  |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 2</b>       | Use fundamental and unique Perl capabilities including Perl program control structures, third-party Perl modules, Perl data manipulation features, and regular expressions.             |
| <b>G2 Alignment</b> | [IS-PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction to Information Systems

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

## Introduction to Multimedia Programming

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

## Introduction to Python Programming

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

## Introduction to MATLAB Programming

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

## Introduction to Game Development

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

## Introduction to Smartphone App Development

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

## JavaScript

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

## Survey of Computer Science

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | Describe the language translation process; demonstrate the use of editors, compilers and debuggers to successfully translate high level language source code into executable programs.   |
| <b>G2 Alignment</b> | [CS-PO3] Master software development and project management tools consistent with current industry standards.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | DO NOT SELECT [CS-PO2] Demonstrate expertise in software engineering practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 2</b>       | 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  |
| <b>G2 Alignment</b> | [CS-PO3] Master software development and project management tools consistent with current industry standards.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction to Computer Game Development

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

## Introduction to Smartphone App Development

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

## Introduction to Multimedia Programming

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

## Introduction to Python Programming

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Design and implement Perl programs for practical applications in information management.  |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 2</b>       | Use fundamental and unique Perl capabilities including Perl program control structures, third-party Perl modules, Perl data manipulation features, and regular expressions.             |
| <b>G2 Alignment</b> | [IS-PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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

## Introduction to MATLAB Programming

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

## Survey of Computer Science

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Describe the language translation process; demonstrate the use of editors, compilers and debuggers to successfully translate high level language source code into executable programs.   |
| <b>G3 Alignment</b> | [CS-PO3] Master software development and project management tools consistent with current industry standards.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

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

## Introduction to Computer Science

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

## Fundamentals of Web Design

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

## Ethics and Information Management

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

CS-2

Submitted by X

1/26/2017

X

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 2</b>       | 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.                |
| <b>G2 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 4</b>       | Goal 4 aims to improve program structure, readability, software quality and programmer productivity."   |
| <b>G4 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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

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

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

## Algorithms

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Select and use an appropriate algorithm that uses a greedy approach, divide and conquer, dynamic programming or backtracking algorithm to solve a difficult problem.   |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | Select and apply a graph algorithm to solve an appropriate problem using a graph data structure.   |
| <b>G2 Alignment</b> | [CS-PO3] Master software development and project management tools consistent with current industry standards.  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Information Assurance and Security

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

## Information Management

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

## Operating Systems and Networking

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

## Software Engineering I

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

## Software Engineering II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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) |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | 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)  |
| <b>G2 Alignment</b> | [*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.  |
| <b>Goal 3</b>       | 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)  |
| <b>G3 Alignment</b> | [*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Software Engineering III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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) |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 2</b>       | 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)   |
| <b>G2 Alignment</b> | [*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.   |
| <b>Goal 3</b>       | 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)  |
| <b>G3 Alignment</b> | [*IA, CS-PO4] Exhibit autodidactic qualities through individual studies, group projects and research opportunities.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | Understand 3-dimensional coordinate systems, and transformations and viewing projections. Be able to perform operations by hand as well as through a graphics API.                                   |
| <b>G2 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 3</b>       | Understand the capabilities of graphics software and appreciate the parallel nature of its hardware realization  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 2</b>       | understand a variety of machine learning tasks and compare/contrast different styles of learning as they are applied to problems   |
| <b>G2 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Data Mining and Data Warehousing

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | contrast the differences between a data mining project with a data warehouse project  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | classify data mining algorithms and rate the appropriate algorithms to software a problem on hand   |
| <b>G2 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS-PO1, *Q] Demonstrate expertise in algorithmic thinking and software development practices.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Open Source Software Development

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

# D

D 251

Submitted by Tim Cowart

12/30/2016

Intro to Dance

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

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students practice dances from a specific cultural tradition    |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Students perform dances from a specific cultural tradition     |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | Students embody dance styles from specific cultural traditions |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

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

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

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

## Hip Hop

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

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

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

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

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

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| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
| <b>Goal 3</b>       | Physicalizing the syncopation of complex urban rhythms.  |
| <b>G3 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | Students learn to experience jazz dance in a variety of styles.  |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
| <b>Goal 2</b>       | Integration of the history and development of jazz dance.  |
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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students learn to experience tap dance in a variety of styles.   |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
| <b>Goal 2</b>       | Integration of the history and development of tap dance.   |
| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

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

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

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| <b>Goal 1</b>       | Students learn to experience tap dance in a variety of styles.   |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
| <b>Goal 2</b>       | Integration of the history and development of tap dance.   |
| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

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| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
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| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Students learn to experience the technique of modern dance.  |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
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| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Students learn to experience the technique of modern dance.  |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices. |
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| <b>G4 Alignment</b> |  |
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| <b>G5 Alignment</b> |  |
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| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Dance and Gender

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

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

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

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

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

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

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

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

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

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

## Special Studies

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

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

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

## Dance Improvisation

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

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

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

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

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

## Rhythmic Awareness

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

## Rhythmic Awareness

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

## Dance Composition I

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

## Dance Composition 2

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.   |
| <b>Goal 2</b>       | Understanding the theoretical aspects of how to create dances and demonstrate that knowledge by creating compositional studies   |
| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.   |
| <b>Goal 3</b>       | Exploring the process of dance creation  |
| <b>G3 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Dance in Musical Theatre

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

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

## Special Studies: Dance Concert and/or Musical

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

## Senior Project

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

## Independent Studies in Dance

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

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

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

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

## Dance Repertory

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.  |
| <b>Goal 2</b>       | Creating costume designs, make-up designs, and set designs.   |
| <b>G2 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.  |
| <b>Goal 3</b>       | Understand the vocabulary of technical theatre and dance productions  |
| <b>G3 Alignment</b> | [*IL, PO3] Connect ideas, synthesize techniques, and transfer that knowledge into current dance practices.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Dance Production Lab

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

## Group Choreography

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

## Dance and Technology

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

## Creative Dance For Children

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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                 |
| <b>G1 Alignment</b> | [*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.   |
| <b>Goal 3</b>       | Teach creative movement classes to members of the community  |
| <b>G3 Alignment</b> | [*IL, PO2] Integrate and independently apply dance skills, abilities, theories and/or methodologies.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

# ECON

ECON 200W Submitted by John Leadley

12/21/2016

Introduction to Economic Perspectives

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

## Introduction to Microeconomics

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

## Econometric Analysis and Report Writing

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

## Development Economics

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

## Introduction to Macroeconomics

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

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

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

X

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

## Intermediate Microeconomics I

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

## Public Choice

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

## Economics of Professional Sports

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

## Economics of Intercollegiate Sports

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

## Economics of Organized Crime

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Apply economic analysis to understand the behavior of organized crime groups.   |
| <b>G1 Alignment</b> | [*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.   |
| <b>Goal 2</b>       | 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). |
| <b>G2 Alignment</b> | [*W, PO3] Use appropriate writing methods to effectively communicate economic concepts.   |
| <b>Goal 3</b>       | Understand the origins and persistence of organized crime, and approaches to minimize or eliminate organized crime groups.  |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Game Theory

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | To understand and be able to define strategic decision making involved in the theory of games in both cooperative and non-cooperative environments   |
| <b>G1 Alignment</b> | [*IA, PO1] Apply relevant theoretical models to explore microeconomic and macroeconomic issues.  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*Q, PO2] Demonstrate quantitative literacy in the context of economic behavior.   |
| <b>Goal 3</b>       | Apply game theory to common decision-making in business and economics.   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Comparative Economic Systems

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

## History of Economic Thought

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

## Intermediate Macroeconomic

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

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

## International Monetary Economics

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

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

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

## Environmental Economics

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

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

## Econometrics

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

## Intermediate Microeconomics II

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

## Public Finance

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

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

# ED

ED 481 Submitted by Jessica Dougherty

12/15/2016

## Introduction to ESOL and Bilingual Education

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

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

## Culture, Community and the ESOL/Bilingual Classroom

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

## First and Second Language Acquisition and Educational Linguistics

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

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

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

## Teaching ELD in the ESOL and Bilingual Classroom

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

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

## Applied Adolescent Learning &amp; Development

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Apply key learning and development concepts, models, and strategies in the design and implementation of secondary classroom practices   |
| <b>G1 Alignment</b> | [UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.   |
| <b>Goal 3</b>       | Examine existing educational practice to ascertain its fit with theories of adolescent learning and development   |
| <b>G3 Alignment</b> | [*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.   |
| <b>Goal 4</b>       | Engage in systemic reflection within a community of practice to evaluate professional growth  |
| <b>G4 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Applied Children's Learning &amp; Development

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

## Special Education &amp; Inclusive Communities

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

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

## Environments for Diverse Learners

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

## Typical and Atypical Development

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

## Professional Development: Early Childhood Studies Capstone

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Synthesize and reflect on knowledge gained through coursework in the Early Childhood Studies major   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Examine applications of educational theories and research to their own teaching and learning process   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Demonstrate competency in writing ability and coherent communication of knowledge  |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | Demonstrate the ability to work collaboratively in small groups to construct a joint knowledge base about a case   |
| <b>G4 Alignment</b> | [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)                                     |
| <b>Goal 5</b>       | Present information in a disciplined, clear and concise manner   |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 6</b>       | 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 |
| <b>G6 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.  |
| <b>Primary ULO</b>  | See Course Goal 6.   |

## Observation and Assessment of the Young Child

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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   |
| <b>G1 Alignment</b> | [*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.  |
| <b>Goal 2</b>       | Demonstrate knowledge and understanding of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the child   |
| <b>G2 Alignment</b> | [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)                             |
| <b>Goal 3</b>       | articulate an understanding of comprehensive and unbiased assessments of young children ages birth-4th grade in inclusive settings   |
| <b>G3 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.  |
| <b>Goal 4</b>       | Demonstrate an understanding of the influence of cultural and linguistic diversity on assessment, eligibility, programming and LRE placement   |
| <b>G4 Alignment</b> | [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)                             |
| <b>Goal 5</b>       | Identify how to establish case records including how to write appropriate IFSP/IEPs, transition plans, and evaluation summary reports  |
| <b>G5 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.  |
| <b>Goal 6</b>       | 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 |
| <b>G6 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Families and Community Involvement

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

ED

Submitted by BREAK

1/26/2017

X

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

ED

Submitted by BREAK

1/31/2017

X

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

## Elementary Science Methods

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

# ENG

ENG 104  
Introduction to Fiction

Submitted by Thomas Rand

12/14/2016

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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). |
| <b>G1 Alignment</b> | [*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.   |
| <b>Goal 2</b>       | Students will gain an appreciation of fiction as a means of exploring and commenting on human experience and diverse cultures.   |
| <b>G2 Alignment</b> | [*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.   |
| <b>Goal 3</b>       | Students will learn to apply interpretive strategies and to relate works of fiction to relevant historical, literary, and social contexts.   |
| <b>G3 Alignment</b> | [*IA, LIT-PO1] Situate each literary work within its cultural traditions and genres.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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

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

## Literature of the Western World [Greco-Roman]

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

Literature of the Western World [Greco-Roman]

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

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

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

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

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

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

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

## Introduction to Literary Study

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Read with greater appreciation of a text's artistic/literary features--style, structure, and language [close reading]--and how those features create/deepen meaning.  |
| <b>G1 Alignment</b> | [ENGSCORE-PO1] Develop a capacity for close attention to language structure and language use.   |
| <b>Goal 2</b>       | Create, support, and develop a defensible claim about a text.   |
| <b>G2 Alignment</b> | [ENGSCORE-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 |
| <b>Goal 3</b>       | Write essays that conform to the expectations of the discipline, including use of appropriate secondary sources and incorporation of others' ideas into essays.   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Period Studies in Continental European Literature after 1700

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

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Examine one or more socio-literary theories in depth.   |
| <b>G1 Alignment</b> | [LIT-PO2] Apply theories and research methods to analyze and interpret literature.  |
| <b>Goal 2</b>       | Practice applicaiton of theory to textual interpretation through discussion and written products.   |
| <b>G2 Alignment</b> | [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. |
| <b>Goal 3</b>       | Write an extended literary analysis essay that incorporates theyry and disciplinary research methods and that conforms to the expectations of the discipline.                             |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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

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

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

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

X

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

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

## Survey of British Literature

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

## Survey of British Literature

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

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

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

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

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

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

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

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

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

## Victorian British Literature

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

Period Studies in American Literature to 1865.

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

## Period Studies in American Literature Since 1865

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

## Period Studies in Continental European Literature Before 1700

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

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

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | Write a literary analysis essay that conforms to the expectations of the discipline.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Analyze texts with reference to their cultural and literary contexts.   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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

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

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

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

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

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

## Major Figures

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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." |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Write a literary analysis essay that conforms to the expectations of the discipline.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Identify and discuss shaping influences in the author's (s') biography and cultural historical moment.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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

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| <b>Goal 1</b>       | Provide evidence of achieving program learning outcomes.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Analyze strengths and weaknesses of the English program.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Familiarity with representatives examples of fiction such as short story, parable, novella and novel.   |
| <b>G1 Alignment</b> | [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. |
| <b>Goal 2</b>       | Familiarity with basic elements of fictional art, irony, symbolism, theme, point of view, tone.   |
| <b>G2 Alignment</b> | [LIT-PO2] Apply theories and research methods to analyze and interpret literature.  |
| <b>Goal 3</b>       | Apply interpretative strategies to works of fiction in a historical, literary, social and cultural context.   |
| <b>G3 Alignment</b> | [LIT-PO3] Analyze how literature relates to culture, society, and the individual.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

# ENT

ENT 460W Submitted by Marty Schulz

12/08/2016

Entrepreneurship in Action

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

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

## Creativity and Entrepreneurship

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

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

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

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

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

ENT

Submitted by BREAK

1/31/2017

X

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

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

# ES

ES 203/L

Submitted by Jeff Myers

11/30/2016

Historical Geology

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

Geology of Oregon

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

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

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

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

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

Principles of Geology

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

Quantitative Methods

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

ES

Submitted by BREAK

1/31/2017

X

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

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

## Principles of Geology II (Surface Processes)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Outcome 1: Explain mass and energy transfer cycles that result in erosion and deposition at the Earth's surface (PO1)  |
| <b>G1 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 2</b>       | Outcome 2: Identify sedimentary rocks, describe their composition, and interpret processes that result in their formation (PO3; I&A)                         |
| <b>G2 Alignment</b> | [*IA, PO3] Conduct scientific investigations in laboratory and field settings  |
| <b>Goal 3</b>       | Outcome 3: Identify landforms, describe their composition, and interpret processes that result in their development at the Earth's surface (PO3, I&A)        |
| <b>G3 Alignment</b> | [*IA, PO3] Conduct scientific investigations in laboratory and field settings  |
| <b>Goal 4</b>       | Outcome 4: Summarize concepts of stratigraphy and landscape evolution in the context of geologic time (PO1)  |
| <b>G4 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 5</b>       | 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) |
| <b>G5 Alignment</b> | [*W] Writing   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

## Quantitative Methods

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

## Geomorphology

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

## Senior Seminar

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

## Medical Geology

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

## River Environments

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

## Environmental Geology

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

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

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

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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                        |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 3</b>       | To study earthquake hazards facing the Northwest, and consider how to reduce earthquake risks at state, local, and personal levels   |
| <b>G3 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

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

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

## Introduction to Oceanography

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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  |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | 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   |
| <b>G2 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 3</b>       | 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   |
| <b>G3 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 5</b>       | 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                     |
| <b>G5 Alignment</b> | [PO2] Apply technology-based methods to solve geologic problems and communicate results.   |
| <b>Goal 6</b>       | 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  |
| <b>G6 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Depositional Systems

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [*IA, PO3] Conduct scientific investigations in laboratory and field settings   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system   |
| <b>Goal 3</b>       | Upon conclusion of this course you will be expected to demonstrate a general understanding of sedimentary facies and facies dynamics  |
| <b>G3 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system   |
| <b>Goal 4</b>       | 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   |
| <b>G4 Alignment</b> | [PO2] Apply technology-based methods to solve geologic problems and communicate results.  |
| <b>Goal 5</b>       | 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- |
| <b>G5 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Upon conclusion of this course you will be expected to demonstrate a general understanding of the subdisciplines and applications of paleobiology  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 3</b>       | Upon conclusion of this course you will be expected to demonstrate a general understanding of the reconstruction of marine communities from invertebrate fossils   |
| <b>G3 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 4</b>       | 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                                     |
| <b>G4 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 5</b>       | Upon conclusion of this course you will be expected to demonstrate a general understanding of vertebrate fossils of the Tertiary Period in Oregon  |
| <b>G5 Alignment</b> | [PO1] Demonstrate knowledge of the physical, chemical, and biological processes operating in the Earth system  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

# EXS

EXS 483W

Submitted by Brian Caster

12/01/2016

Biomechanics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will gain knowledge of and practice in establishing the overall performance goal of a movement.   |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 2</b>       | Students will gain knowledge of and practice in phase identification relative to general and sport specific movements.   |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 3</b>       | Students will gain knowledge of and practice in identification of specific biomechanical and motor performance principles critical to achieving a performance goal.  |
| <b>G3 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 4</b>       | Students will gain knowledge of and practice in application of technological and conceptual tools of analysis.   |
| <b>G4 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 5</b>       | Students will gain knowledge of and practice in application of analysis techniques to both familiar and novel skills.  |
| <b>G5 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 6</b>       | 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 |
| <b>G6 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Primary ULO</b>  | See Course Goal 5.   |

## Motor Learning

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

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

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

## Aerobic Kickboxing

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

## Indoor Cycling

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

X

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

X

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

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

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

## Teaching Methods II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Plan and implement appropriate (e.g., measurable, 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. |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 2</b>       | Engage in behavior that reflects professional ethics, practice and cultural competence, AMB systematic observation and reflection of lessons, and cooperating teacher evaluation.   |
| <b>G2 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

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

## Assessment in Physical Education

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

## Physiology of Exercise

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

## Advanced Topics: Exercise Physiology

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

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

## Exercise Science Internship

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

## Sociological and Psychological Aspects of Physical Activity

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

## Teaching Games II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.       |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.            |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs  |
| <b>Goal 3</b>       | Engage in behavior that reflects professional ethics, practice and cultural competence, AMB attendance and professionalism (PETE progress report).  |
| <b>G3 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Intro to Sport Management

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

## Curriculum in Physical Education

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Describe physical education curriculum and instructional models for meeting student learning needs, AMB Curricular Model Presentation.  |
| <b>G1 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 2</b>       | Plan and implement appropriate (e.g., measurable, 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 |
| <b>G2 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 3</b>       | Engage in proactive promotion and advocacy of physical education, AMB written professional philosophy, and the PETE progress report.  |
| <b>G3 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Field Experience in Physical Education

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.                                   |
| <b>Goal 2</b>       | 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                            |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.                                   |
| <b>Goal 3</b>       | Engage in behavior that reflects professional ethics, practice and cultural competence, AMB cooperating teacher evaluation, case study and school meeting report.  |
| <b>G3 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Physical Education in the Elementary School

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate a basic understanding and justification for the value of elementary physical education and adopting an active lifestyle.   |
| <b>G1 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science  |
| <b>Goal 2</b>       | Identify fundamental movement pattern skill progressions for locomotor, non-locomotor, manipulative, and rhythmic movements.   |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 3</b>       | Demonstrate an understanding of a variety of teaching methods, activities, and classroom management techniques appropriate for elementary physical education.  |
| <b>G3 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [*D] Diversity   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Biomechanics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | At the completion of the course students will be able to establish the overall performance goal of a range of human movements.  |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 2</b>       | At the completion of the course students will be able to Identify movement phases relative to general and sport specific movements.   |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 4</b>       | At the completion of the course students will be able to apply appropriate technological and conceptual tools in biomechanical analysis of human movement.  |
| <b>G4 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 6</b>       | 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 |
| <b>G6 Alignment</b> | [*W] Writing  |
| <b>Primary ULO</b>  | See Course Goal 6.  |

## Kinesiology

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

## Advanced Topics in Biomechanics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate an in-depth understanding of Energy in its various forms, and application of related biomechanical concepts to human-equipment interactions.   |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 2</b>       | Students will successfully complete a research-based project following one of various approved forms.  |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Advanced Topics in Biomechanics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate an in-depth understanding of Energy in its various forms, and application of related biomechanical concepts to human-equipment interactions.  |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 2</b>       | Students will successfully complete a research-based project following one of various approved forms.   |
| <b>G2 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.  |
| <b>Goal 4</b>       | Students will develop a research abstract for submission/presentation in an appropriate venue, OR develop an article for submission to an undergraduate research journal.   |
| <b>G4 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 5</b>       | Students will develop and pursue select components of an individual career development plan.  |
| <b>G5 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Exercise Testing and Prescription

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

## Lifespan Motor Development

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

## Lifespan Adapted Physical Activity

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

## Advanced Topics: Adapted Fitness Programming

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

## Teaching Strength Training &amp; Conditioning

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness  |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints. |
| <b>Goal 2</b>       | : 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                        |
| <b>G2 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 3</b>       | 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                                     |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Teaching Outdoor &amp; Adventure Education

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

## Teaching Games I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | : 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 |
| <b>G1 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 2</b>       | : Implement demonstrations, explanations and instructional cues that are aligned with short- and long-term plan objectives   |
| <b>G2 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 3</b>       | Implement transitions, routines and positive behavior management to create and maintain a safe, supportive and engaging learning environment   |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Exercise Motivation and Adherence

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

## Athletics: Coaching and Administration

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

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

## Motor Learning for Coaches

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

## Advanced Topics of Motor Behavior

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

## Motor Learning for Coaches

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

## Teaching Methods in Physical Education I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO1] Plan effective exercise and movement interventions based on assessment of individual, environmental, and task constraints, and on assessment of interactions among constraints.   |
| <b>Goal 2</b>       | Students will teach physical education lessons to varied levels of elementary children that demonstrate sound management strategies, instructional practices, and teaching behaviors.  |
| <b>G2 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 3</b>       | 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              |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 4</b>       | 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.  |
| <b>G4 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science  |
| <b>Goal 5</b>       | 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.  |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Teaching Movement Education

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                        |
| <b>G1 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science  |
| <b>Goal 3</b>       | Students will design and use assessment tools developmentally appropriate for evaluating children's physical activity and fundamental motor skills.  |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Teaching Movement Education

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs  |
| <b>Goal 2</b>       | 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.                                    |
| <b>G2 Alignment</b> | [*IL, PO3] Demonstrate professional development and advocate for research-based practices within exercise science   |
| <b>Goal 3</b>       | Students will design and use assessment tools developmentally appropriate for evaluating children's physical activity and fundamental motor skills.   |
| <b>G3 Alignment</b> | [*Q, PO2] Implement and evaluate strategies, interventions, and programs  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Teaching Dance in Physical Education

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

## Teaching Aerobic Fitness

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

# FR

FR 110 Submitted by Thomas Rand

12/09/2016

## French Literature in Translation

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate knowledge of French culture and history  |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.   |
| <b>Goal 2</b>       | Discuss the texts with an understanding of how particular works are embedded in French culture and history   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Students will be able to read and review a simplified version of a work of French literature</li> </ul>  |
| <b>G1 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Students will be able to converse about real life situations in target language (shopping, ordering food, renting an apartment, describing yourself)</li> </ul>  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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).</li> </ul>   |
| <b>G1 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>                            |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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]</li> </ul> |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Students will present to other students on different francophone countries, highlighting their geography, customs and culture.</li> </ul>  |
| <b>G2 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>G3 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>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</li> </ul>                      |
| <b>G2 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul>                       |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>G4 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G2 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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).</li> </ul> |
| <b>G1 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Students will choose a literary work and present it to the class, emphasizing its importance for them personally and in literature.</li> </ul>   |
| <b>G2 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>G3 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>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</li> </ul>                         |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Introduction to French Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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).</li> </ul> |
| <b>G1 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>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]</li> </ul>                              |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Students will be able to assemble an overview of the key literary eras of the target culture and their definition.</li> </ul>  |
| <b>G3 Alignment</b> | [PO3] Analyze and critique original texts and cultural artifacts from French/Francophone sources.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Topics in French Language and Literature

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

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate comprehension of spoken French--words, phrases, simple questions and statements.   |
| <b>G1 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 3</b>       | Read French demonstrated by comprehending words (including cognates), phrases, and simple text through repeated reading and contextual clues.  |
| <b>G3 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 4</b>       | Write simple French including transcribe and spell words accurately, and compose lists, questions and simple sentences.  |
| <b>G4 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for   |
| <b>Goal 5</b>       | 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 citizen |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.   |
| <b>Goal 6</b>       | Identify diverse cultural perspectives of francophone countries through short articles, music, and lectures on geography, history, art, and culture.   |
| <b>G6 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.   |
| <b>Primary ULO</b>  | See Course Goal 6.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate comprehension of spoken French--words, phrases, simple questions and statements.  |
| <b>G1 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 2</b>       | Speak simple French, demonstrated by using phrases, sentences and questions to express ideas and some details, and initiating and sustaining simple conversation.   |
| <b>G2 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 4</b>       | Write simple French, including transcribe and spell words accurately, and compose short letters, paragraphs and guided conversations.   |
| <b>G4 Alignment</b> | [PO1] Speak, aurally comprehend, write and read French at a level suitable for  |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Goal 6</b>       | Identify diverse cultural perspectives of francophone countries through short articles, music, and lectures on geography, history, art, and culture.  |
| <b>G6 Alignment</b> | [*D, PO2] Explain and apply French cultural and historical perspectives to events and ideas in a globalized society.  |
| <b>Primary ULO</b>  | See Course Goal 6.  |

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

FR

Submitted by BREAK

1/31/2017

X

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

# GEN-ED

GEN-ED ASL

ASL101

Submitted by Brent Redpath

12/07/2016

American Sign Language 1

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

## American Sign Language 2

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

## American Sign Language 3

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

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

## Natural Science: Search and Order 2

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

Honors: General Science; Search and Order 3

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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...)<br>technologies.  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 4</b>       | Students will participate in a professional meeting including deadlines associated with abstract writing and submission, research and presentation completion, and final meeting participation.   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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

## Badminton

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

## Basketball

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

## Walking/Jogging

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

## Volleyball

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

## Tennis

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

## Individual Health and Fitness

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

## Skiing and Snowboarding

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

## Cycling

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

## Yoga

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Discuss and demonstrate basic stance and body posture relative to technique and form presentation with postures (Asanas).   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 2</b>       | Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement in basic technique and form presentation in Yoga practice. |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 3</b>       | 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.                      |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Beginning Tai Chi Chuan

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

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

## Beginning/Intermediate Karate

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

## Backpacking

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

## Advanced Backpacking

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

## Beginning Rock Climbing

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

## Beginning Pilates

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 2</b>       | 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.                        |
| <b>G2 Alignment</b> | [*IA] Inquiry and Analysis  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA] Inquiry and Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Beginning Pilates

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 2</b>       | 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.                        |
| <b>G2 Alignment</b> | [*IA] Inquiry and Analysis  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA] Inquiry and Analysis  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 5</b>       | 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  |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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

## Aerobic Dance

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

## Social Dance

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Upon completion of this course, students will be able to create and perform combinations of ballroom and country western dance steps and variations.  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 3</b>       | 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.                     |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 5</b>       | Upon completion of this course, students will have developed an appreciation for the physical movement, social aspects, and historical/cultural heritage of social dancing.   |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Bowling

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

## Golf

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

## Soccer

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

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

## Beginning Weight Training

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

## Intermediate Weight Training

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

## Karate

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

## Beginning Tai Chi Chuan

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

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

## Yoga

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Discuss and demonstrate the need and benefit of observing coordinated breathing and controlled balanced movement in basic technique and form presentation in Yoga practice. |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | Discuss and demonstrate basic stance and body posture relative to technique and form presentation with postures (Asanas).   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 3</b>       | 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.                      |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## General Physics

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

## General Physics

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

## General Physics

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

## General Physics with Calculus

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to convert between written, pictorial, graphical, and algebraic representations as needed to interpret scientific data.  |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 2</b>       | 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 result |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | 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.                               |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 4</b>       | Students will be able demonstrate through conceptual questions about kinematics and the conservation laws that they have become Newtonian thinkers.  |
| <b>G4 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## General Physics with Calculus

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                           |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | Students will begin to handle more complex problems in physics (e.g. damped motion, 3-body problem) by computer modeling.  |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## General Physics with Calculus

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

# GEOG

GEOG 107D Submitted by Shaun Huston

12/05/2016

## Introductory Cultural Geography

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

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

## Canadian Identity Through Film

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

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

## The West and the American Imagination

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

## The Changing American West

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

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

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

## Urban Planning and Policy

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

## Introductory Physical Geography

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

## Introductory Physical Geography

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

## Introductory Economic Geography

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain how economic activities are located and organized in space   |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.   |
| <b>Goal 2</b>       | Explain how interregional differences in economic well-being may come about, and how such processes affect your own daily life and professional plans            |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze human-environment relations.  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | examine causes of migration  |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 2</b>       | describe and explain settlement patterns                                     |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | interpret effects of migration on receiving and sending societies            |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | describe the natural history of the region  |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.   |
| <b>Goal 2</b>       | interpret the changing human-environment relationships as expressed by the dynamic energy landscape |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze human-environment relations.   |
| <b>Goal 3</b>       | describe and explain the increasing human diversity of the region                                   |
| <b>G3 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.                         |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Quantitative Methods in Geography

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | calculate and interpret descriptive statistics  |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 2</b>       | learn and apply basic parametric and non-parametric statistics to real world problems       |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 3</b>       | understand and critique the use of statistical methods as tests for hypotheses and theories |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Mexico and Central America

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe the physical processes that have shaped the landscape and cultures                  |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.  |
| <b>Goal 2</b>       | interpret the influence of the political economy on trade, migration, and social development |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.                 |
| <b>Goal 3</b>       | understand the forces that have created high cultural and ecological diversity               |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze human-environment relations.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand the complexity and interdependence of contemporary global issues.                          |
| <b>G1 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.                           |
| <b>Goal 2</b>       | Appreciate how one's own culture and history affect one's worldview and expectations.                 |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.                          |
| <b>Goal 3</b>       | Appreciate the vastness of the world and the opportunities to create a better future for all peoples. |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.                          |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.  |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Popular Culture in Global Perspective

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Intepret popular culture as place-specific, but also as shared and practiced at different scales and across boundaries. |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.  |
| <b>Goal 2</b>       | Demonstrate critical geographic thinking about "culture."   |
| <b>G2 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.   |
| <b>Goal 3</b>       | Relate non-human actors and forces to human culture.  |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze human-environment relations.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Qualitative Research Methods

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Select research methods appropriate to specific projects.              |
| <b>G1 Alignment</b> | [PO1] Explain important elements of geographic thought and practice.   |
| <b>Goal 2</b>       | Practice the conduct of qualitative research.                          |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes    |
| <b>Goal 3</b>       | Discuss key theoretical and ethical questions in qualitative research. |
| <b>G3 Alignment</b> | [PO1] Explain important elements of geographic thought and practice.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Making Digital Video for the Social Sciences

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use digital video (DV) for creative expression and exploration in the social sciences.   |
| <b>G1 Alignment</b> | [PO1] Explain important elements of geographic thought and practice.   |
| <b>Goal 2</b>       | Practice basic principles for shooting and editing DV.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Employ the language of film in a social science context.   |
| <b>G3 Alignment</b> | [PO1] Explain important elements of geographic thought and practice.   |
| <b>Goal 4</b>       | Evaluate and assess issues of copyright, intellectual property, and protection of human subjects as they relate to DV and the social sciences. |
| <b>G4 Alignment</b> | [PO1] Explain important elements of geographic thought and practice.   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Map and Air Photo Interpretation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Interpret topographic maps  |
| <b>G1 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place. |
| <b>Goal 2</b>       | Articulate how topography controls settlement                               |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                             |
| <b>Goal 3</b>       | Develop basic quantitative skills   |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Aquire skills for assesing the environment (human/non-human)                 |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                              |
| <b>Goal 2</b>       | Demonstrate ability to quantify environmental quality                        |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | Develop skills essential for environmental analysis in the field             |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                              |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Environmental Conservation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze the human/environment interface                                     |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                             |
| <b>Goal 2</b>       | Demonstrate critical thinking   |
| <b>G2 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | Explore views contrary to personal beliefs                                  |
| <b>G3 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place. |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Biogeography

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain geographic distributions of flora/fauna                             |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                             |
| <b>Goal 2</b>       | Discuss how natural and anthropogenic factors affect global biodiversity    |
| <b>G2 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | Demonstrate an understanding of extinction and the human impact             |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate critical geographic thought regarding physical landscapes        |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                              |
| <b>Goal 2</b>       | Analyze geologic and anthropogenic influences on landscapes                  |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | Articulate a holistic understanding of landscapes and time                   |
| <b>G3 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand the soil/civilization interface                                  |
| <b>G1 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place. |
| <b>Goal 2</b>       | Demonstrate the ability to quantify soil characteristics                    |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                             |
| <b>Goal 3</b>       | Demonstrate quantitative skills for assessing soils                         |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explore hisorical and current climate change                                 |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                              |
| <b>Goal 2</b>       | Demonstrate critical thinking regarding cause and effect                     |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 3</b>       | Critique and understand past and current climate science                     |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                              |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## U.S. and Canadian Geopolitics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain the scope and nature of U.S.-Canadian relations                      |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 2</b>       | Identify Canadian responses to U.S. influence and dominance                  |
| <b>G2 Alignment</b> | [*D, PO4] Interpret the interrelationships between people, space and place.  |
| <b>Goal 3</b>       | Analyze U.S. and Canadian interactions at different spatial scales           |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Nature and the American West

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Interpret "nature" and its role in the historical geography of the American West |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.     |
| <b>Goal 2</b>       | Assess the institutions implicated in efforts to manage nature in the West       |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze human-environment relations.                                  |
| <b>Goal 3</b>       | Discuss current philosophical and political debates about those efforts          |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.     |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Geographies of Development

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Explain the important role of geography in economic development</li> </ul>               |
| <b>G1 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Develop an understanding of poverty and income distribution at a global level</li> </ul> |
| <b>G2 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Understand the dynamics of the inter-connected global economy</li> </ul>                 |
| <b>G3 Alignment</b> | [*IL, PO2] Interpret the interrelationships between people, space and place.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# GERO

GERO 410W Submitted by Margaret Manoogian

12/08/2016

Gerontology Practicum I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"><li>Integrate course content, gerontology major content, and practicum experience through written formal reports</li></ul>  |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"><li>Demonstrate articulation of ideas, clear organization, proper grammar, formal tone, and error free content in written formal reports.</li></ul>                 |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"><li>Identify and describe personal and professional development through evaluation of practicum experience.</li></ul>   |
| <b>G3 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.   |
| <b>Goal 4</b>       | <ul style="list-style-type: none"><li>Understand how to record and integrate content of semi-structured interviews with professionals at the practicum site through written formal reports.</li></ul> |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       | <ul style="list-style-type: none"><li>Develop new skills specific to practicing gerontology in an applied setting</li></ul>   |
| <b>G5 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.  |
| <b>Goal 6</b>       | <ul style="list-style-type: none"><li>Refine personal and skill development related to career paths in gerontology</li></ul>  |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Palliative Care and Chronic Illness

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand individual perspectives regarding end-of-life issues and identify the care at the actual time of death to ensure best practices                 |
| <b>G1 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 2</b>       | Discuss the fundamental principles of chronic illness and palliative care and learn about principles of pain assessment and management at the end of life. |
| <b>G2 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 3</b>       | Identify cultural differences in chronic illness and end-of-life issues to adequately  |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       | Discuss key ethical and legal concerns in chronic illness, end-of-life and palliative care.  |
| <b>G4 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 5</b>       | Emphasize the importance of therapeutic communication in working with chronically ill or terminally ill individuals  |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       | Discover the challenging aspects of grief, loss, and bereavement of patients   |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Cognitive and Physical Changes in Aging

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand common and normative physical and cognitive changes associated with aging</li> </ul>   |
| <b>G1 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Know about common pathologies and diseases associated with advanced age</li> </ul>  |
| <b>G2 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Know the common types of dementia and causes of delirium</li> </ul>   |
| <b>G3 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>Be aware of lifestyle factors that affect cognitive and physical health of middle age and older adulthood</li> </ul>                              |
| <b>G4 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 5</b>       | <ul style="list-style-type: none"> <li>Explore evidence-based interventions to maximize cognitive and physical health</li> </ul>   |
| <b>G5 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.  |
| <b>Goal 6</b>       | <ul style="list-style-type: none"> <li>Develop an appreciation for the multidisciplinary and interdisciplinary nature of physical and cognitive changes associated with aging</li> </ul> |
| <b>G6 Alignment</b> | [*D] Diversity   |
| <b>Primary ULO</b>  | See Course Goal 6.   |

GERO

Submitted by X

1/31/2017

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.        |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to Gerontology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be introduced to the theories and practices related to the interdisciplinary field of gerontology.  |
| <b>G1 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.   |
| <b>Goal 3</b>       | Students will learn topics related to living environments, retirement, social support, family relationships, and diseases associated with older adulthood.  |
| <b>G3 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.   |
| <b>Goal 4</b>       | 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.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Alzheimer's Disease and Other Dementias Management

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Develop a better understanding for the differences in risk factors, signs, symptoms, physiology, course, prevention, and common treatment procedures for different types of dementia |
| <b>G1 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 2</b>       | Learn about techniques, strategies, programs, and environments that maximize quality of life for people with dementia  |
| <b>G2 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.  |
| <b>Goal 3</b>       | Learn how to positively interact with family members and provide resources for family members/caregivers of people with dementia   |
| <b>G3 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Retirement/Long Term Care Housing for Older Adults

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Learn about normal and pathological changes of aging that influence the lifestyle experiences and choices of older adults.                         |
| <b>G1 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 2</b>       | Compare patterns and trends in retirement and housing for older adults.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Learn the range of living environments for older adults spanning from community-based, independent living to facility-based, skilled nursing care. |
| <b>G3 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.  |
| <b>Goal 4</b>       | Develop an understanding of policies and institutional structures that impact the development, design, and access to various housing options.      |
| <b>G4 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand and apply knowledge regarding the physiological, psychological, and social aspects of aging</li> </ul> |
| <b>G1 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Integrate course content, gerontology major content, and practicum experience</li> </ul>                          |
| <b>G2 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Develop new skills specific to practicing gerontology in an applied setting</li> </ul>                            |
| <b>G3 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 4</b>       | Refine personal and skill development related to career paths in gerontology.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | Become prepared to undertake career path activities after graduation   |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Social Ties and Aging

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand characteristics and processes of social ties in middle and later life</li> </ul>   |
| <b>G1 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Understand family changes that occur with development in middle and later life</li> </ul>   |
| <b>G2 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Recognize diversity in individual, family, and community contexts as shaped by gender, race or ethnicity, social class, and sexual orientation</li> </ul> |
| <b>G3 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Goal 4</b>       | Engage in a service learning project   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | Learn and apply basic qualitative research methods through a research project focusing on older adults   |
| <b>G5 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.  |
| <b>Goal 6</b>       | Apply concepts and methods learned in class to the life experience of individuals in families at middle and later life   |
| <b>G6 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.   |
| <b>Primary ULO</b>  | See Course Goal 5.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will have a more comprehensive understanding of the relationship between aging and mental health   |
| <b>G1 Alignment</b> | [*IA, PO2] Explain the cognitive, physical, and social changes associated with older adulthood.   |
| <b>Goal 2</b>       | Students will understand the impact that poverty, race, ethnicity, and culture have on aging mental health  |
| <b>G2 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs.   |
| <b>Goal 4</b>       | Students will utilize a number of theories which will lay a foundation for examination of mental health among older adults  |
| <b>G4 Alignment</b> | [*IL, PO3] Apply perspectives from two or more disciplines to understanding the needs of older adults.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Medical Terminology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand common and normative physical and cognitive changes associated with aging                  |
| <b>G1 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs. |
| <b>Goal 2</b>       | Know about common pathologies and diseases associated with advanced age                               |
| <b>G2 Alignment</b> | [*IL, PO1] Identify the needs of older adults and assess different approaches to address those needs. |
| <b>Goal 3</b>       | Define common medical terms and abbreviations with focus on the common conditions for older adults.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# GL

GL 101  
First Year German

Submitted by Gudrun Hoobler

12/16/2016

|                     |                                   |
|---------------------|-----------------------------------|
| <b>Goal 1</b>       | Describe your daily routine       |
| <b>G1 Alignment</b> | [PO2] Language proficiency        |
| <b>Goal 2</b>       | Arrange a meeting with someone    |
| <b>G2 Alignment</b> | [PO2] Language proficiency        |
| <b>Goal 3</b>       | describe a household item         |
| <b>G3 Alignment</b> | [PO2] Language proficiency        |
| <b>Goal 4</b>       | explain a "for sale" ad           |
| <b>G4 Alignment</b> | [PO2] Language proficiency        |
| <b>Goal 5</b>       | negotiate a sale at a flea market |
| <b>G5 Alignment</b> | [PO2] Language proficiency        |
| <b>Goal 6</b>       | give the time of day              |
| <b>G6 Alignment</b> | [*D, PO1] Cultural awareness      |
| <b>Primary ULO</b>  | See Course Goal 1.                |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | explain an ad for a rental apartment                     |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 2</b>       | ask questions about an apartment that you'd like to rent |
| <b>G2 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 3</b>       | ask for and give directions                              |
| <b>G3 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 4</b>       | role play starting a new job                             |
| <b>G4 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 5</b>       | write a shopping list                                    |
| <b>G5 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 6</b>       | discuss a sale with a sales person                       |
| <b>G6 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Primary ULO</b>  | See Course Goal 1.                                       |

|                     |                                     |
|---------------------|-------------------------------------|
| <b>Goal 1</b>       | book a trip in a travel agency      |
| <b>G1 Alignment</b> | [PO2] Language proficiency          |
| <b>Goal 2</b>       | ask about hottel accommodations     |
| <b>G2 Alignment</b> | [PO2] Language proficiency          |
| <b>Goal 3</b>       | discuss the weather                 |
| <b>G3 Alignment</b> | [PO2] Language proficiency          |
| <b>Goal 4</b>       | explain a travel ad                 |
| <b>G4 Alignment</b> | [PO2] Language proficiency          |
| <b>Goal 5</b>       | buy a plane ticket                  |
| <b>G5 Alignment</b> | [PO2] Language proficiency          |
| <b>Goal 6</b>       | talk to a doctor about your ailment |
| <b>G6 Alignment</b> | [PO2] Language proficiency          |
| <b>Primary ULO</b>  | See Course Goal 1.                  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | complete an application form                             |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness                             |
| <b>Goal 2</b>       | write a letter to a language school asking about courses |
| <b>G2 Alignment</b> | [PO2] Language proficiency                               |
| <b>Goal 3</b>       | talk about yourself                                      |
| <b>G3 Alignment</b> | [PO2] Language proficiency                               |
| <b>Goal 4</b>       | describe your family                                     |
| <b>G4 Alignment</b> | [PO2] Language proficiency                               |
| <b>Goal 5</b>       | answer questions about an audio text                     |
| <b>G5 Alignment</b> | [PO2] Language proficiency                               |
| <b>Goal 6</b>       | select correct statements regarding an article           |
| <b>G6 Alignment</b> | [PO2] Language proficiency                               |
| <b>Primary ULO</b>  | See Course Goal 2.                                       |

|                     |                                       |
|---------------------|---------------------------------------|
| <b>Goal 1</b>       | verify statements about an audio text |
| <b>G1 Alignment</b> | [PO2] Language proficiency            |
| <b>Goal 2</b>       | role play a picknick date             |
| <b>G2 Alignment</b> | [PO2] Language proficiency            |
| <b>Goal 3</b>       | verify statements about a written     |
| <b>G3 Alignment</b> | [PO2] Language proficiency            |
| <b>Goal 4</b>       |                                       |
| <b>G4 Alignment</b> |                                       |
| <b>Goal 5</b>       |                                       |
| <b>G5 Alignment</b> |                                       |
| <b>Goal 6</b>       |                                       |
| <b>G6 Alignment</b> |                                       |
| <b>Primary ULO</b>  | See Course Goal 1.                    |

|                     |                                    |
|---------------------|------------------------------------|
| <b>Goal 1</b>       | write a congratulatory letter      |
| <b>G1 Alignment</b> | [*W] Writing                       |
| <b>Goal 2</b>       | plan a party with a friend         |
| <b>G2 Alignment</b> | [PO2] Language proficiency         |
| <b>Goal 3</b>       | write sentences from jumbled words |
| <b>G3 Alignment</b> | [*W] Writing                       |
| <b>Goal 4</b>       |                                    |
| <b>G4 Alignment</b> |                                    |
| <b>Goal 5</b>       |                                    |
| <b>G5 Alignment</b> |                                    |
| <b>Goal 6</b>       |                                    |
| <b>G6 Alignment</b> |                                    |
| <b>Primary ULO</b>  | See Course Goal 1.                 |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | answer questions about an audio text                 |
| <b>G1 Alignment</b> | [PO2] Language proficiency                           |
| <b>Goal 2</b>       | choose proper titles for short texts                 |
| <b>G2 Alignment</b> | [*Q, PO4] Interpret data                             |
| <b>Goal 3</b>       | write a letter describing your living accommodations |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | write complex sentences                              |
| <b>G4 Alignment</b> | [*W] Writing   |
| <b>Goal 5</b>       | ask for personal information                         |
| <b>G5 Alignment</b> | [PO2] Language proficiency                           |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.                                   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | write a letter to a store asking to return an item |
| <b>G1 Alignment</b> | [*W] Writing                                       |
| <b>Goal 2</b>       | describe a picture                                 |
| <b>G2 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 3</b>       | answer questions about an audio text               |
| <b>G3 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 4</b>       | choose appropriate vocabulary words for a text     |
| <b>G4 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 5</b>       | write complex sentences                            |
| <b>G5 Alignment</b> | [*W] Writing                                       |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.                                 |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | write letter to a dance school asking for a refund |
| <b>G1 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 2</b>       | discuss course options with a fellow class mate    |
| <b>G2 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 3</b>       | summarize a text                                   |
| <b>G3 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 4</b>       | choose appropriate vocabulary words for a text     |
| <b>G4 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.                                 |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | give an overview of leisure time of Germans        |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness                       |
| <b>Goal 2</b>       | describe one leisure time activity in detail       |
| <b>G2 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 3</b>       | explain your preference of leisure time activities |
| <b>G3 Alignment</b> | [PO2] Language proficiency                         |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.                                 |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe the consumer habits of Germans              |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness                         |
| <b>Goal 2</b>       | describe your own consumer habits                    |
| <b>G2 Alignment</b> | [PO2] Language proficiency                           |
| <b>Goal 3</b>       | compare the consumer habits of Germans with your own |
| <b>G3 Alignment</b> | [PO2] Language proficiency                           |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.                                   |

## German Literature in Translation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | explain how your chosen piece of literature reflects German culture                       |
| <b>G1 Alignment</b> | [*IL, PO3] Historical perspective   |
| <b>Goal 2</b>       | explain how your chosen piece of literature reflects its relationship to the larger world |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | describe how your thinking has been changed by this course                                |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | summarize the plot of your favorite movie from the course |
| <b>G1 Alignment</b> | [PO2] Language proficiency                                |
| <b>Goal 2</b>       | describe the cultural perspective of the movie            |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis                                  |
| <b>Goal 3</b>       | relate one scene from the movie and why you remember it   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis                                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | create innovative materials for the German Program website   |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | develop a streaming video for campus broadcast               |
| <b>G2 Alignment</b> | [*IL, PO3] Historical perspective                            |
| <b>Goal 3</b>       | write a visitors' guide for Travel Salem                     |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | compose a flyer in German about WOU and the surrounding area |
| <b>G4 Alignment</b> | [*D, PO1] Cultural awareness                                 |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | sound out 5 difficult German letters                             |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness                                     |
| <b>Goal 2</b>       | demonstrate various placements of mouth, lips, and tongue        |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | read complex German materials with very few pronunciation errors |
| <b>G3 Alignment</b> | [PO2] Language proficiency                                       |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## German Culture and Civilization

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe one historical event/person                           |
| <b>G1 Alignment</b> | [*IL, PO3] Historical perspective                              |
| <b>Goal 2</b>       | Describe the importance of that event/person in German history |
| <b>G2 Alignment</b> | [*D, PO1] Cultural awareness                                   |
| <b>Goal 3</b>       | explain why you chose that particular person/event             |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis                                       |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## German Culture and Civilization

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe one social characteristic that makes up the German "national character" |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness   |
| <b>Goal 2</b>       | describe German family life  |
| <b>G2 Alignment</b> | [*D, PO1] Cultural awareness   |
| <b>Goal 3</b>       | describe one of the major political parties                                      |
| <b>G3 Alignment</b> | [*D, PO1] Cultural awareness   |
| <b>Goal 4</b>       | explain the Germans' view of other cultures as well as of their own              |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 5</b>       | describe how Germans view their place in the world                               |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | summarize one fairy tale and place it in its cultural context |
| <b>G1 Alignment</b> | [*IL, PO3] Historical perspective                             |
| <b>Goal 2</b>       | describe on major theme of the fairy tale                     |
| <b>G2 Alignment</b> | [*D, PO1] Cultural awareness                                  |
| <b>Goal 3</b>       | write a different ending to your chosen fairy tale            |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe briefly the events that lead to the holocaust   |
| <b>G1 Alignment</b> | [*IL, PO3] Historical perspective                        |
| <b>Goal 2</b>       | describe briefly everyday life in Germany from 1933-1945 |
| <b>G2 Alignment</b> | [*IL, PO3] Historical perspective                        |
| <b>Goal 3</b>       | list the major resisters to the Nazis                    |
| <b>G3 Alignment</b> | [*IL, PO3] Historical perspective                        |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.                                       |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | describe one major event/person of the modern era             |
| <b>G1 Alignment</b> | [*IL, PO3] Historical perspective                             |
| <b>Goal 2</b>       | explain the importance of that event/person in modern Germany |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis                                      |
| <b>Goal 3</b>       | describe the global impact of the event/person                |
| <b>G3 Alignment</b> | [*IL, PO3] Historical perspective                             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | describe one teaching technique in the language classroom |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis                                  |
| <b>Goal 2</b>       | demonstrate the chosen technique                          |
| <b>G2 Alignment</b> | [*Q, PO4] Interpret data                                  |
| <b>Goal 3</b>       | evaluate your performance of the chosen technique         |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis                                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe your favorite piece of literature from the course |
| <b>G1 Alignment</b> | [PO2] Language proficiency                                 |
| <b>Goal 2</b>       | place the plot into its historical context                 |
| <b>G2 Alignment</b> | [*IL, PO3] Historical perspective                          |
| <b>Goal 3</b>       | describe how this piece affected you                       |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis                                   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Topics in German Culture and Civilization

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | summarize one historical period                                     |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness  |
| <b>Goal 2</b>       | explain its significance for German culture                         |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | describe at least one way how it continues to impact German culture |
| <b>G3 Alignment</b> | [*IL, PO3] Historical perspective                                   |
| <b>Goal 4</b>       | identify and describe a major person from that era                  |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       | explain whom and how he influenced those who followed him           |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

GL

Submitted by BREAK

1/31/2017

X

|                     |                              |
|---------------------|------------------------------|
| <b>Goal 1</b>       | X                            |
| <b>G1 Alignment</b> | [*D, PO1] Cultural awareness |
| <b>Goal 2</b>       | X                            |
| <b>G2 Alignment</b> | [*D, PO1] Cultural awareness |
| <b>Goal 3</b>       | X                            |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis     |
| <b>Goal 4</b>       |                              |
| <b>G4 Alignment</b> |                              |
| <b>Goal 5</b>       |                              |
| <b>G5 Alignment</b> |                              |
| <b>Goal 6</b>       |                              |
| <b>G6 Alignment</b> |                              |
| <b>Primary ULO</b>  | See Course Goal 1.           |

# GS

GS 325 Submitted by Erin Baumgartner

4/28/2017

## Inquiry and Design for Educators

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate understanding of key scientific content outlined in the Next Generation Science Standards, including recognition of NGSS alignment in science activities  |
| <b>G1 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.  |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students.   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

# HE

HE 471

Submitted by Peggy Pedersen

11/29/2016

Program Planning

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze and evaluate sources of data needed to create a demographic overview and rationale for a specific community problem or program |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs         |
| <b>Goal 2</b>       | Apply program planning methods to community based programs.  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs         |
| <b>Goal 3</b>       | Create a grant style proposal needed to implement a health promotion plan.   |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | Nurture relationships through presenting information to the community and community partners.  |
| <b>G4 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Describe past and current trends in chronic and infectious diseases.  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | Critique the biological, social, psychological, economical and environmental factors affecting the experience of an individual with a disease/condition.        |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.   |
| <b>Goal 3</b>       | Conduct an in-depth interview and write a case study paper explaining the relationship between theory, research and "real life".                                |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       | Develop an appreciation for the roles of public health professionals in the prevention and control of major diseases affecting the health of human populations. |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Calculate and interpret basic epidemiological measures.                               |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices. |
| <b>Goal 2</b>       | Evaluate sources of epidemiological data.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Goal 3</b>       | Evaluate current epidemiological research.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Interpret the roots of current health inequities throughout the world, with a focus on developing countries. |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Evaluate and critique global health interventions.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Understand how international and local organizations interact during health interventions.                   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Contemporary Health Issues

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify different stakeholders and their roles in the healthcare industry                            |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | Discern between health and healthcare by definition, measurements, and population trends and patterns |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Analyze factors contributing to rising costs and numbers of uninsured in the US                       |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Bioethics For Public Health

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*W] Writing   |
| <b>Goal 3</b>       | Describe and contrast personal versus professional responsibilities in various healthcare related professions and occupations.   |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | Identify the major influences involved with "Moral Problem Solving" as they relate to specific bioethical issues.  |
| <b>G4 Alignment</b> | [*W] Writing   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Contemporary Health Issues

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify different stakeholders and their roles in the healthcare industry                            |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | Discern between health and healthcare by definition, measurements, and population trends and patterns |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Analyze factors contributing to rising costs and numbers of uninsured in the US                       |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

HE

Submitted by BREAK

1/31/2017

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Foundations of Health Education

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Develop a personal plan for professional growth and service.   |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 2</b>       | Use strategies to ensure cultural competence in implementing health education plans  |
| <b>G2 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 3</b>       | Critique resource materials for accuracy, relevance, and timeliness  |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand the diversity of clients' issues, health and social problems.   |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Understand the helping process and identify effective helping skills.  |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Understand the principles of problem solving, advocacy and systems world view.   |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Foundations of Health Education

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Develop a personal plan for professional growth and service  |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | Critique resource materials for accuracy, relevance, and timeliness  |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Use strategies to ensure cultural competence in implementing health education plans  |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Apply the theories, concepts, strategies, and methods. for evaluating community health programs.                               |
| <b>G1 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 2</b>       | Design and prepare an evaluation plan for a community health program.  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | Critically assess evaluations designed by others and interpret evaluation findings presented in journal articles,              |
| <b>G3 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Integrate a sex positive approach to healthy relationships, sensuality, and pleasure.  |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 2</b>       | Identify strategies to reduce risk associated with sexual behaviors  |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Identify the objectives and principles underlying the need for a comprehensive sexuality education.                            |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Integrate a sex positive approach to healthy relationships, sensuality, and pleasure.  |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 2</b>       | Identify strategies to reduce risk associated with sexual behaviors  |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Identify the objectives and principles underlying the need for a comprehensive sexuality education.                            |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze and present a current nutritional issue using peer reviewed scholarly resources  |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                   |
| <b>Goal 2</b>       | Critically analyze personal diet founded on current research based standards and recommendations.  |
| <b>G2 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 3</b>       | Use scholarly resources to evaluate and review successful nutritional interventions and use as a guide in developing one for population in need. |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
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| <b>Goal 1</b>       | Analyze and evaluate the effectiveness of individual relationships   |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 2</b>       | Apply communication models to solve relationship problems  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | Develop a personal model to enhance relationships  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand historical and cultural perspectives of alcohol and drug use and misuse                                |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.                             |
| <b>Goal 2</b>       | Demonstrate knowledge of present pharmacological impacts on drug use and drug addiction.                          |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.                             |
| <b>Goal 3</b>       | Interpret and predict the chemical and physiological effects of a variety of substance combinations/interactions. |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.                             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Introduction to Community &amp; Public Health

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| <b>Goal 1</b>       | Read, interpret, and disseminate current health statistics   |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs           |
| <b>Goal 2</b>       | Use appropriate resources to evaluate/review successful interventions and use them as a guide in developing one for a community in need. |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs           |
| <b>Goal 3</b>       | Professionally (research-based) brainstorm/discuss possible solutions to current health issues.  |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Practice and refine CHE competencies/skills in a professional setting.                     |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.      |
| <b>Goal 2</b>       | Gain a more complete understanding of community health functions in professional settings. |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.      |
| <b>Goal 3</b>       | Develop professional materials to enhance employment opportunities.                        |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.      |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Complementary and Alternative Medicine

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| <b>Goal 1</b>       | Investigate and evaluate several modalities of alternative medicine for the underlying research supporting efficacy and safety                           |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                           |
| <b>Goal 2</b>       | Analyze the legal and ethical aspects of the methods of government strategies to protect consumers from unproven CAM products and therapies              |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Examine the definition of conventional medicine and compare and contrast theoretical differences of other complementary and alternative modes of healing |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
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| <b>Goal 1</b>       | Identify the four main components included in the Bio-Psycho-Social model of disease and illness.  |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 3</b>       | Integrate knowledge and principles into practical application by developing a lifestyle assessment program to assist in recommending perceived changes for case study assignment   |
| <b>G3 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

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| <b>Goal 1</b>       | Explain the physiological dynamics involved with the stress response   |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 2</b>       | Develop and evaluate intervention strategies for identified stressors.   |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | Evaluate the efficacy of methodologies used for assessing and managing stress among individuals and populations                |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Techniques of Relaxation

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | The students will identify what the current stressors are in their personal lives.   |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                                       |
| <b>Goal 2</b>       | Students will learn some techniques to manage stress and how to implement these techniques into their personal lives.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students will develop basic understanding of stress and how it affects all areas of their lives.   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Sports and Exercise Nutrition

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify the importance of proper nutritional balance related to macronutrients, micronutrients, and fluid intake for health and human performance. |
| <b>G1 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs   |
| <b>Goal 2</b>       | Understand current controversies in the area of diet and peak performance.  |
| <b>G2 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs   |
| <b>Goal 3</b>       | Identify the most current research based dietary recommendations related to activity levels, gender, age, and weight.                               |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                      |
| <b>Goal 4</b>       | Use peer reviewed research to evaluate dietary supplements and ergogenic aids.  |
| <b>G4 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.   |
| <b>Goal 5</b>       | Integrate nutritional demands with bioenergetic systems.  |
| <b>G5 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Current Issues in Nutrition

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze and present a current nutritional issue / controversy using peer reviewed resources.   |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 2</b>       | Develop a personal nutrition plan that is supported by current research.   |
| <b>G2 Alignment</b> | [*Q, PO2] Able to implement and evaluate programs  |
| <b>Goal 3</b>       | Critically analyze research studies / articles related to current nutrition topics. Discuss implications of specific research topics on public policy. |
| <b>G3 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                         |
| <b>Goal 4</b>       | Understand and describe the significance of nutritional epidemiology as it relates to public policy.   |
| <b>G4 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                         |
| <b>Goal 5</b>       | Provide research based critical analysis of nutrition web sites and popular blogs.   |
| <b>G5 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | Recognize common behaviors, attitudes, and experiences that make someone more likely to become a victim of bullying.           |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Develop a plan to teach children skills to avoid becoming the victim of bullying.  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | Understand major differences in bystanders and the influence they play.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
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| <b>Goal 1</b>       | Implement the National Health Education Standards within curricular practices.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Integrate health concepts and skills into required instructional areas.  |
| <b>G2 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 3</b>       | Model creative ways to enhance learning through the use of multiple instructional strategies.                                  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Acquire and analyze research and express how it is associated with the health of children and adolescents. |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Identify and describe the major health issues that affect children and adolescents.                        |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Explain the impact of environment on the health of children and adolescents.                               |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Acquire and analyze research and express how it is associated with the health of children and adolescents.                     |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs |
| <b>Goal 2</b>       | Identify and describe the major health issues that affect children and adolescents.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Explain the impact of environment on the health of children and adolescents.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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|---------------------|---|
| <b>Goal 1</b>       | Critically evaluate and interpret findings of published research  |
| <b>G1 Alignment</b> | [*IL, PO3] Able to coordinate, communicate and advocate for research-based practices.   |
| <b>Goal 2</b>       | Develop an understanding of the basic characteristics of qualitative, quantitative, and mixed methods research and the differences among these approaches |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Understand ethical implications of conducting research on human populations   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explore the impacts of migration on social and health needs, as well as the strengths and assets, of affected populations. |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Apply theories of migration to contemporary patterns and issues  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Evaluate local strategies and intervention aimed at improving the health of migrant communities                            |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Assess child and adolescent health and the key concepts to explain the current disparities in the development of individuals across the life course |
| <b>G1 Alignment</b> | [*IA, PO1] Able to plan effective strategies, interventions and programs based on assessment of individual and community needs                      |
| <b>Goal 2</b>       | Evaluate and critique health interventions  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Discuss the ethical dimensions of health care research delivery   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# HST

HST 106 Submitted by Patricia Goldsworthy-Bishop

11/27/2016

World History: The Modern World

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will learn to critically analyze primary sources   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 2</b>       | Students will learn to examine different ethnic and gender groups and their contributions to world civilizations through accommodation and resistance |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 3</b>       | Students will analyze the reciprocal influence of Western and non-Western institutions and ideas  |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze primary and secondary sources to produce a senior thesis                                  |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 2</b>       | Students will demonstrate knowledge of the historian's craft in historiography                                  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will conduct research on primary and secondary sources connected to their topic                        |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the development of environmental policies in regions under colonial rule                    |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                    |
| <b>Goal 2</b>       | Students will determine what impact environmental policy had on gender, class, and race relations in the colonies |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                    |
| <b>Goal 3</b>       | Students will use primary and secondary sources to understand the relationship between Empire and Environment     |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explore the historical, religious, cultural, social, and political aspects of the expansion and development of Islam in Africa |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Understand the diversity of Islamic traditions, interpretations, politics, and cultures in Africa                              |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Use primary and secondary sources to analyze the ways in which Islam has transformed within Africa                             |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                               |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## History of the United States: Native American Cultures to Early 19th Century

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Develop a panoramic vision of U.S. society and institutions within a global context.             |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Learn to link historical issues with contemporary events   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Improve reading, note-taking, and writing skills   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | define the characters of Chinese civilization   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | analyse primary sources   |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | evaluate secondary sources  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse groups of people in the United States. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                       |
| <b>Goal 2</b>       | Students will evaluate secondary sources to analyze historical change.   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                     |
| <b>Goal 3</b>       | Students will evaluate primary sources to analyze historical change.   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                     |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | explain historical developments across multiple cultures and regions   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | construct interpretations of translated historical primary sources, as well as articulate an awareness of their uses and their limitations |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | to organize historical arguments, to support these arguments effectively, and to communicate their ideas to others clearly                 |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work                            |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

History of the United States: Reform and Progress

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand the impact of slavery, reform and sectionalism  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Evaluate historical materials and their social impact  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Develop historical analytical and writing skills   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | define the characters of Japanese culture   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | analyze primary sources   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | evaluate secondary sources  |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze U.S. post-Cold War policy and the impact on developing nations  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Understand the ideologies which shape policies of drug trafficking and fundamentalism                           |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Examine relationship of energy policies, poverty, inequality, and violence                                      |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Broaden historical and cultural knowledge about Latin America   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Identify historical sources and engage in research and analysis   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Increase analytical, writing, and research skills   |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 2</b>       | analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | identify, explain, and critique some of the philosophical and methodological lenses through which scholars have approached the study of history   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Gender Issues in History Part I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze primary and secondary source readings through informal writing.                           |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 2</b>       | Students will analyze primary and secondary source readings through formal writing.                             |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | Students will analyze the impact of historical changes experienced by diverse groups of people.                 |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Mexico and the Caribbean since Independence

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand change and tradition in Mexico and the Caribbean   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Study history and culture through texts, journals, films, art and music   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Improve historical communication skills through research, writing, and speaking                                 |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Modern East Asia: China and Japan

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | compare the different paths of China and Japan to build a modern state  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | analyze primary sources   |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | evaluate secondary sources  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Gender Issues in History Part II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze primary and secondary source readings through informal writing.                           |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 2</b>       | Students will analyze primary and secondary source readings through formal writing.                             |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | Students will analyze the impact of historical changes experienced by diverse groups of people.                 |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 2</b>       | analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | identify, explain, and critique some of the philosophical and methodological lenses through which scholars have approached the study of history  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## South America since Independence

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand the diverse countries and cultures of South America  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Compare the development patterns of different South American nations  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Appreciate and research the unique cultures of the continent  |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Women and Family in the Middle Ages

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly   |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Challenges of Progressive Era America

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse groups of people in Progressive Era America. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                           |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                           |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify sources for the history and culture of Chican@s and Latin@s  |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 2</b>       | Understand contribution of Mexicanos and Latinos to US history  |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 3</b>       | Research Chican@ and Latino civil rights issues   |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Topics in Multicultural American History

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse groups of people.  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.                             |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.                           |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## American Voices: Autobiography, Biography, and Memoir in American History

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Twentieth Century Latin America

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze change and tradition in 20th century Latin America  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Explore the origins of revolution in Argentina, Chile, and Brazil   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Research the major historical trends in modern Latin America  |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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                             |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly             |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | assessment of traditional Chinese system of values.   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | formate students' research paper and stimulate their oral presentations   |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | analyze primary and secondary sources   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## America and the World Wars

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | provide students with an understanding of traditional Japanese way of life                                      |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | It is to provide students with an understanding of the traditional Japanese ways of life and thoughts           |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | formate students' research paper and oral presentation  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## HST484D Health, Medicine and Gender in Historical Perspective

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals        |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.                             |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.                           |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## World History:Expanding Societies

|                     |  |
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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | 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                                       |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | organize historical arguments, to support these arguments effectively using primary and/or secondary sources, and to communicate their ideas to others clearly   |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | explore the lives of various groups of women in Traditional China   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | reading and discussion to stimulate students' critical thinking   |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | research paper and oral presentation to facilitate writing and discussing skill                                 |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Yugoslavia: From Experiment to Collapse

|                     |  |
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| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and cultural and political movements in the history of Yugoslavia.                                |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Germany: The Nineteenth Century

|                     |  |
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| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and political programs in the history of Germany before the First World War.                      |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and political programs in the history of Germany.   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
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| <b>Goal 1</b>       | 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.    |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas in 19th Century Europe.   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## 20th Century Europe: Postwar Period

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas in the history of Europe after World War II.  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Russia to Peter the Great

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas that shaped the creation of an Autocracy and the Russian Empire.                        |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Imperial Russia

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas that challenged autocratic rule in Imperial Russia.                                     |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
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| <b>Goal 1</b>       | Students will identify and compare the major issues, events, programs of social change in the history of Soviet Russia.  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Students will identify the transformations of thought and industry that challenged nationalist identities in the United States after 1850 |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | Students will evaluate primary sources on the Civil War and Reconstruction eras   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | Students will analyze secondary sources and historiographical debates   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Students will examine the diverse global histories of ecological transformations                 |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Students will evaluate primary sources   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Students will analyze secondary sources and historiographical debates                            |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will evaluate primary sources   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Students will analyze secondary sources and historiographical debates  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Western US: 20th Century Issues

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | Students will evaluate primary sources  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | Students will analyze secondary sources and historiographical debates   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Students will examine emerging traditions of community and government in the Pacific Northwest with an emphasis on considerations of race and class |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | Students will evaluate primary sources  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 3</b>       | Students will analyze secondary sources and historiographical debates   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

X

|                     |   |
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| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Gender Issues in History Part II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Analyze primary and secondary source readings through informal writing.                                      |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 2</b>       | 2. Analyze primary and secondary source readings through formal writing.  |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | 3. Analyze the impact of historical changes experienced by diverse groups of people.                            |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | Use primary and secondary sources to analyze the revolutionary era in France                             |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources         |
| <b>Goal 2</b>       | Analyze the outbreak of revolution in France and St Domingue   |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                           |
| <b>Goal 3</b>       | Examine demand for rights by marginalized groups in France and the colonies during the revolutionary era |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                           |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Colonial North Africa

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of North Africa during the period of European colonization (1830 - 1960s) |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                   |
| <b>Goal 2</b>       | Explore the diverse responses to colonialism across North Africa   |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Analyze the ways in which portrayals of history and culture are politically charged in the colonial context                        |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of Empire as a popular "spectacle" in modern Europe                        |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                    |
| <b>Goal 2</b>       | Analyze the representations of the Empire within Europe   |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 3</b>       | Analyze the scientific, racial, political and military narratives that evoked popular support and contempt for the imperial project |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                    |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the relationship between gender and colonialism                  |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources              |
| <b>Goal 2</b>       | Examine the influence of colonialism on the development of gender norms in colonized and colonizing societies |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                |
| <b>Goal 3</b>       | Analyze the interplay between gender, race, class and generation in colonial contexts                         |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Use primary and secondary sources to examine the history and historiography of Jewish North Africa                             |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                               |
| <b>Goal 2</b>       | Analyze the political, cultural, economic, and social relationships between North Africa’s Muslim majority and Jewish minority |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Examine the impact of colonialism and independence on the status of the Jewish population in North Africa                      |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze revolts and rebellions in the modern Arab world   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                     |
| <b>Goal 2</b>       | Examine the global implications of revolts and rebellions in the Arab world  |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Analyze the unique experiences in different nations across the Muslim world while also searching for common themes across the region |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Use primary and secondary sources to analyze Modern European imperialism   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                             |
| <b>Goal 2</b>       | Analyze the various responses to European imperialism  |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Examine the ways in which imperialism altered existing social, political, and economic structures in Europe and the colonies |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of Paris   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                |
| <b>Goal 2</b>       | Examine the political, social, architectural, and economic development of Paris as the capital and central metropolis of France |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                                |
| <b>Goal 3</b>       | Analyze the role of migration and immigration in shaping Parisian history   |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of Postcolonial North Africa  |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 2</b>       | Examine the shifting status of women and minorities during independence  |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 3</b>       | Examine the relationships between independent North African states with their former colonizing nations as well as with other states in the region |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Decolonization and its Aftermaths

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| <b>Goal 1</b>       | Understand the legacies of decolonization in independent states                                  |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Use primary and secondary sources to analyze the process of decolonization                       |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Understand the different types of decolonization movements                                       |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Historical Research

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze historical sources through informal writing.  |
| <b>G1 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 2</b>       | Students will analyze historical sources through formal writing.  |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work |
| <b>Goal 3</b>       | Students will evaluate primary and secondary sources to analyze historical change.                              |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Students will gain skills and knowledge in how historical archives operate.  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                     |
| <b>Goal 3</b>       | Students will engage multiple historical methodologies and multiple sources to produce well-researched written work. |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work      |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to Public History

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will gain skills and knowledge in how public history institutions operate.                                  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.   |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                     |
| <b>Goal 3</b>       | Students will engage multiple historical methodologies and multiple sources to produce well-researched written work. |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work      |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Women in Oregon History

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Canada to Confederation - 1867

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## North American Constitutional History

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will analyze the impact of historical changes experienced by diverse individuals and groups of people. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                  |
| <b>Goal 2</b>       | Students will evaluate primary sources to analyze historical change.  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 3</b>       | Students will evaluate secondary sources to analyze historical change.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
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| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas that shaped the history of nineteenth century Europe.                                   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Dissent &amp; Opposition in East Europe

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas in the history of dissent, opposition and revolution in East Europe.                    |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Twentieth Century Europe: From World Wars to Cold Wars

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas that shaped the history of twentieth century Europe.                                    |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Twentieth Century Europe: Postwar Period

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will identify and compare the major issues, events, and ideas that shaped the history of twentieth century Europe after the Second World War.         |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Students will develop critical reasoning skills through the reading of primary and secondary sources and the evaluation of different viewpoints and arguments. |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 3</b>       | Learn to communicate ideas and arguments clearly and persuasively through written and spoken means.  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## British History from 1300 to the 18th century

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and to communicate their ideas to others clearly               |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## British History from 1300 to the 18th century

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly                  |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly    |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly    |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 3</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 3</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations  |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Late Middle Ages

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations  |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly     |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## The Reformation

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations  |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly   |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Early Modern Europe

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze translated historical primary sources, as well as articulate an awareness of their uses and their limitations   |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources  |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly                      |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## The Crusades

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze historical primary sources, as well as articulate an awareness of their uses and their limitations in order to construct an historical interpretation..                                      |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources   |
| <b>Goal 2</b>       | Organize historical arguments, support these arguments effectively with secondary scholarship and primary sources, and communicate their ideas to others clearly                                     |
| <b>G2 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | the ideology and historical process, which witnessed the modernization of the PRC during the 20th - 21th centuries |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                     |
| <b>Goal 2</b>       | provide students with an understanding of the Chinese political culture in the global society                      |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                   |
| <b>Goal 3</b>       | research paper and oral presentation to facilitate writing and discussing skill                                    |
| <b>G3 Alignment</b> | [*W, PO2] Engage multiple historical methodologies and multiple sources to produce well-researched written work    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of 19th century France and the French colonial empire |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources               |
| <b>Goal 2</b>       | Understand the French attempts to create a new colonial empire   |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                 |
| <b>Goal 3</b>       | Examine the effect of revolutions on 19th century French society, politics, culture, and economy               |
| <b>G3 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources               |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of 20th century France and the French colonial empire      |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources                    |
| <b>Goal 2</b>       | Understand the relationship between France and the French colonial empire during the colonial and postcolonial eras |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                      |
| <b>Goal 3</b>       | Analyze the transformations in French society, politics, and culture in the 20th century                            |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                      |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of the Second World War in film         |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 2</b>       | Analyze films as representations of historical change  |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Understand how cinema has contributed to and shaped our understanding of WWII                    |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of the Mediterranean in the 18th and 19th centuries |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources             |
| <b>Goal 2</b>       | Analyze the rise and decline of empires within the Mediterranean region                                      |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources             |
| <b>Goal 3</b>       | Understand the political, social, cultural, and religious connections across the Mediterranean               |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                               |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the history of the Mediterranean in the 20th century        |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources         |
| <b>Goal 2</b>       | Analyze the rise and decline of empires within the Mediterranean region                                  |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                           |
| <b>Goal 3</b>       | Understand the political, social, cultural, economic, and religious connections across the Mediterranean |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                           |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Use primary and secondary sources to analyze the relationship between North Africa and the surrounding regions |
| <b>G1 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources               |
| <b>Goal 2</b>       | Analyze the impact of North Africa on Sub-Saharan Africa, Europe, and the Middle East                          |
| <b>G2 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                 |
| <b>Goal 3</b>       | Analyze the impact of Sub-Saharan Africa, Europe, and the Middle East on North Africa                          |
| <b>G3 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                                 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Women in Japanese History

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Japanese women, family, and contexture culture   |
| <b>G1 Alignment</b> | [*D, PO3] Explain historical developments across multiple cultures and regions                   |
| <b>Goal 2</b>       | Japanese women and culture in theories and applied practice                                      |
| <b>G2 Alignment</b> | [*IA, PO1] Critically analyze, synthesize, and evaluate primary and secondary historical sources |
| <b>Goal 3</b>       | Gender study   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

# INT

INT 360W Submitted by Erin Trine

1/02/2017

## Current Issues in Interpreting

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate awareness of a range of perspectives and resources surrounding current issues in interpreting                         |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting                            |
| <b>Goal 2</b>       | demonstrate analysis and critical thinking skills in relation to professional issues  |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting                            |
| <b>Goal 3</b>       | Clearly and professionally articulate one's position regarding controversial issues relevant to the field of interpreting         |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       | respectfully and professionally respond to others' positions regarding controversial issues relevant to the field of interpreting |
| <b>G4 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed                            |
| <b>Goal 5</b>       | write professionally in response to controversial issues in the field of interpreting   |
| <b>G5 Alignment</b> | [*W] Writing  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

INT

Submitted by BREAK

1/31/2017

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to the Profession of Interpreting

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Communicate a brief history of American Sign Language/English interpreting   |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 2</b>       | Analyze communication situations and interpreting contexts   |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed   |
| <b>Goal 3</b>       | Examine scholarly literature on interpreting theory, research or practice  |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | Analyze and reflect upon concepts and terminology relevant to the interpreting profession  |
| <b>G4 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed   |
| <b>Goal 5</b>       | Investigate the settings in which an interpreter may work and the situational and professional requirements of each  |
| <b>G5 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 6</b>       | Identify local, national, and international organizations and individuals associated with the interpreting profession and discuss their effect and significance to the field |
| <b>G6 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain key cultural differences and values in the DeafBlind community  |
| <b>G1 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 2</b>       | Illustrate expressive communication modalities (visual, tactile, tracking, signing in a restricted field of vision, projecting, etc.)                               |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Practice ProTactile ASL and interpreting techniques as well as hand positions in a simulation   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | Differentiate the role differences between work as a Support Service Provider and interpreter with DeafBlind people   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       | Analyze and assess the impact and challenges a DeafBlind person may encounter (psychosocial, emotional, cognitive, communication, transportation, employment, etc.) |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 6</b>       | Identify multiple environmental modifications for DeafBlind individuals   |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Primary ULO</b>  |   |

## Seabeck DeafBlind Service Learning

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Work maturely and professionally in a team, supporting each other's personal and professional development.  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*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                           |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Appreciate and respect the unique challenges and lives of multi-dimensional DeafBlind people.</li> </ul>   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Pre-Interpreting Skills Development

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate cognitive skills in both ASL & English   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | demonstrate self-awareness in regard to linguistic competence & professional dispositions              |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed |
| <b>Goal 3</b>       | Increase lexicon in English & ASL via implementing of life-long learning strategies                    |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Ethics &amp; Decision Making for Interpreters

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Be able to define ethics   |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting |
| <b>Goal 2</b>       | be able to define a demand-control decision making schema to given scenarios                           |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed |
| <b>Goal 3</b>       | demonstrate an ability to justify choices in response to given scenarios                               |
| <b>G3 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Theory and Process of Interpreting I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will 2. Develop L1 and L2 Vocabulary - generally and specific to interpreting                               |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting               |
| <b>Goal 2</b>       | Students will 4. Demonstrate self awareness via inquiry, self-reflection, self-analysis, discussion and feedback     |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting               |
| <b>Goal 3</b>       | Students will 5. Describe the influence of discourse features, such as register, style, and affect, on communication |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed               |
| <b>Goal 4</b>       | Students will 7. Analyze and formulate ways of conceptualizing the work of interpreting                              |
| <b>G4 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting               |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Theory and Process of Interpreting II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Describe current theories in the process of interpreting and apply them to message analysis   |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 2</b>       | Practice visualization and message analysis strategies  |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 3</b>       | Demonstrate and practice process management skills  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | Analyze spoken and signed texts for content and language use  |
| <b>G4 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 5</b>       | Participate in error-analysis activities  |
| <b>G5 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 6</b>       | Participate in supported self-analysis strategies   |
| <b>G6 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Theory and Process of Interpreting III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>■ demonstrate a working knowledge of the tasks of interpretation</li> </ul>  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>■ linguistically analyze spoken and signed texts for content and language use;</li> </ul>                                    |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>■ functionally analyze spoken and signed texts for register, style, and affect;</li> </ul>                                   |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>■ participate in supported self-analysis strategies</li> </ul>   |
| <b>G4 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 5</b>       | <ul style="list-style-type: none"> <li>● Put into practice current theories in the process of interpreting.</li> </ul>  |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Language and Communication in the Classroom: Deaf and Hard of Hearing

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Develop knowledge of the different modes of communication used by Deaf and Hard of Hearing person</li> </ul>                 |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Develop knowledge of the various language and communication policies and signed systems used in the classroom</li> </ul>     |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Assess language and communication functioning and the language continuum</li> </ul>  |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>Focus on co-construction of meaning and the importance of consumer-driven work</li> </ul>                                    |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Cultural Intelligence in a Diverse World

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>demonstrate an understanding of cultural intelligence, multiculturalism, and diversity</li> </ul>                                   |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>explore how individual differences and ways of being affect how we see and interact with the world</li> </ul>                       |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>demonstrate an understanding of how oppression, discrimination, and stereotyping affect us personally and professionally</li> </ul> |
| <b>G3 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>develop tools for building a culturally intelligent professional identity</li> </ul>  |
| <b>G4 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Interpreting in Educational Settings

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | discuss current theories in education for deaf and hard of hearing students and the educational interpreter's role in these educational models                      |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 2</b>       | identify the role of each member of the multi-disciplinary team involved in providing services for deaf and hard of hearing students                                |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 3</b>       | discuss the ways in which members of the multi-disciplinary team work collaboratively to provide educational services   |
| <b>G3 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 4</b>       | demonstrate understanding of ethical considerations and appropriate responses for K-12 settings   |
| <b>G4 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 5</b>       | interpret frozen and specialized texts that are common to educational settings  |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       | demonstrate strategies for being an effective IEP member  |
| <b>G6 Alignment</b> | [*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 |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Interpreting In Community Settings

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Define linguistic issues related to interpreting in community settings.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Describe and discuss various ethical considerations related to interpreting in community settings.  |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 3</b>       | Identify and describe major professional issues related to community interpreting   |
| <b>G3 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Interpreting in Postsecondary Settings

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate an ability to analyze various demands pertaining to a post-secondary setting  |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 3</b>       | describe discourse norms and patterns used in specific postsecondary settings   |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Theory and Process of Interpreting IV

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Accurately interpret messages from an increasingly complex range of topics and styles   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Demonstrate dispositions appropriate to working with consumers and colleagues;  |
| <b>G2 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 3</b>       | Demonstrate effective techniques for working with consumers;  |
| <b>G3 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Theory and Process of Interpreting V

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | demonstrate accuracy in simultaneously interpreting messages from an increasingly complex range of topics and styles.  |
| <b>G1 Alignment</b> | [*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                                      |
| <b>Goal 2</b>       | demonstrate an ability to analyze spoken and/or signed messages for content.   |
| <b>G2 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting   |
| <b>Goal 3</b>       | ¥ 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. |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Develop positive working relationships with co-workers and consumers;   |
| <b>G1 Alignment</b> | [*IA, PO1] Demonstrate the academic foundation and world knowledge essential to effective interpreting  |
| <b>Goal 2</b>       | Provide interpreting services while under supervision;  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Examine the professional culture and philosophy of the internship site.   |
| <b>G3 Alignment</b> | [*IL, PO2] Analyze communication situations and apply appropriate problem solving approaches as needed  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

# IS

IS 270  
Operating Systems

Submitted by Tad Shannon

11/06/2016

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students completing this class can explain and differentiate core operating systems functionality and the internal organization of an operating system. |
| <b>G1 Alignment</b> | [PO3] Manage ongoing information system operations  |
| <b>Goal 2</b>       | Students completing this class can characterize and apply resource utilization tactics such as virtual memory and multitasking.                         |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 3</b>       | Students completing this class can explain and contrast differing purposes and approaches of modern operating systems.                                  |
| <b>G3 Alignment</b> | [PO3] Manage ongoing information system operations  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students completing this class can choose proper information management approaches based on solution requirements and experienced understanding of fundamental data structures and storage techniques |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 2</b>       | Students completing this class can apply high-level languages and available applications for sophisticated information extraction and transformation  |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 3</b>       | Students completing this class can develop single-use and longterm information management solutions with various automation techniques  |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | After completing this course students will have practical experience using protocols to enable communication between computing devices connected to each other  |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 3</b>       | After completing this course students will apply core concepts underlying IP networks to solve simple network design problems, including IP subnetting  |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students completing this course can analyze information management requirements for large, complex data sets   |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 3</b>       | Students completing this course can test and manage a large-scale relationship database system   |
| <b>G3 Alignment</b> | [PO3] Manage ongoing information system operations   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students completing this course can evaluate information architecture designs using core concepts of information architecture, including total cost of ownership and return on investment |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 2</b>       | Students completing this course can assess and manage risk across the portfolio of the enterprise, including audit, compliance, and business continuity                                   |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 3</b>       | Students completing this course can administer systems, including the use of virtualization and monitoring  |
| <b>G3 Alignment</b> | [PO3] Manage ongoing information system operations  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students completing this class will be able to clearly define problems, opportunities, or mandates that initiate projects  |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity  |
| <b>Goal 3</b>       | Students completing this class will be able to design high-level logical system characteristics (user interface design, design of data and information requirements)   |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students completing this class will be able to use the concepts of information economics at the enterprise level to evaluate IS strategies  |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 2</b>       | Students completing this class will be able to analyze existing and emerging information technologies, the functions of IS and their impact on organizational operations                              |
| <b>G2 Alignment</b> | [PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students completing this class will be able to use standard tools to analyze network data sets  |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 2</b>       | Students completing this class will be able to describe how network structures generate specific network behaviors regardless of the type of network considered |
| <b>G2 Alignment</b> | [PO2] Identify opportunities and implement systems using information technology to improve organizational efficiency and productivity                           |
| <b>Goal 3</b>       | Students completing this class will be able to analyze how network structures influence commercial and social behavior  |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students completing this course can demonstrate knowledge of and proficiency with basic system capabilities, utilities, and services                                   |
| <b>G1 Alignment</b> | [PO3] Manage ongoing information system operations   |
| <b>Goal 2</b>       | Students completing this course can apply sufficient understanding of contemporary systems' philosophies and styles to quickly learn new system utilities and services |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | Students completing this course can effectively use system features to perform typical administration duties   |
| <b>G3 Alignment</b> | [PO3] Manage ongoing information system operations   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 2</b>       | Students completing this class will be able to apply appropriate techniques to assess ongoing project performance  |
| <b>G2 Alignment</b> | [PO3] Manage ongoing information system operations   |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students completing this course can apply direct relevant experience with IS project implementation techniques such as Agile development |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 2</b>       | Students completing this course can effectively use project management tools to detail and document IS project development               |
| <b>G2 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 3</b>       | Students completing this course can leverage experience with project team dynamics for future IS project development                     |
| <b>G3 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

IS  
X

Submitted by BREAK

1/31/2017

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*IA, PO1] Design and implement information system solutions to meet organizational needs |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# LING

LING 410 Submitted by Thomas Rand

12/14/2016

## Theories of Foreign Language Acquisition

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain how learner-internal and learner-external universal variables as well as individual learner variables affect the rate and attainment of foreign language acquisition. |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.   |
| <b>Goal 2</b>       | Explain the relationship between foreign/second language acquisition theory and teaching practices and describe optimal conditions for classroom-based language learning.     |
| <b>G2 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.   |
| <b>Goal 3</b>       | Develop intercultural knowledge and competence that informs the teaching of language.   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       | Produce written documents that are examples of the professional genres associated with applied linguistics as well as writing to learn.                                       |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Linguistic Analysis of Style and Genre

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Define key terms (genre, register, style, conventional vs stylistic punctuation, syntactic fluency/complexity).                 |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | Conduct linguistic analysis of authentic 'texts.'   |
| <b>G2 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language. |
| <b>Goal 3</b>       | Analyze the syntactic development, fluency and maturity in various registers.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | Analyze own writing in terms of linguistic measures.  |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       | Explain their linguistic choices in their own writing.  |
| <b>G5 Alignment</b> | [*W] Writing  |
| <b>Goal 6</b>       | Use the writing of others as a way to apprentice under a particular writer.   |
| <b>G6 Alignment</b> | [*W] Writing  |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Introduction to Linguistics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Describe phonological, morphological, syntactic, pragmatic and semantic structures and processes in English and other languages.     |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.      |
| <b>Goal 2</b>       | Use linguistic description to understand linguistic diversity in terms of similarities and differences among languages of the world. |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Explain the processes of first and second language acquisition.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Describe linguistic variation and language change in terms of social and historical processes.                                       |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

X

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [LING-PO2] Explain and analyze structure and function in the English language system at multiple linguistic levels. |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Academic Discourse for International Students

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will have increased proficiency in applying sentence-level strategies while reading for comprehension, summarizing, and paraphrasing. |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.                |
| <b>Goal 2</b>       | Students will have increased proficiency in applying knowledge of sentence structure to producing fluent and accurate academic writing.        |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Students will have increased proficiency in consistently utilizing appropriate vocabulary acquisition strategies.                              |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students will have increased proficiency in attending to the message in academic lectures and contributing to class discussion.                |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Describe the variety and complexity of grammatical constructions in discourse and authentic texts.   |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.                      |
| <b>Goal 2</b>       | Explain the communicative/functional features of grammatical constructions in discourse and authentic texts using appropriate linguistic principles. |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Apply the syntactic principles of punctuation to explanations of simple and multicausal sentences.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Linguistics in the Digital Age

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Locate existing corpora, gather data using methods of concordancing, collocations, and statistical comparisons, and draw principled conclusions.   |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language.  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Explain examples of how corpora have been used for a wide variety of linguistic investigations.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Create and annotate a corpus for their own data-driven research and explain the strengths and limitations of their conclusions.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## TEFL Certificate Practicum

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate knowledge of TEFL theory and practice to evaluate teacher and student performance in an ELL class.                  |
| <b>G1 Alignment</b> | [*IA, LING-PO1] Analyze Issues in language usage, language variation, language acquisition and history of the English language. |
| <b>Goal 2</b>       | Produce original lesson plans for an ELL class and teach at least one lesson of at least 20 minutes.                            |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Analyze and report on the English language proficiency and developmental needs of an ELL student.                               |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | Create and annotate a corpus for their own data-driven research and explain the strengths and limitations of their conclusions. |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# MTH

MTH 105 Submitted by Breeann Flesch

11/20/2016

## Introduction to Contemporary Mathematics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of real-world applications            |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 4</b>       | Students will understand basic probability and statistics, formulas related to personal finance, and methods of problem solving        |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Applied College Mathematics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of real-world applications  |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 4</b>       | Students will understand the use of percent, proportions and rates in solving real-world problems  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of data   |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | Students will draw reasonable and appropriate conclusions from quantitative analysis of data   |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Foundations of Elementary Mathematics I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will be able to express quantitative evidence in support of an argument or purpose of the work                                |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 4</b>       | Students will understand problem solving, sets and reasoning, whole numbers, number theory, and integers and fractions                 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Foundations of Elementary Mathematics II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will be able to express quantitative evidence in support of an argument or purpose of the work                                |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 4</b>       | Students will understand decimal models, operations and number properties, data analysis, probability and statistics and basic algebra |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Foundations of Elementary Mathematics III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | Students will be able to express quantitative evidence in support of an argument or purpose of the work   |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Elements of Discrete Mathematics I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will understand analysis of algorithms, sequences and strings, enumeration, matrix algebra, and systems of linear equations   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students will understand and use exponential, logarithmic, and discrete families of functions  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Elements of Discrete Mathematics II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will understand analysis of algorithms, sequences and strings, enumeration, matrix algebra, and systems of linear equations   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students will understand and use exponential, logarithmic, and discrete families of functions  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Probability and Statistics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Students will draw reasonable and appropriate conclusions from quantitative analysis of data   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | Students will understand descriptive statistics, discrete and continuous probability models including binomial and normal distributions, sampling distributions, hypothesis testing, point and interval estimation |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Mathematics Education Capstone I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify and research a relevant topic in secondary mathematics education.      |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Demonstrate an advanced perspective on some aspect of secondary mathematics     |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes             |
| <b>Goal 3</b>       | Demonstrate effective written communication of mathematical concepts.           |
| <b>G3 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts. |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Mathematics Education Capstone II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate an advanced perspective on some aspect of secondary mathematics     |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes             |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.           |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts. |
| <b>Goal 3</b>       | Demonstrate effective oral communication of mathematical concepts.              |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Proof

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems   |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Students will demonstrate skill in basic proof techniques including direct proof, proof by contradiction, proof by cases, and proof by mathematical induction  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | 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                          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | Students will have an intuitive understanding of the area problem, an intuitive understanding of, and working knowledge of, the definitions of indefinite and definite integral and of both versions of the Fundamental Theorem of Calculus |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | Students will have an intuitive understanding of the area problem, an intuitive understanding of, and working knowledge of, the definitions of indefinite and definite integral and of both versions of the Fundamental Theorem of Calculus |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | 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                          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Calculus III - Sequences and Series

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems  |
| <b>G2 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.   |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate effective written communication of mathematical concepts                                   |
| <b>G1 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.                                      |
| <b>Goal 2</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems |
| <b>G2 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.        |
| <b>Goal 3</b>       | Students will read and understand selected primary sources (in English translations, if necessary)                   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students will know the facts (people, dates, contributions) surrounding selected mathematical themes                 |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Senior Project I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Identify and research a relevant topic in mathematics                              |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Demonstrate an advanced perspective on some aspect of mathematics                  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                |
| <b>Goal 3</b>       | Students will demonstrate effective written communication of mathematical concepts |
| <b>G3 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Senior Project II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate an advanced perspective on some aspect of mathematics                  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.    |
| <b>Goal 3</b>       | Demonstrate effective oral communication of mathematical concepts                  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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1/31/2017

X

|                     |                          |
|---------------------|--------------------------|
| <b>Goal 1</b>       | X                        |
| <b>G1 Alignment</b> | [*D] Diversity           |
| <b>Goal 2</b>       | X                        |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis |
| <b>Goal 3</b>       | X                        |
| <b>G3 Alignment</b> | [*D] Diversity           |
| <b>Goal 4</b>       |                          |
| <b>G4 Alignment</b> |                          |
| <b>Goal 5</b>       |                          |
| <b>G5 Alignment</b> |                          |
| <b>Goal 6</b>       |                          |
| <b>G6 Alignment</b> |                          |
| <b>Primary ULO</b>  | See Course Goal 1.       |

## Applied Discrete Mathematics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Discrete Mathematics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.       |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems. |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.                               |
| <b>Goal 3</b>       | Understands sets, relations, functions, enumeration, mathematical induction and graph theory                  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Mathematical Probability

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work          |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                          |
| <b>Goal 2</b>       | Understands the axioms of probability, deterministic and probabilistic modeling, continuous and discrete probability distributions, and conditional probability |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Understands mean, variance, standard deviation, expected value, various probability distributions, and the Central Limit Theorem                                |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Discrete Mathematics for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Understand logical operators and sets, enumeration and an introduction to graph theory   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## College Algebra for Elementary and Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.         |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.         |
| <b>Goal 3</b>       | Students will draw reasonable and appropriately qualified conclusions from quantitative analysis of data                                       |
| <b>G3 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.         |
| <b>Goal 4</b>       | Students will explore the basics of algebraic structure, expressions and equations with an emphasis on problem solving and hands on activities |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Manipulatives in Mathematics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will explore using hands-on manipulatives to illustrate K - 8 mathematics   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Elementary Integrated Mathematics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will focus on planning and presenting effective lessons on K - 8 mathematics  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Historical Topics In Mathematics for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                         |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                         |
| <b>Goal 3</b>       | Students will study famous mathematicians through various readings and explore topics appropriate for middle school students connected to these mathematicians |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Abstract Algebra for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will understand the meaning of and have some appreciation for "abstraction" in mathematics                                    |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Group Theory

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                        |
| <b>Goal 2</b>       | 2. Demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.   |
| <b>Goal 3</b>       | 3. Demonstrate a thorough understanding of groups and subgroups, especially permutation, cyclic and modular groups. Understand isomorphisms and applications. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Demonstrate an understanding of rings, factor rings, ideals, integral domains, and fields. Be able to work easily with homomorphisms, matrix and polynomial rings. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Group Theory

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Demonstrate a thorough understanding of groups and subgroups, especially permutation, cyclic and modular groups. Understand isomorphisms and applications. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Demonstrate an understanding of rings, factor rings, ideals, integral domains, and fields. Be able to work easily with homomorphisms, matrix and polynomial rings. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Number Theory

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate the effective use of proof-based skills to solve a variety of number-theoretic problems.  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                          |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.   |
| <b>Goal 3</b>       | Demonstrate deep understanding of properties of integers including the division and Euclidean algorithms, Diophantine equations, prime numbers and congruences. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Calculus Concepts for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate effective use of calculus concepts to represent and solve a variety of quantitative problems.                              |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Understand the concepts of derivative and integral and the applications to areas and optimization.                                     |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Algebraic Problem Solving for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the effective use of algebraic approaches to solve quantitative problems from authentic contexts.                          |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | Demonstrate an understanding of algebraic thinking and algebra in the middle school context.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Secondary Problem Solving

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the effective use of a variety of secondary level problem solving approaches to solve quantitative problems from authentic contexts. |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.           |
| <b>Goal 2</b>       | Develop an understanding of how various topics in advanced mathematics relate to secondary level mathematics.                                    |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G3 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Multivariate calculus

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Multivariate calculus

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Advanced Calculus III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems                               |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.                                      |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems  |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.   |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts  |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Advanced Calculus II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems   |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Calculus for Social Science

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Students will be able to apply the notion of derivatives to solve real-world problems in business and social sciences                  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Calculus for Social Sciences II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.      |
| <b>Goal 2</b>       | Students will convert relevant information into various mathematical forms  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.      |
| <b>Goal 3</b>       | Students will be able to apply the notions of definite and indefinite integral to solve real-world problems in business and social sciences |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Intro to Numerical Analysis

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                          |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                          |
| <b>Goal 3</b>       | Understands root finding, interpolation, approximation of functions, numerical integration and differentiation, related error analysis, and relevant algorithms |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                             |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                             |
| <b>Goal 3</b>       | Understands optimization of functions with linear constraints, convex sets, solving problems using simplex method, the concept of duality, and relevant algorithms |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Geometry for Elementary Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Demonstrate the ability to provide accurate explanations of information presented in mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | 2. Demonstrate the ability to draw reasonable and appropriately qualified conclusions from geometric structures  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Elementary Problem Solving

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Demonstrate the effective use of a variety of problem solving approaches to solve quantitative problems from authentic contexts                          |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                      |
| <b>Goal 2</b>       | 2. Demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.   |
| <b>Goal 3</b>       | 3. Understand the key components of different problem solving strategies and effective approaches for developing these skills in elementary school students |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Experimental Probability &amp; Statistics for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Demonstrate the ability to convert relevant information into various mathematical forms   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | 2. Demonstrate the ability to draw reasonable and appropriate conclusions from quantitative analysis of data   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Geometry for Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Demonstrate the ability to provide accurate explanations of information presented in mathematical forms                             |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | 2. Demonstrate the ability to draw reasonable and appropriately qualified conclusions from geometric structures                        |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | 3. Demonstrate effective written communication of mathematical concepts  |
| <b>G3 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 4</b>       | 4. Develop an understanding of how various topics in measurement and geometry relate to elementary and middle level mathematics        |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Probability and Statistics for Elementary and Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the ability to provide accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Demonstrate the ability to convert relevant information into various mathematical forms - PG1 and QL   |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Discrete Mathematics for Elementary and Middle School Teachers

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate the ability to provide accurate explanations of information presented in mathematical forms                                |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Develop an understanding of how various topics in advanced mathematics relate to secondary level mathematics.                          |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Demonstrate effective written communication of mathematical concepts.  |
| <b>G3 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems   |
| <b>G1 Alignment</b> | [PO2] Demonstrate the ability to make rigorous mathematical arguments in axiomatic and non-axiomatic systems.  |
| <b>Goal 2</b>       | Students will demonstrate effective written communication of mathematical concepts   |
| <b>G2 Alignment</b> | [*W, PO3] Demonstrate effective written communication of mathematical concepts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Differential Equations

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms  |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Mathematical Modeling

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms.   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal (PO1 and QL)                           |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Understands the theory of dimensional analysis and similitude along with qualitative aspects of mathematical models.                   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Mathematical Statistics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Uses the quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                  |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal.  |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts.                  |
| <b>Goal 3</b>       | Understands functions of random variables, point estimation, interval estimation, hypothesis tests, ANOVA analysis, and the Central Limit Theorem.      |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provides accurate explanations of information presented in mathematical forms.   |
| <b>G1 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 2</b>       | Completely converts relevant information into an appropriate and desired mathematical portrayal.                                       |
| <b>G2 Alignment</b> | [*Q, PO1] Demonstrate the effective use of mathematical skills to solve quantitative problems from a wide array of authentic contexts. |
| <b>Goal 3</b>       | Understands standard computations in numerical linear algebra.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

# MUE etc

MUE 318 Submitted by Tom Bergeron

12/01/2016

Music for the Classroom Teacher

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will develop general music skills.  |
| <b>G1 Alignment</b> | [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) |
| <b>Goal 2</b>       | Students will in expectation that you will use these skills to integrate music into your classroom curriculum.   |
| <b>G2 Alignment</b> | [UTE-PO3] Successfully affect the learning and development of PK-12 students in schools.   |
| <b>Goal 3</b>       | Students will demonstrate knowledge of music vocabulary and common terms.  |
| <b>G3 Alignment</b> | [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) |
| <b>Goal 4</b>       | Students will demonstrate the use of the Orff-Schulwerk process of imitation, exploration and improvisation.   |
| <b>G4 Alignment</b> | [ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families. (PS)   |
| <b>Goal 5</b>       | Students will connect arts integration pedagogy with their past and present educational experiences.   |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Introduction to Orff-Schulwerk

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will understand fundamental principles of the Orff-Schulwerk approach.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Students will be able to design simple music lessons for general music classes.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to teach simple music lessons to a general music class.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will have a nuanced understanding of the Off-Schulwerk approach.   |
| <b>G1 Alignment</b> | [*D, ECS-PO1] Develop reflective teacher leaders who are advocates for young children and their families.   |
| <b>Goal 2</b>       | Students will be able to design music lessons for a wide range of general music classes.  |
| <b>G2 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students. |
| <b>Goal 3</b>       | Students will be able to teach music lessons that include vocal and instrumental skills to a wide range of general music classes.                               |
| <b>G3 Alignment</b> | [*IL, UTE-PO1] Demonstrate evidence of appropriate content knowledge, skills, and dispositions necessary for attaining high achievement for all PK-12 students. |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 2</b>       | Upon completion of the course, the student will Demonstrate a basic knowledge of teaching procedures and techniques for all woodwind instruments.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

Early Music Consort

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Knowledge of repertoire from the Renaissance and Baroque periods</li> </ul>                           |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Ability to apply historically-informed performance practice techniques</li> </ul>                     |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Knowledge of the role of specific repertoires in European culture</li> </ul>                          |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Orquestra Brasil

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform music in common Brazilian genres   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will be able to identify stylistic elements of common Brazilian genres   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will build a repertoire of Brazilian music works   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       | Students will understand how to build an arrangement from a lead sheet  |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 5</b>       | Students will be able to create their own part within a group arrangement   |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       | Students will be able to improvise in a variety of harmonic contexts  |
| <b>G6 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Primary ULO</b>  | See Course Goal 2.  |

Percussion Ensemble

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Develop an understanding and mastery of advanced percussion techniques and concepts on a range of western and non-western percussion instruments.</li> </ul> |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Improve and heighten chamber music performance techniques.</li> </ul>  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Develop an understanding of the range of percussion repertoire in various styles from the early 20th century to the present.</li> </ul>                      |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>Improve their understanding of rhythm, pitch dynamics, phrasing and musical touch.</li> </ul>  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Percussion Ensemble

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Develop an understanding and mastery of advanced percussion techniques and concepts on a range of western and non-western percussion instruments.</li> </ul> |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Improve and heighten chamber music performance techniques.</li> </ul>  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Develop an understanding of the range of percussion repertoire in various styles from the early 20th century to the present.</li> </ul>                      |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"> <li>Improve their understanding of rhythm, pitch dynamics, phrasing and musical touch.</li> </ul>  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

Brass Ensemble

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform music from the standard brass quintet repertoire.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | Students will be able to identify various stylistic elements, related to the music being performed.   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | 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.). |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

Brass Ensemble

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform music from the standard brass quintet repertoire.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | Students will be able to identify various stylistic elements, related to the music being performed.   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | 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.). |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will understand how music can support athletic events   |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | Students will know and be able to perform a significant repertoire of drum cadences in a characteristic manner                               |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to function as part of a small ensemble with professional standards  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will understand how music can support athletic events   |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | Students will play music from a variety of genres in a generically-informed manner   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to function as part of a small ensemble with professional standards  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform compositions from a wide variety of genres in a generically-informed manner  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will understand how to arrange music for a guitar ensemble   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will be able to create their own parts independently through experimentation and improvisation   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

Western Hemisphere Voices (changing to Western Oregon Voices)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to perform songs from a wide variety of genres in a generically-informed manner  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to sing independent parts within a group performance setting   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will understand how to rehearse and otherwise prepare a vocal group for performance   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

Western Hemisphere Orchestra

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to perform music from a wide variety of genres in a generically-informed manner  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to play independent parts within a group performance setting   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will understand how to rehearse and otherwise prepare an instrumental group with rhythm section for performance                     |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

Jazz Repertoire Combo

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform iconic examples from the jazz repertoire in a generically-informed manner  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will be able to improvise in a variety of classic jazz contexts  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will understand the role of their instrument/voice in a jazz context   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to compose for a small improvising ensemble   |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will e able to improvise in a wide variety of compositional contexts   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will be able to play independent parts within a group performance setting  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Singer/Songwriter Combo

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to compose songs for intimate ensemble performance  |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will be able to sing and/or accompany original songs   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will understand how a small group can collaborate to create arrangements of original material  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform songs from a wide variety of genres in a historically-informed manner  |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | Students will be able to sing independent parts within a group performance setting  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will understand how to rehearse and otherwise prepare a vocal group for performance  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

opera scenes

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to perform songs, arias and ensembles from a the standard repertoire in a generically-informed manner                               |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | Students will be able to sing independent parts and stage movement within a group performance setting   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will understand how to rehearse and otherwise prepare within a cast for a performance  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Performance of historically recognized repertoire at a high level or artistry  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Increase inter-cultural awareness through the selection of non European music at times   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | work as a team of dedicated collaborators to achieve a professional level performance  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

opera scenes

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | work as a creative team to present a highly sophisticated theatrical production   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Learn acting and stage deportment appropriate to the operatic genre for stylistically accurate performance  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | refine singing skills appropriate to this genre with primary regard to tone production and breath management  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

Musical Theatre: Vocal

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Research the play and determine advanced characterization concepts   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Refine acting and dance skills appropriate to the music theatre genre  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | learn about the use of kinesthetics as a performing tool   |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

musical theatre: instrumental

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | understand the historical context of the work to be performed   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | learn and apply instrumental performing techniques appropriate to the musical theatre genre   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Learn to function as a creative teamwork member while solving problems or challenges faced in the course of the production rehearsal period               |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | 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, .   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | 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   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

Wind Ensemble

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 2</b>       | 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,  |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | Upon completion of the course, participating music majors will demonstrate progress in playing a secondary instrument.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 3</b>       | Upon completion of the course, participating conducting students will demonstrate enhanced baton technique and rehearsal skills.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

X

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## American Vernacular Music Performance

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | build a memorized repertoire drawn from a variety of American Vernacular Music (AVM) genres  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | transcribe and perform transcriptions of improvised performances by a variety of AVM artists   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | perform and improvise on a variety of AVM themes with generically-informed sound and style   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

music performance - vocal

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Learn vocal production techniques in the areas of: vowel and consonant formation, breath management, body alignment, resonance and vocal registration.    |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Learn and apply principals of Alexander Technique and Body Mapping to singing.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Learn interpretative skills in classical, Broadway and jazz repertory.  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Music Performance Instrumental

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | play with a characteristic sound   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | play level-appropriate scales and arpeggios  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | play level-appropriate repertoire in a generically informed manner   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## American Vernacular Studies

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | build a memorized repertoire drawn from a variety of American Vernacular Music (AVM) genres   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | transcribe and perform transcriptions of improvised performances by a variety of AVM artists  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | perform and improvise on a variety of AVM themes with generically-informed sound and style  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Music Performance Non Juried

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Play, sing, compose, conduct, or audio-produce in a manner consistent with standards set by the instructor  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Articulate and demonstrate fundamental concepts of the student's medium   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Build a repertoire, portfolio, or demo reel   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Instrumental Performance

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to play with a characteristic sound   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will be able to play level-appropriate scales and arpeggios  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will be able to play level-appropriate repertoire in a generically informed manner   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Applied Music: Composition

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will compose music utilizing standard and contemporary forms.   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will orchestrate music idiomatically for the five instrument families.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will analyze composition techniques utilized in their compositions.   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Music Performance Vocal

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | creatively examine the history of songs performed                            |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society          |
| <b>Goal 2</b>       | compare historical performance practices                                     |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | students are taught skills to function in professional settings in the field |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Creative analysis of performance practice models   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Explore the cultural contexts of music being learned and performed   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | learn performing skills at an adequate level suitable for public performances  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will have an understanding of proper vocal technique  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will have an understanding of appropriate vocal style for different songs   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Students will have an understanding of the anatomy of the vocal mechanism  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | To recognize and identify various rock music styles and the historic importance of these styles.           |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | To understand some of the basic technical/musical structures of rock music.                                |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | To gain an aural and intellectual understanding of the evolution of rock styles.                           |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       | To understand rock music as a form of social commentary and a mirror of the society for which it emanates. |
| <b>G4 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 5</b>       | To increase the students skills in reading, research, composition, and presentation.                       |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Popular music in America

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | At the conclusion of the History of American Popular music students will demonstrate in depth knowledge of the many styles of American pop |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Students will be able to identify different elements of diversity in the creation of American music.                                       |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | Students will be able to analyze and critique performances and recordings of American popular music.                                       |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | At the conclusion of Jazz History students will demonstrate in depth knowledge of many styles of jazz. |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Students will be able to identify different elements of diversity in the creation of jazz.             |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society                                    |
| <b>Goal 3</b>       | Students will be able to analyze and critique jazz performances and recordings.                        |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | At the conclusion of Beginning Musicianship students will demonstrate in depth knowledge of music notation                                   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to identify different elements of basic musical concepts such as tonality, harmony and key signatures.                 |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to analyze harmonic structures in simple musical forms.  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | students will grow in understanding and knowledge of the many diverse cultures, beliefs, traditions, histories and heritages as experienced through music |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | students will become familiar with individual artists and their work, demonstrated through aural recognition  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | students will demonstrate the ability to write in an academic style about the discipline of ethnomusicology   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       | students will possess and demonstrate an awareness of the various roles of music in the global society  |
| <b>G4 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | To produce an ethnomusicology fieldwork project   |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | To recognize different cultures through their musics  |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | To think critically about music's role in the global society  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand basic issues about performance anxiety in musicians</li> </ul>  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Have the skills needed to develop a portfolio for graduation*</li> </ul>   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Comprehend the path to becoming a public school music teacher</li> </ul>   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Women in Music

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | students will possess and demonstrate an awareness of the various roles of women in musical arts in the global society                                      |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | students will grow in understanding and knowledge of the many diverse cultures, beliefs, traditions, histories and heritages as expressed by women in music |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus   |
| <b>Goal 3</b>       | students will become familiar with women's contributions and activism through music, including aural recognition of individual artists and their work.      |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | To learn the basic elements of music appreciation through the works of W.A Mozart   |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | To learn the basic elements of enlightenment philosophy during Mozarts time to give the music content a broader social perspective                        |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Integregation of music and philosophical principals into a final written or creative project  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will understand basic elements of tonal music, including scales, intervals, keys, triads, and chord function.                       |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to play simple scale and chord patterns on the keyboard in multiple keys.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to sing simple scale and chord patterns, using solfège.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       | Students will be able to identify basic tonal structures by ear.   |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 5</b>       | Students will be able to execute notated rhythms.  |
| <b>G5 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 6</b>       | Students will be able to transcribe simple rhythms from aural examples.  |
| <b>G6 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | gain knowledge about live performance through observation           |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes |
| <b>Goal 2</b>       | participate in the WOU community of musicians                       |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society |
| <b>Goal 3</b>       | broaden their familiarity with a wide variety of repertoire         |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Senior Recital

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | design a recital performance  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | prepare and produce a performance   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | perform selected repertoire in a generically-informed manner, at a level consistent with or approaching professional standards                            |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Junior Recital

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | design a recital performance  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | prepare and produce a performance   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | perform selected repertoire in a generically-informed manner, at a level approximating professional standards   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to write song lyrics.   |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will be able to set text to rhythm.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will be familiar with a range of songwriting strategies.   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       | Students will be able to encode and decode chord symbols.   |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 5</b>       | Students will understand principles of analysis for contemporary harmonic practices.  |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Music History II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                               |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | 3) At the end of the course students will have a basic understanding of 18th and 19th century performance practices.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                               |
| <b>Goal 4</b>       | 4) Upon completion of the course students will understand the aesthetic values and stylistic parameters of Classic and Romantic period music.                              |
| <b>G4 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus                  |
| <b>Goal 5</b>       | 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.      |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 6</b>       | 6) Upon completion of the course students will have learned strategies for writing an effective musical analysis.  |
| <b>G6 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus                  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will develop a heightened awareness of the role of music and the arts in contemporary society.   |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | Students will write about music and culture in a voice informed by current trends in music criticism and analysis.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will refine their own professional goals, while reflecting on what post-graduation steps they may take to achieve them.                          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Music Theory I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze musical examples that incorporate basic musical concepts such as tertian harmony, meter, rhythm, harmonic progressions, and cadences. |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Articulate basic musical concepts verbally and in writing.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 3</b>       | Apply basic musical concepts in notated examples.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Analyze musical examples that incorporate advanced musical concepts such as classical forms, chromatic harmony, and modulation.              |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Articulate advanced musical concepts verbally and in writing.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Apply advanced musical concepts in notated examples.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | play a single-stroke roll  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | play a double-stroke roll  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | play simple grooves with even and swing 8th-notes using three limbs, while maintaining a steady tempo for 32 measures of 4/4 time            |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       | play simple rhythms with the left hand, while maintaining an ostinato with both feet   |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | play a paradiddle, beginning with either hand  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | play even 16th-notes on the snare, with accents, while maintaining an ostinato with both feet  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | play simple rhythms with the left hand, while maintaining a simple groove with even and swing 8th-notes using three limbs                    |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       | mark phrase endings while maintaining a steady groove through 64 measures  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Drumset Proficiency III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | play a variety of 4-limb grooves in even and swing 8th-notes   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | hold a steady tempo  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | mark phrases   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       | play simple fills  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 5</b>       | play snare rhythms while maintaining a groove  |
| <b>G5 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## American Vernacular Conducting

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to direct an ensemble that includes rhythm section and improvisation.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will understand the role of a rhythm section in large and small ensembles.  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Students will be familiar with common American vernacular genres that typically utilize notated scores and parts.                            |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Music History I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.                   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | 3) At the end of the course students will have a basic understanding of 16th and 17th century performance practices.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 4</b>       | 4) Upon completion of the course students will understand the aesthetic values and stylistic parameters of Medieval, Renaissance and Baroque music.   |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 5</b>       | 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.  |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       | 6) Upon completion of the course students will have learned strategies for writing an effective musical analysis.   |
| <b>G6 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus                                     |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Music Performance Instrumental

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | play with a characteristic sound   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | play level-appropriate scales and arpeggios  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | play level-appropriate repertoire in a generically informed manner   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## History of American Vernacular Music I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.     |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                      |
| <b>Goal 2</b>       | Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.                       |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished. |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## History of American Vernacular Music II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.     |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                      |
| <b>Goal 2</b>       | Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.                       |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished. |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## History of American Vernacular Music III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.     |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                      |
| <b>Goal 2</b>       | Students will be able to articulate, verbally and in writing, the characteristics of a wide sampling of American vernacular musical genres.                       |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will have a foundational understanding of the social, political, and intellectual climate in which music of the African diaspora emerged and flourished. |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Contemporary Readings in Music

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to articulate, verbally and in writing, a coherent philosophy of musicking.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | 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.                                    |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Analyze musical examples that incorporate intermediate musical concepts such as voice-leading, phrases, non-chord tones, and secondary key areas.         |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Articulate intermediate musical concepts verbally and in writing.   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Apply intermediate musical concepts in notated examples/complete composition.   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Songwriting II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will understand principles of melodic organization.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will be able to set text to melody.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will be familiar with a range of songwriting strategies.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       | Students will be able to encode and decode chord symbols.   |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 5</b>       | Students will be able to use tools of analysis for contemporary melodic and harmonic practices.   |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to construct effective harmonic progressions.   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will be able to set melody to harmony and vice-versa.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will be familiar with a range of songwriting strategies.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       | Students will be able to encode and decode chord symbols.   |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 5</b>       | Students will be able to use tools of analysis for contemporary melodic and harmonic practices.   |
| <b>G5 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to improvise alone and in a group setting.  |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will be able to improvise within simple musical structures.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will command basic tonal materials, including major scale modes and triads.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to carry out research into focused educational topics.  |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will be effective teachers in their field of expertise.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will be able to articulate a sound philosophy of education.  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate comprehensive understanding of audio signal flow in digital audio workstations   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Demonstrate ability to record, edit, and mix audio with Logic Pro X  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Complete a 3-4 minute multi-track audio production in a style of the student's choice  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>demonstrate strategies for promoting careers in music as performers, composers, writers, producers and teachers.</li> </ul> |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching                       |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Demonstrate an awareness of personal strengths and weaknesses as aspiring professional musicians.</li> </ul>                |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Demonstrate understanding of music copyright and publishing revenue streams</li> </ul>                                      |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Advanced Music Production

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Ability to mix a 24-track recording in Logic Pro X  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Ability to edit music and sound design for video using SMPTE time code  |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 3</b>       | Create original music and sound design for a 30-second television commercial  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Music Media Production III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to demonstrate dramatic underscoring techniques   |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will be able to intellectually critique existing music for film and television   |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will be able to mix and master the final phase of a post-production project  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       | Students will understand the composer's role in scoring music for multimedia productions  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Music Media Production II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate their ability to transcribe specific film cues  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will demonstrate a working knowledge of music technology utilized in creating music for film and television                                      |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will be able to demonstrate dramatic underscoring techniques   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate basic midi implementation in music digital audio software.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will create underscore music for RTVF advertisements.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will be able to mix and master the final phase of a post-production project  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will • recognize the relationship of scales, modes, and chord types  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will compose music utilizing basic jazz voice-leading techniques.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will compose music utilizing altered dominant chords and tritone substitutions.  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       | Students will • compose music utilizing appropriate nomenclature.   |
| <b>G4 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will • compose music utilizing standard song form and blues for jazz ensemble.   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will compose music utilizing appropriate nomenclature.   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will demonstrate basic orchestration principals of the jazz ensemble   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate appropriate use of backgrounds, solo sections, and shout sections.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will demonstrate fluid melodic writing in the jazz style.  |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | Students will compose a complete work for a standard 16-piece big band.   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | Students will demonstrate fundamental knowledge of range, registration, transposition and articulation principles of the woodwind and brass families   |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus  |
| <b>Goal 3</b>       | Students will articulate the role and function of instruments in context of their sections for standard music genres.  |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | Students will demonstrate the application of orchestration techniques by transcribing, arranging, and composing music excerpts for the string family                                       |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus                                  |
| <b>Goal 3</b>       | Students will articulate the role and function of instruments in context of their sections for standard music genres   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Orchestration 3

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | Students will demonstrate the application of orchestration techniques by transcribing, arranging, and composing music excerpts for the percussion family  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus   |
| <b>Goal 3</b>       | Students will demonstrate fundamental knowledge of range, registration, articulation principles of the percussion and voice families.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Music Theory IV: Chromatic Harmony

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to write and analyze music in any style period, with special emphasis on the late romantic and 20th-century styles.                 |
| <b>G1 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 2</b>       | Students will develop further keyboard skills, including simple chording, various progressions, and open score reading.                                   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Students will demonstrate the ability to write rhythms, melodies, and harmonies from dictated examples.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

Music Theory V: Post-Tonal Systems

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will • demonstrate the application of contemporary composition techniques in student composition excerpts                           |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will • explain the historical setting that lead to the development of specific composition techniques.                              |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | Students will analyze composition techniques of the 20th century.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate fundamental music notation rules and principles in both the analog and digital domains.   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will demonstrate proper use of page and score layouts in both the analog and digital domains   |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will create lead sheets and/or basic parts and chamber-ensemble sized scores in both the analog and digital domains                              |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will learn to read and write music   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | Students will learn the fundamentals of music organization  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Students will develop analytical listening  |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       | Students will learn the basic of recorder playing.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## History of American Popular Music

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | Students will be able to identify different elements of diversity in the creation of American music.   |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | Students will be able to analyze and critique performances and recordings of American popular music.   |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       | 6 album reviews are required as home work.   |
| <b>G4 Alignment</b> | [*W] Writing   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## History of Jazz

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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                                     |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 2</b>       | At the conclusion of Jazz History students will demonstrate in depth knowledge of many styles of jazz.   |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*W] Writing   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Identify Intervals, Scales and Chord Qualities by listening and write them down correctly  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Sing a simple melody on sight  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Read a simple rhythm aloud on sight  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1) Identify a chord progression including all diatonic chords in root position   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Identify and be able to write down a melody  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Read a simple melody and rhythm aloud on sight   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Aural Skills III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1) Identify a chord progression including all diatonic chords in root position, first inversion or second inversion, including close modulations |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching     |
| <b>Goal 2</b>       | 2) Identify and be able to write down a melody that includes all diatonic chords   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching     |
| <b>Goal 3</b>       | 3) Read a simple melody and rhythm aloud on sight  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching     |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Aural Skills IV

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 2</b>       | 2) Sing a melody and read a rhythm aloud on sight  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 3</b>       | 3) Listen to a melody or rhythm and write it down correctly  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 2</b>       | 2) Sing a melody and read a rhythm aloud on sight  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 3</b>       | 3) Listen to a melody or rhythm and write it down correctly  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Aural Skills VI

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 2</b>       | 2) Sing a melody and read a rhythm aloud on sight  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 3</b>       | 3) Identify scales including diminished, whole tone, pentatonic, church modes, modes of the harmonic minor and major, modes of the melodic minor   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 4</b>       | 4) Listen to a melody or rhythm and write it down correctly  |
| <b>G4 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Performance Anxiety for Musicians

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | To become more fluent in creating music at a high level  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | To understand the causes and effects of anxiety in performance   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | Students will learn solutions for individual use for performing  |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Accompanying

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will study the standard repertoire for accompanying  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Students will become familiar with techniques for working with various instruments  |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | Students will perform in recitals to demonstrate the acquisition of the necessary skills.   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will grow in understanding standard keyboard literature   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Students will be able to recognize composers and styles from the basic periods of music history.   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 3</b>       | Students will be able to recognize standard keyboard literature by aural testing.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be introduced to keyboard skills.                                       |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Students will study rhythm and notation at the keyboard.                              |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will gain in expertise in this first term of six to develop keyboard skills. |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to perform easy repertoire.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will harmonize simple melodies.   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to transpose simple lines.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to sight read easy repertoire.   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to sight read simple lead sheets.  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Students will be able to demonstrate artistic interpretation.  |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will study solo keyboard repertoire.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Students will play standard keyboard technical studies.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be developing stylistic awareness at the piano.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to perform easy repertoire.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will develop more advanced keyboard technique.  |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 3</b>       | Students will be able to demonstrate artistic interpretation.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to perform intermediate piano repertoire.  |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Students will be able to pass the piano proficiency requirement.   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Students will be able to demonstrate independent musical skill at the keyboard.  |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will grow in understanding standard keyboard pedagogy methods at the elementary level.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Students will grow in understanding standard keyboard pedagogy methods at the intermediate and advanced levels.   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Students will demonstrate their understanding of the standard methods by teaching students in supervised settings.  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Learn principals of music theory and how they apply to the compositional style of Mozart  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Garner a basic understanding of the enlightenment philosophical movement and how it may apply to the music works of Mozart                                |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Produce at final project (poster, script, musical composition or traditional term paper) that synthesizes   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explore the anatomy of singing and be able to identify the most important parts of the body that contribute to singing                                    |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | practice breath management skills and learn basics of kinesthetics related to singing   |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | learn and perform literature recognized to be at the appropriate college level  |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Refine breathing, alignment and kinesthetic skills learned in MUS 181   |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 2</b>       | learn advanced solo vocal repertoire from the major stylic genres recognized in a standard class voice curriculum as suggested by the NATS organization.  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Learn valuable principles of how to maintain appropriate vocal health as regards diet, exercise and the utilization of the voice in everyday life.        |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Through the use of professionally recognized hand motions and gestures, be able to evoke the desired music affect needed in performance      |
| <b>G1 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching |
| <b>Goal 2</b>       | Learn about the kinesthseology of breathing and how that can be reflected by the conductor in rehearsal and performance situations.          |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | Learn the 200 most commonly used musical terms that are enountered by a conductor in a musical score   |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Voice Culture

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | student learn and apply techniques of kinesthetics as pertinent to The Alexander Technique and Body Mapping   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Learn the effect of food, medication, use and physical environment and the effect of these on vocal health  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | learn the application of the International Phonetic Alphabet in the most common languages of singing, such as: English, French, German, Italian           |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Vocal Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | overview and analysis of WEM historically significant literature for study and performance  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Active listening, in-class discussions and student presentations  |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | actual preparation and performance of literature in class   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Vocal Pedagogy

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Learn and label the important muscles, cartilages and skeletal structures that are employed in the act of singing   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Understand the range of etude and technique books and have a basic knowledge of the contents of the most recognized resources in the field                |
| <b>G2 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 3</b>       | Be able to select appropriate literature for developing singers   |
| <b>G3 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Learn and identify the key anatomical areas of speech and articulation  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Learn and apply the international phonetic alphabet to song texts in the common singing languages that are used in the field.                             |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Learn intercultural aspects of diction in different geographic areas of the languages being studied   |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Develop skills in rehearsal planning and pacing through the discussion of hypothetical rehearsal situations and how they can be resolved effectively      |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | Learn about performance practice in acknowledged genres   |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Acquire skills in the aspects of concert planning and budget preparation  |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Vocal Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | An overview and analysis of the the standard traditional vocal literature from the Early Baroque Era through the first-decade of the 21st century.        |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | STudy of the relationship between poetic sources and the musical creation that emerges with regard to elements of music theory                            |
| <b>G2 Alignment</b> | [*IL, PO3] Produce scholarly creative projects, solve professional problems independently, and demonstrate a well-developed intellectual/ aesthetic focus |
| <b>Goal 3</b>       | Prepare and perform (in-class) some of the literature that is being studied in class.   |
| <b>G3 Alignment</b> | [*IL, PO1] Demonstrate artistic proficiency for music careers, such as performance, composition, writing, production, research, and teaching              |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Introduction to Music Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 2</b>       | 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/   |
| <b>G2 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 3</b>       | Upon completion of the course, students will identify major musical forms such as sonata, fugue, and orchestral suite.  |
| <b>G3 Alignment</b> | [*D, PO2] Possess an awareness of the role of music arts in society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

# PHL

PHL 101 Submitted by Mark Perlman

1/23/2017

Introduction to Philosophy: Knowledge and Reality

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Students will demonstrate in-depth knowledge of some of the main theories in epistemology and metaphysics.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 2. Students will be able to understand arguments from various perspectives on various metaphysical and epistemological issues.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 3. Students will be able to explain and critically assess various arguments in metaphysics and epistemology.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Introduction to Philosophy: Morality and Social Justice

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Students will demonstrate in-depth knowledge of the main ethical theories.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Students will be able to explain logical fallacies, and be able to identify logical fallacies in arguments, and formulate valid and sound arguments.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | 3. Students will be able perform basic proofs in propositional and predicate logic.   |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Students will demonstrate in-depth knowledge of the main ethical theories.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 2. Students will be able to understand arguments from various perspectives on various ethical issues.   |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 3</b>       | 3. Students will be able to explain and critically assess various ethical arguments, including their own views.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Medical Ethics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the theories in medical ethics.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to various practical problems in medical ethics.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the theories in environmental ethics.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to various practical problems in environmental ethics.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be demonstrate in-depth knowledge of some of the main theories of metaphysics.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to understand and explain the strengths and weaknesses of the theories in metaphysical theory.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Students will be able to construct written work of sustained philosophical analysis, logically defending an original thesis (critical or interpretive).   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the main philosophical theories regarding knowledge and justification.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to understand and explain the strengths and weaknesses of the theories in epistemology.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to address various specific questions in epistemology.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the main philosophical theories of the nature of the mind.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to understand and explain the strengths and weaknesses of the theories regarding the mind.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to address various specific questions regarding the mind.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | 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.).  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to explain and construct arguments in favor and against philosophical views regarding art, including their own views.   |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to address various specific questions regarding art.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the main philosophical theories regarding religion and/or the existence of God (or gods).   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to explain and construct arguments in favor and against philosophical views regarding religion, and of their own views on religion.   |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 3</b>       | Students will be able to apply those general theories to address various specific questions regarding religion.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

X

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to provide a sophisticated analysis of a theory from either Plato or Aristotle.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to write a paper that includes textual analysis of ancient texts and an original interpretive thesis claim.   |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Students will be able to communicate their understanding of concepts and arguments distinctive to ancient philosophy.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to analyze an argument presented by either a Modern Rationalist or Modern Empiricist.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will write a paper that demonstrates understanding of one of the most significant arguments of Modern Philosophy.  |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Students will accurately communicate an argument from Modern Philosophy that has multiple premises.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## History of Medieval and Renaissance Philosophy

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Upon completion of the course students will know the topics of philosophical inquiry prominent during the medieval period.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Upon completion of the course students will be able to explain and analyze the style of arguments employed by philosophers during the medieval period.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Metaphysics and Epistemology for Honors Students

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of some of the main theories in epistemology and metaphysics.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will be able to understand arguments from various perspectives on various metaphysical and epistemological issues.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Students will be able to explain and critically assess various arguments in metaphysics and epistemology.   |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction to Ethics for Honors Students

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate in-depth knowledge of the main ethical theories.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Students will write an original philosophical thesis, defended with original argument, and engaged with published philosophical research relevant to the thesis.  |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | Students will give an oral presentation and defense of the thesis, in some public forum, answering reasonable questions or challenges.  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Students will produce a written portfolio including various drafts of the thesis, and including the ancillary assignments required for its production in PHL405W.   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate knowledge of both theories and arguments from some of the major figures of 19th Century philosophy.   |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate knowledge of theories and "arguments" from some of the major figures of Continental Philosophy, contextualizing them when necessary.  |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | Students will be able to explain and express the meaning of the theories of Continental philosophers, without heavy reliance on outside interpretation or jargon.   |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Students will produce essays and a paper, demonstrating sustained engagement with, and understanding of, the course's reading assignment.   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of science.   |
| <b>G1 Alignment</b> | [*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.   |
| <b>Goal 2</b>       | Students will be able to articulate those theories and arguments in writing, and engage with them argumentatively.  |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Students will be able to identify the underlying scientific theories to which philosophical questions of method, explanation, observation, etc. apply.  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of law.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will produce written work that not only articulates those theories and arguments in sufficient detail, but also engages with them critically.  |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Students will demonstrate a detailed knowledge of the legal cases from which the major philosophical theories and problems arise.   |
| <b>G3 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate knowledge of some of the major theories and arguments from the philosophy of music.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Students will produce written work that not only articulates those theories and arguments in sufficient detail, but also engages with them originally and conceptually.   |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | Students will be able to identify philosophical problems raised not only by art, but specifically by music and musical performance.   |
| <b>G3 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Contemporary Philosophy

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| <b>Goal 1</b>       | Demonstrate knowledge of the main philosophical movements of the 20th century including pragmatism, analytic philosophy, or linguistic philosophy.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Effectively communicate and critically assess the central arguments of the thinkers they will read.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Write a paper where that both explains and critically assesses a central argument of a 20th century philosopher.  |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

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| <b>Goal 1</b>       | Demonstrate knowledge of the fundamental theories of happiness, held by ancient Greek, modern European, and contemporary American philosophers.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | Write a paper that carefully explains and critically assesses at least one of the theories that we will study.  |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Existentialism

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| <b>Goal 1</b>       | Demonstrate knowledge of the work of the main 19th and early 20th century existentialist writers such as, Nietzsche, Kierkegaard, Camus, Kafka, and Sartre.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Effectively communicate and creatively explore the existentialist themes found in the writing of philosophers such as Sartre, Nietzsche, Kierkegaard, Camus, and Kafka.   |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

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| <b>Goal 1</b>       | 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? |
| <b>G1 Alignment</b> | [*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                               |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*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.   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

# PS

PS 203  
International Relations

Submitted by Mary Pettenger

11/22/2016

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| <b>Goal 1</b>       | apply the theories of realism and liberalism to explain events in international relations.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | describe the main actors (states, international organizations) and dynamics (cooperation and conflict, global governance) of international relations |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | demonstrate effective communication skills including listening, speaking and writing   |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | apply the Levels of Analysis Model to identify, categorize and predict the causes of war      |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | apply the theories of realism, liberalism, and constructivism in explaining the causes of war |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | develop effective communication skills including listening, speaking and writing              |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership       |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | describe the history, political institutions, processes and actors in the European case states        |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | apply comparative methodology to compare and contrast the political development of the European cases |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | develop effective communication skills including listening, speaking and writing                      |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership               |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | describe the history, political institutions, economics, culture of the Asian case states   |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | apply a model of comparative methodology to compare and contrast the cases in regards to globalization, democratization and nation building |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | demonstrate effective communication skills including listening, speaking and writing  |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | demonstrate critical film viewing and reading skills  |
| <b>G1 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership   |
| <b>Goal 2</b>       | identify themes related to the political cultural of war in a democracy embedded in fictional film and books  |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | describe and evaluate the dualistic influence of American beliefs/opinions about war between fictional sources, and political processes and culture |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | analyze the effectiveness of international law to shape the behavior of international actors                                |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | discuss the role, history and function of states and international organizations in creating and applying international law |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | describe the main principles and sources of international law   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments                      |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | explain the influences of ideologies on the contemporary and future political world |
| <b>G1 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                 |
| <b>Goal 2</b>       | describe the major political ideologies that have shaped the political world        |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | describe the major political ideologies that have shaped the political world        |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | describe the main theories and principles of international organization  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | describe the structure, purpose and function of several prominent organizations (UN, EU, etc.).                              |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments                       |
| <b>Goal 3</b>       | analyze the ability of international organizations to evolve and prosper as they respond to new pressures in global politics |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Human Rights

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | analyze the ability of the international community to define, implement and enforce human rights            |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | explain the history and processes by which human rights have been defined                                   |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | analyze human rights cases to determine the most appropriate and effective means of protecting human rights |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | describe the history and guiding principles of U.S. foreign policy  |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments          |
| <b>Goal 2</b>       | analyze the goals of U.S. foreign policy as they apply to current events  |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | describe the history and roles of the executive, legislative and judicial branches in U.S. foreign policymaking |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments          |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | apply basic statistical knowledge and data collection methods to gather and analyze data   |
| <b>G1 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership  |
| <b>Goal 2</b>       | analyze American civic knowledge, skills and dispositions related to effective public action and the policymaking process  |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | demonstrate an increased capacity to understand and positively impact the American policymaking process on the local, state, regional and/or international level |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | analyze the role of gender in the world and women’s ability to influence international politics, economics and societies worldwide. |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | describe the role of gender on specific public policies such as leadership, war/security, health and education                      |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems   |
| <b>Goal 3</b>       | demonstrate improved communication skills including listening, speaking and writing   |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|--|
| <b>Goal 1</b>       | apply the theories of realism, liberalism and constructivism in relation to the formation of national security |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | discuss the history, and policymaking actors, processes and institutions of U.S. national security             |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments         |
| <b>Goal 3</b>       | demonstrate improved communication skills including listening, speaking and writing                            |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                        |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | analyze effective forms of political participation in environmental politics  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | describe the background and history of the environmental movement in the United States  |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments  |
| <b>Goal 3</b>       | evaluate the efficacy of the relevant actors and the national policymaking process for several environmental issues (e.g., waste, energy, atmosphere) |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | analyze the variables that help or hinder creation of international environmental agreements             |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | describe the political actors (local, domestic, international) that influence environmental policymaking |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments   |
| <b>Goal 3</b>       | demonstrate more effective communication skills including listening, speaking and writing                |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Explain key concepts in comparative politics.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of comparative politics.   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying comparative politics.   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |  |
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| <b>Goal 1</b>       | Explain key concepts in political science methodology.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of political science as a discipline.                                |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying political science.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain key concepts in global health policy.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of global health policy.   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying global health policy.   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Explain key concepts in healthcare policy.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of healthcare policy.  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying healthcare policy.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Explain key concepts in peace studies.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of peace studies.  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying peace studies.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Explain key concepts in ancient political theory.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of ancient political theory.   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying ancient political theory.   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Explain key concepts in modern political theory.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of modern political theory.  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying modern political theory.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Explain key concepts in African politics.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of African politics.   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying African politics.   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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|---------------------|--|
| <b>Goal 1</b>       | Explain key concepts about Middle Eastern politics.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of Middle Eastern politics   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying Middle Eastern politics.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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|---------------------|--|
| <b>Goal 1</b>       | Explain key concepts in immigration politics.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of immigration politics.   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying immigration politics.   |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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|---------------------|--|
| <b>Goal 1</b>       | Explain key concepts in globalization.   |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Analyze issues within the context of globalization.  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying globalization.  |
| <b>G3 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Understand how to influence and participate in state and local government  |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments                                |
| <b>Goal 2</b>       | 2. Analyze how political culture influences the design, activities and politics of state and local governments, particularly Oregon's |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices                              |
| <b>Goal 3</b>       | Communicate effectively on state and local issues   |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand key issues linked to an aging society   |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments   |
| <b>Goal 2</b>       | 6. Analyze policy options for policy problems connected with aging                                       |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | Communicate effectively on issues related to aging   |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

Native American Politics and Policy

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand key issues linked to the Native American and Tribal context                                   |
| <b>G1 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 2</b>       | 6. Analyze policy options for policy problems connected with Indian Country                              |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | Communicate effectively on issues related to Indian Country  |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

Native American Politics and Policy

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand key issues linked to the Native American and Tribal context                  |
| <b>G1 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                     |
| <b>Goal 2</b>       | 6. Analyze policy options for policy problems connected with Indian Country             |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy                       |
| <b>Goal 3</b>       | Communicate effectively on issues related to Indian Country                             |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Practicum: Administrative Internship

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| <b>Goal 1</b>       | Experience in a professional context   |
| <b>G1 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 2</b>       | Analyze organizational contexts and issues   |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices             |
| <b>Goal 3</b>       | Communicate effectively about the organization and its issues  |
| <b>G3 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Experience professional political context  |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 2</b>       | Analyze political and policy issues connected to the political organization                            |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Communicate effectively about the work context and its issues  |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Understand how to influence and participate in state and local government  |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments                                |
| <b>Goal 2</b>       | 2. Analyze how political culture influences the design, activities and politics of state and local governments, particularly Oregon's |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | Communicate effectively on state and local issues   |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Explain key concepts in American politics and government   |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 2</b>       | Analyze issues within the context of American politics and government                                  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying American politics and government.                                 |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Apply principles of policy analysis  |
| <b>G1 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                              |
| <b>Goal 2</b>       | Research specific policy problem   |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 3</b>       | Communicate effectively about research and analysis  |
| <b>G3 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain key concepts in American constitutional law  |
| <b>G1 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 2</b>       | Analyze issues within the context of American constitutional law                                       |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | Apply concepts to issues in studying American constitutional law in written form                       |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership                |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Model United Nations

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate research, negotiation, public speaking and interpersonal communication skills     |
| <b>G1 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership       |
| <b>Goal 2</b>       | compose draft resolutions for a Model United Nation conference                                |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | demonstrate knowledge of the policies and national interests of a United Nations member state |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Advanced Model United Nations

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|---------------------|--|
| <b>Goal 1</b>       | demonstrate advanced research, negotiation, public speaking and interpersonal communication skills |
| <b>G1 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership            |
| <b>Goal 2</b>       | formulate policies for real-world issues in a mock simulation of the United Nations                |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | compose draft resolutions for a Model United Nation conference                                     |
| <b>G3 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                     |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*W, PO3] Develop skills in research, writing, public outreach, advocacy and leadership |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## American National Government

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain key concepts in American politics and government              |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | ANalyze issues within the context of American politics and government |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy     |
| <b>Goal 3</b>       | Apply concepts to issues in studying American politics and government |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## American National Government

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain key concepts in American politics and government              |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | Analyze issues within the context of American politics and government |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy     |
| <b>Goal 3</b>       | Apply concepts to issues in studying American politics and government |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Public Administration

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in public administration   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                      |
| <b>Goal 2</b>       | be able to analyze issues within the context of public administration                                    |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 3</b>       | know how to apply concepts to diverse issues in public administration                                    |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in American political behavior   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | understand key concepts in be able to analyze issues within the context of American political behavior |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in American political behavior                |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | understand key concepts in political communication                                  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                 |
| <b>Goal 2</b>       | be able to analyze issues within the context of political communication             |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                 |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in political communication |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                 |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## American Presidential Elections

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in American presidential elections                             |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                    |
| <b>Goal 2</b>       | be able to analyze issues within the context of American presidential elections        |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                    |
| <b>Goal 3</b>       | how to apply theoretical concepts to diverse issues in American presidential elections |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems                                    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Federalism and Intergovernmental Relations

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in federalism and intergovernmental relations                                  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | be able to analyze issues within the context of federalism and intergovernmental relations             |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in federalism and intergovernmental relations |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Public Personnel Administration

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in public personnel administration   |
| <b>G1 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 2</b>       | be able to analyze issues within the context of public personnel administration                          |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in public personnel administration              |
| <b>G3 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in governmental budgeting  |
| <b>G1 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 2</b>       | be able to analyze issues within the context of governmental budgeting                                   |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in governmental budgeting                       |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Congress and the Presidency

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in Congress and the Presidency   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | be able to analyze issues within the context of Congress and the Presidency                            |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in Congress and the Presidency                |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## American Constitutional Law

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in American constitutional law   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | be able to analyze issues within the context of American constitutional law                            |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in American constitutional law                |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in community politics  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | be able to analyze issues within the context of community politics                                     |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in community politics                         |
| <b>G3 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy                                      |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Public Sector Labor Relations

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in public sector labor relations   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                      |
| <b>Goal 2</b>       | be able to analyze issues within the context of public sector labor relations                            |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in public sector labor relations                |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Public Policy

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in public policy   |
| <b>G1 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 2</b>       | know how to apply theoretical concepts to diverse issues in public policy                                |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 3</b>       | acquire skills needed to research topics in public policy  |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | be able to analyze issues within the context of national policy  |
| <b>G1 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 2</b>       | know how to apply theoretical concepts to diverse issues in national policy                              |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | acquire skills needed to research topics in national policy  |
| <b>G3 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Policymaking in the States

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in state policymaking  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 2</b>       | know how to apply theoretical concepts to diverse issues in state policymaking                         |
| <b>G2 Alignment</b> | [*IL, PS-PO2] Understand the structure and processes of local, state, national and foreign governments |
| <b>Goal 3</b>       | acquire skills needed to research topics in state policymaking   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                    |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

Introduction to Policy Analysis

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | be able to communicate effectively regarding analysis and recommendations  |
| <b>G1 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 2</b>       | know how to apply theoretical concepts to diverse contexts in policy analysis  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | understand key concepts in policy analysis   |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices             |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

American Constitutional Law (W)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | be able to communicate effectively regarding topics in American constitutional law                                   |
| <b>G1 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 2</b>       | understand key concepts in American constitutional law   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | be able to analyze issues within the context of American constitutional law  |
| <b>G3 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Environmental Values and Political Action

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in environmental policy debate   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | be able to analyze issues within the context of environmental policy debate  |
| <b>G2 Alignment</b> | [*IA, PS-PO1] Critically analyze political problems  |
| <b>Goal 3</b>       | be able to communicate effectively regarding topics in environmental policy debate                                   |
| <b>G3 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Administrative Law

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in administrative law  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                      |
| <b>Goal 2</b>       | be able to analyze issues within the context of administrative law                                       |
| <b>G2 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in administrative law                           |
| <b>G3 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | understand key concepts in American jurisprudence  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                      |
| <b>Goal 2</b>       | be able to analyze issues within the context of American jurisprudence                                   |
| <b>G2 Alignment</b> | [*IL, PPA-PO1] Analyze issues in public administration and policy  |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse issues in American jurisprudence                       |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Legal Reasoning and Writing

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | be able to communicate effectively in the legal context  |
| <b>G1 Alignment</b> | [*W, PPA-PO3] Demonstrate skills in internal and external organizational communication, public outreach and advocacy |
| <b>Goal 2</b>       | understand key concepts in law   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | know how to apply theoretical concepts to diverse legal contexts   |
| <b>G3 Alignment</b> | [*IL, PPA-PO2] Analyze the administrative context, politics and practical implications of public choices             |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

# PSY

PSY 301 Submitted by Chehalis Strapp

12/12/2016

Introduction to Research Methods

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"><li>locate, interpret, critically evaluate, and summarize psychological research</li></ul>  |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"><li>formulate testable hypotheses and identify appropriate study designs for various types of inferences (e.g., causal)</li></ul> |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | demonstrate effective writing and oral presentation skills in APA style   |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       | <ul style="list-style-type: none"><li>apply the basic principles and techniques employed in the scientific method to assess hypotheses</li></ul>                    |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 5</b>       | <ul style="list-style-type: none"><li>apply a preliminary understanding of statistical techniques to analyze data and interpret findings</li></ul>                  |
| <b>G5 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 6</b>       | <ul style="list-style-type: none"><li>understand and follow the APA code of ethics in treatment of participants and data handling</li></ul>                         |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Introduction to Research Methods

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate effective writing and oral presentation skills in APA style   |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | locate, interpret, critically evaluate, and summarize psychological research  |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.                                 |
| <b>Goal 3</b>       | formulate testable hypotheses and identify appropriate study designs for various types of inferences (e.g., causal) |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.                                 |
| <b>Goal 4</b>       | apply the basic principles and techniques employed in the scientific method to assess hypotheses                    |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.                                 |
| <b>Goal 5</b>       | apply a preliminary understanding of statistical techniques to analyze data and interpret findings                  |
| <b>G5 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 6</b>       | understand and follow the APA code of ethics in treatment of participants and data handling.                        |
| <b>G6 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                                      |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Present philosophical issues in psychology and other sciences,   |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Examine the ways in which world views (religious, political, moral, and psychological) shape views of humans and psychology  |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 3</b>       | 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                |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       | Put the finishing touches on students' undergraduate education in psychology with an integrated and historical perspective of the field,   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | Promote an awareness of the ways that historical developments outside of psychology shape the discipline   |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       | 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, |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Quantitative Methods

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | locate, interpret, critically evaluate, and summarize psychological research  |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | formulate testable hypotheses and identify appropriate study methodologies to assess those hypotheses                                       |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | collect, analyze, and interpret data using appropriate statistical techniques   |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 4</b>       | demonstrate effective writing and oral presentation skills in APA style, including the clear and accurate reporting of statistical findings |
| <b>G4 Alignment</b> | [*W] Writing  |
| <b>Goal 5</b>       | understand and follow the APA code of ethics in treatment of participants and data reporting  |
| <b>G5 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Advanced Research Methods

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate effective writing and oral presentation skills in APA style, including the clear and accurate reporting of statistical findings |
| <b>G1 Alignment</b> | [*W] Writing  |
| <b>Goal 2</b>       | collect, analyze, and interpret data using appropriate statistical techniques   |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy  |
| <b>Goal 3</b>       | understand and follow the APA code of ethics in treatment of participants and data reporting  |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | locate, interpret, critically evaluate, and summarize psychological research  |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 5</b>       | formulate testable hypotheses and identify appropriate study methodologies to assess those hypotheses                                       |
| <b>G5 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Cross Cultural Psychology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Engage in activities within and outside the classroom that will assist the students in participating in cross-cultural interactions in a culturally sensitive manner                                  |
| <b>G1 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 2</b>       | Practice cultural sensitively   |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 3</b>       | Practice cultural awareness through in-class activities.  |
| <b>G3 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       | Identify and describe sociocultural and international contexts that influence individual differences  |
| <b>G5 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 6</b>       | Using the discourse of the field, apply the concepts and major theories of the discipline to account for psychological phenomena  |
| <b>G6 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 2</b>       | Students will demonstrate an understanding of the psychology of women research and competence in analyzing and summarizing research methodology   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Students will integrate and apply psychology of women constructs into ones thinking and understanding of self & society   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       | Students will demonstrate an understanding of foundational knowledge in the concepts, theories, and research methods related to the psychology, experiences and perceptions of women  |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Have a basic understanding of the scientific foundations of psychology and the methods used to generate knowledge within the discipline   |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Apply concepts in psychology to better understand human behavior within personal, occupational, and/or social settings.   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Demonstrate knowledge of the subjective nature of human experience in a diverse world.  |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Have a basic understanding of the scientific foundations of psychology and the methods used to generate knowledge within the discipline   |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Apply concepts in psychology to better understand human behavior within personal, occupational, and/or social settings.   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Demonstrate knowledge of the subjective nature of human experience in a diverse world.  |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate foundational knowledge and understanding of theories, concepts, and viewpoints that encompass the field of social psychology  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Integrate and apply social psychology phenomena into one's own thinking, behavior, and social interactions.   |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 4</b>       | Recognize, understand, and respect how individual, situational, and cultural differences influence beliefs, values and interactions with others.  |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Psychological Foundations of Education

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|---------------------|---|
| <b>Goal 1</b>       | Have an understanding of the scientific and theoretical foundations in the field of educational psychology.   |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | Demonstrate knowledge and understanding of key concepts, principles, and themes within several areas including: human development, learning, memory, motivation, and cognition. |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Apply concepts in psychology to better understand human behavior within educational settings.   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Demonstrate knowledge of the subjective nature of human experience in the diverse education atmosphere.   |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                        |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity. |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                        |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | demonstrate knowledge of various psychological forces that are related to effective teamwork.   |
| <b>G1 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 2</b>       | be able to effectively manipulate various psychological forces to help create an effective team environment.  |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | recognize their own contributions to building and maintaining an effective team environment.  |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | understand, through direct experience and reflection, how creating an effective group environment affects group performance, innovation and creativity. |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction of the Major: Careers and Opportunities

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Orient students to psychology program at WOU and ways to get involved at WOU and the community  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Familiarize students with the sub-specialty areas of psychology and other related fields  |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Students will explore and learn more about themselves (values, goals, interests, skills)  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | Students will gain knowledge of career development theories, the process of career exploration, and self presentation in the career marketplace |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       | Students will be able to communicate their skills and experiences in a professional mannerp   |
| <b>G5 Alignment</b> | [*W] Writing  |
| <b>Goal 6</b>       | Students will have an action plan for their time at WOU and beyond  |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

|                     |  |
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| <b>Goal 1</b>       | Gain exposure to the diverse professional world where psychology and psychological knowledge can be used |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                           |
| <b>Goal 2</b>       | Gain greater self understanding of how to apply one's psychology skills professionally                   |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                           |
| <b>Goal 3</b>       | Gain experiences to inform future career and graduate school choices                                     |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Gain an understanding of the interview context and application across disciplines              |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                 |
| <b>Goal 2</b>       | Learn, practice, identify, and apply interviewing skills in actual interviews                  |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | Understand the roles of both the interviewer and interviewee and how to structure an interview |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                 |
| <b>Goal 4</b>       | Improve communication and interpersonal understanding across contexts                          |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                 |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Graduate Study in Psychology: Exploration and Preparation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explore professional and educational options after obtaining an undergraduate degree in psychology                                      |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Become familiar with the professional roles and education and experiential requirements of various psychology related occupations       |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Assess personal interests, skills, and fit with various psychology related careers and graduate schools                                 |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Expose students to relevant pre-professional opportunities and organizations to help better prepare for graduate school                 |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       | Explore and start the process of applying to graduate school (e.g., types of degrees, researching schools, and the process of applying) |
| <b>G5 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 6</b>       | Create application materials that accurately communicate one's skills and professional goals  |
| <b>G6 Alignment</b> | [*W] Writing  |
| <b>Primary ULO</b>  | See Course Goal 6.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Learn the major personality theories and theorists  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                                |
| <b>Goal 2</b>       | Recognize how culture and the personal background of the theorists likely influenced theory development       |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.                    |
| <b>Goal 3</b>       | Understand and apply personality theories to analyze human behavior in varied personal and professional roles |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       | Gain greater self-understanding   |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                                |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Introduction to Forensic Psychology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Have an understanding of the scientific and theoretical foundations in the field of Forensic Psychology.  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Apply concepts in psychology to better understand human behavior within forensic settings.  |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Demonstrate knowledge of the subjective nature of human experience in the diverse legal arena.  |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Behavior Modification

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate knowledge and understanding of behavior modification                    |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology      |
| <b>Goal 2</b>       | Compare and contrast approaches to behavior change                                  |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology      |
| <b>Goal 3</b>       | Apply principles of learning and behavior modification to everyday life             |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology      |
| <b>Goal 4</b>       | Track behavioral change through empirical evidence                                  |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior. |
| <b>Goal 5</b>       | Develop insight into their own and others' behavior and mental processes            |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                 |
| <b>Goal 6</b>       | Apply strategies for self management and self improvement                           |
| <b>G6 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior. |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Evolutionary Psychology

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | demonstrate an understanding of evolution by natural selection, as well as foundational theories in the field of evolutionary psychology |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | apply evolutionary theory to examine the function of psychological mechanisms,   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | critically evaluate the validity of evolutionary explanations for psychological systems  |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 4</b>       | formulate testable hypotheses about the nature of psychological adaptations  |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate understanding of the overarching themes, questions, and conflicts in learning theory        |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                          |
| <b>Goal 2</b>       | compare and contrast theoretical approaches to learning   |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                          |
| <b>Goal 3</b>       | locate, interpret, and evaluate conclusions from about the learning process from psychological research |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.                     |
| <b>Goal 4</b>       | demonstrate effective writing and oral communication skills   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                                     |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | apply psychological knowledge, skills, values, and evaluation to the real world domain of helping others         |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | develop insight into their own and others' behavior and mental processes   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | gain skills and experiences relevant to achieving career goals   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | demonstrate knowledge of diversity and be sensitive to people from diverse backgrounds and cultural perspectives |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.                       |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | apply psychological knowledge, skills, values, and evaluation to the real world domain of helping others         |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | develop insight into their own and others' behavior and mental processes   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | gain skills and experiences relevant to achieving career goals   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | demonstrate knowledge of diversity and be sensitive to people from diverse backgrounds and cultural perspectives |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.                       |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Developmental Psychology

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate knowledge of key components of typical development from conception to death  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Analyze different developmental events from the perspectives of major theoretical perspectives in the field of developmental psychology                      |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 3</b>       | Formulate relevant questions concerning developmental processes and events and apply empirical techniques for gathering objective answers to these questions |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 4</b>       | Examine, explain and respect sociocultural differences and diversity across the lifespan   |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate foundational knowledge of theories, concepts, and/or viewpoints that encompass the field of cognitive psychology  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | examine how cognitive psychology applies to one's own cognitive processes, life events, and learning experiences.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | apply theories, concepts, and/or viewpoints from cognitive psychology to one or more other fields of academic study and/or real-world problems.   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate broad knowledge of key concepts, theories, and research findings within the field of Positive Psychology.                                       |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Demonstrate understanding of the assessment and quantification of positive psychological constructs and the research methods used to study these constructs |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Examine, critique, and integrate current research within Positive Psychology.   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 4</b>       | Examine how cultural and sociohistorical factors impact definitions and manifestations of positive psychological functioning in diverse human groups.       |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Industrial/Organizational Psychology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Demonstrate the ability to integrate and apply theory and research in I/O Psychology to a variety work settings   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Psychology of Leadership

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate knowledge of leadership theories  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Apply the leadership principles and skills developed in the course to develop and maintain a collaborative working environment that promotes creativity and innovation                      |
| <b>G2 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 3</b>       | Apply the leadership principles and skills developed in the course to help others develop a sense of value and meaning in their work.   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 5</b>       | 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.                       |
| <b>G5 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Organizational Consulting

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | demonstrate knowledge of the field of Organizational Development.  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | demonstrate knowledge and application of various techniques for enhancing organizational and individual effectiveness. |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | demonstrate knowledge of factors influencing organizational functioning.   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 4</b>       | demonstrate effective process consultation skills for managing/consulting.   |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | demonstrate knowledge of the elements of the creative process.   |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                               |
| <b>Goal 2</b>       | demonstrate awareness of their own areas of strength within the elements of the creative process.            |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | engage effectively in the creative process with diverse others.  |
| <b>G3 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.                   |
| <b>Goal 4</b>       | be able to develop and maintain a collaborative working environment that promotes creativity and innovation. |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | demonstrate knowledge of and the ability to develop various factors that comprise creative potential.        |
| <b>G5 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                               |
| <b>Goal 6</b>       | demonstrate knowledge of how to assess creativity in individuals and teams.                                  |
| <b>G6 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology                               |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Abnormal Psychology

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate their understanding the complexity of defining abnormality in a multicultural context                      |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Demonstrate their knowledge of the diagnostic process as well as the strengths and limitations of the DSM 5            |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 3</b>       | Demonstrate their knowledge of the symptoms and etiology of major mental disorders affecting adults                    |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 4</b>       | Demonstrate their knowledge of major mental disorders and apply that knowledge and diagnostic criteria to case studies |
| <b>G4 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 5</b>       | Introduce abnormal psychology concepts, questions, and research areas  |
| <b>G5 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 6</b>       | Increase interest in psychology and varied applications to daily life and professional fields                          |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Motivation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | demonstrate knowledge of the Biological underpinnings of motivation   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | demonstrate knowledge of the Cognitive forces mediating motivation  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | demonstrate knowledge of the Social influences on motivation  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | demonstrate knowledge that any given motive is complex and may include in part any or all of the above forces |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       | apply these theories to self and or profession (PSO 1; ULO Inquiry and Analysis; GLO Analytic Inquiry)        |
| <b>G5 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.                           |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Sensation and Perception

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Describe the physical structures and neural pathways of major sensory systems and explain how these influence perception.  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | 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 aphasia and agnosias). |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 3</b>       | Describe psychophysiological measurement methods to quantify sensation and perception.   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate knowledge of typical development from conception to age five.  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Apply concepts and methods of developmental psychology to better understand young children in personal, educational, or social settings. |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | Examine, discuss, and critique current research in the area of developmental psychology.   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 4</b>       | Examine and apply how family, cultural, and social dynamics relate to human development.   |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Middle and Late Childhood

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Acquire an appreciation for basic theory and research-driven findings in the field of development across middle and late childhood   |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 2</b>       | Demonstrate knowledge of research methods related to middle and late childhood look critically at psychological research in the field  |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Adulthood and Aging

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand some of the basic theories and principles of aging and old age                  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology             |
| <b>Goal 2</b>       | Broaden perspectives of aging across diverse cultures and contexts                         |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity. |
| <b>Goal 3</b>       | Learn and apply research methods to analyze aging processes                                |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.        |
| <b>Goal 4</b>       | Prepare for careers that involve working with, for, or on behalf of aging adults           |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                        |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Death, Dying, and Grief

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate theoretical and empirical knowledge about death, dying, and bereavement for individuals and families across the lifespan.  |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Understand how the experiences of death, dying, and bereavement are shaped by race, class, culture, and gender.  |
| <b>G2 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 3</b>       | Recognize the impact of death as a significant factor in social relations and interpersonal behavior.  |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 5</b>       | Integrate class material with personal understandings and beliefs about death and dying  |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Adolescence

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Acquire an appreciation for basic theory and research-driven findings in the field of adolescent development                                      |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | Demonstrate knowledge of research methods related to adolescent development and be able to look critically at psychological research in the field |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Demonstrate knowledge, understanding and respect regarding the influence of cultural differences on beliefs, attitudes, values and behaviors      |
| <b>G3 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | develop understanding of emotional factors influencing performance such as anxiety/stress levels and depression. Implications for these emotional states and psychological interventions are considered  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | master the basics for applications of psychological performance enhancing strategies that will target area of motivation, confidence, emotional control, concentration, and imagery  |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | 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                |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Drug &amp; Alcohol Assessment

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | demonstrate evidence-based treatments and basic strategies for evaluating counseling outcomes in rehabilitation counseling   |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | examine, critique, and communicate about recent psychological research on substance use assessment   |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 3</b>       | show key components of major psychological theories and science, including controversies about the brain-body connection   |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 4</b>       | apply concepts in psychology to better understand individuals in different settings, with a particular focus on clinical settings and appropriate interventions              |
| <b>G4 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Crisis Assessment &amp; Intervention

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | apply concepts in psychology to better understand individuals in different settings, with a particular focus on clinical settings and appropriate interventions |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | apply how family, cultural, and social dynamics relate to human behavior and thought, especially behavior and thought related to crisis and crisis management.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | examine, critique, and communicate about recent psychological research on crisis and disability   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Advanced Forensic Psychology

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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  |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 3</b>       | Apply concepts in psychology to better understand human behavior within forensic settings as it pertains to litigators, judges, and psychological clinicians  |
| <b>G3 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 4</b>       | Demonstrate knowledge of the subjective nature of human experience in the diverse legal arena.  |
| <b>G4 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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|---------------------|---|
| <b>Goal 1</b>       | Read and critically evaluate published biopsychological research                      |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | . Identify the divisions of the brain and nervous system and describe their functions |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology        |
| <b>Goal 3</b>       | Describe the various methods used to study the biological basis of behavior.          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Goal 4</b>       | Use scientific terminology appropriately in reference to biology and behavior.        |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Goal 5</b>       | . Describe the structure of neurons and how neural impulses are generated.            |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Goal 6</b>       | Describe the structure and functioning of synapses                                    |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Critically evaluate, integrate, and apply theories of language development to current research and observations             |
| <b>G1 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 2</b>       | Understand, differentiate and apply language development concepts   |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Observe and identify aspects of language development including phonological, semantic, syntactic, morphological development |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       | Observe and identify aspects of communicative competence including pragmatic, discourse, and sociolinguistic development    |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       | Demonstrate critical thinking, scientific writing and presentation skills.  |
| <b>G5 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | 3. Describe the basics of psychopharmacological management of mental disorders               |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology               |
| <b>Goal 2</b>       | 5. Describe alternative medicine psychopharmacology  |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.          |
| <b>Goal 3</b>       | 1. Describe of the relevance of psychopharmacology to treatment                              |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                          |
| <b>Goal 4</b>       | 2. Demonstrate an understanding of the Nervous System and biochemical basis for drug action. |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                          |
| <b>Goal 5</b>       | 4. Demonstrate an understanding of the ethical issues related to medical prescribing         |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes                          |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Childhood Psychopathology

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Identify and explain differences between typical and atypical development and key components of the most common psychological disorders in childhood and adolescence</li> </ul> |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Locate, interpret, evaluate, and apply psychological research to analyze questions about the development and treatment of childhood psychopathology</li> </ul>                  |
| <b>G2 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Identify and demonstrate knowledge of how family, social, and cultural dynamics relate to the development and treatment of childhood psychopathology</li> </ul>                 |
| <b>G3 Alignment</b> | [*D, PO3] Identify and demonstrate knowledge of sociocultural and international diversity.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Theories of Development

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Explain developmental terms and concepts, enhancing the student's ability to read the evaluate literature encountered                    |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 2</b>       | Explain the principles involved in the major developmental theories and approaches   |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology   |
| <b>Goal 3</b>       | Describe and evaluate current developmental research and apply it to theories and field issues   |
| <b>G3 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 4</b>       | Describe and evaluate current developmental research and apply it to theories and field issues   |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.  |
| <b>Goal 5</b>       | Apply the principles of major developmental theories to related field issues   |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 6</b>       | Integrate theories and research and construct meaningful explanations of various developmental aspects of behavior and mental processes. |
| <b>G6 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Primary ULO</b>  |  |

## Theories of Development

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Explain developmental terms and concepts, enhancing the student's ability to read and evaluate literature encountered                   |
| <b>G1 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 2</b>       | Explain the principles involved in the major developmental theories and approaches  |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | Apply the principles of major developmental theories to related field issues.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | Describe and evaluate current developmental research and apply it to theories and field issues  |
| <b>G4 Alignment</b> | [*IA, PO2] Apply appropriate research methods to critically analyze human behavior.   |
| <b>Goal 5</b>       | Integrate theories and research and construct meaningful explanations of various developmental aspects of behavior and mental processes |
| <b>G5 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Mental Health

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | make connections between the text/articles they read and life experiences   |
| <b>G1 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 2</b>       | acquire and synthesize scientific knowledge about a variety of factors that influence mental health; both positively and negatively |
| <b>G2 Alignment</b> | [PO1] Explain and/or apply principles, skills, values, or ethics of psychology  |
| <b>Goal 3</b>       | none  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# R

R 201 Submitted by Mark Perlman

1/23/2017

Introduction to World Religions: Eastern

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will demonstrate a basic understanding of the beliefs, histories, and worship practices of the major Asian religious traditions (Hinduism, Buddhism, Taoism, Shinto).  |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction to World Religions: Western

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Students will demonstrate a basic understanding of the beliefs, histories, and worship practices of the Abrahamic religious traditions (Judaism, Christianity, Islam).  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Upon completion of the course students will know the basic beliefs and worship practices of major world religions.                                   |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | Upon completion of the course students will be able to understand those tokens of cultural diversity that arise from different religious traditions. |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.        |
| <b>Goal 3</b>       | Upon completion of the course students will be able to communicate and interact with persons whose religious beliefs are different from their own.   |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Upon completion of this course student will be able to demonstrate familiarity with a variety of religious experiences drawn from world religious traditions.  |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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.                        |
| <b>Goal 2</b>       | Upon completion of this course student will be able to demonstrate familiarity with how cultural values and practices can be related to religious beliefs.   |
| <b>G2 Alignment</b> | [*IA, PO2] Critically analyze the origins of their own beliefs, values, and ideas, and those from different cultural and historical contexts.  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

RC

RC

Submitted by BREAK

1/31/2017

X

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*D, PO3] Identify evidence based practices for communicating with individuals with disabilities and their unique family and cultural practices |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*D, PO3] Identify evidence based practices for communicating with individuals with disabilities and their unique family and cultural practices |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Psychosocial and Environmental Aspects of Disability in Rehabilitation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Define the necessary conditions for the establishment of healthy personal, community, and physical environments for individuals with disabilities   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Describe the impact of the family and family related issues, the community, and environmental factors that affect persons with disabilities.  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       | Identify professional, grassroots and government services and agencies that have been identified as effective in supporting various disability groups.  |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       | 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.   |
| <b>G6 Alignment</b> | [*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 |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Medical and Functional Aspects of Disability in Rehabilitation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Understand human body system, and medical terminology and diagnosis   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Recognize physical, cognitive, sensory, and developmental disability  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | Demonstrate an understanding of assistive technology/accommodations to increase access for individuals with disabilities in their home, community, and on the job   |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | Explain environmental implications for disability   |
| <b>G4 Alignment</b> | [*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 |
| <b>Goal 5</b>       | □ Apply classification and evaluation of function on individuals with a disability  |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Professional Issues: Rehabilitation Counseling with Deaf Clients

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*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 |
| <b>Goal 3</b>       | 3. Explain the 7 steps to reasonable accommodations.  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       | 4. Identify best practices in collaborating with employers and Deaf, Deaf-Blind, and Hard of Hearing consumers towards positive employment outcomes.  |
| <b>G4 Alignment</b> | [*IA] Inquiry & Analysis  |
| <b>Goal 5</b>       | 5. Explain common barriers and program/service ideas to help address the needs of Deaf, Deaf-Blind, and Hard of Hearing youth in transition.  |
| <b>G5 Alignment</b> | [*W, PO1] Acquire understanding in facilitating the education, independent living, school and community integration and personal adjustment of individuals with disabilities  |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# SOC

SOC 223 Submitted by Peter Callero

11/18/2016

Introduction to Sociology: theory

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Recognize and identify the multiple social forces that shape self and society.  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 2</b>       | Employ a sociological perspective in recognizing and assessing inequality.  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 3</b>       | Explain the sociological foundation of human behavior.  |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 4</b>       | Distinguish among different sociological theories and concepts.   |
| <b>G4 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 5</b>       | Employ a sociological perspective in describing and explaining one's own life.  |
| <b>G5 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Introduction to Sociology: Research

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will learn fundamental concepts and methodologies that provide the foundation of quantitative literacy.   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis  |
| <b>Goal 2</b>       | Students will be able to analyze social research available across a broad range of academic journals.  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Identify and explain various social problems.   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Recognize and analyze the dominant paradigms of social problems   |
| <b>G2 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 3</b>       | Acknowledge the causal roles of class, race, ethnicity, and gender in the analysis of social problems           |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Introduction to Social Data Analysis

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to identify appropriate statistical techniques for addressing specific sociological questions. |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 2</b>       | Students will be able to formulate sociological hypotheses appropriate for statistical analysis.                     |
| <b>G2 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 3</b>       | Students will be able to test sociological hypotheses using appropriate statistical techniques.                      |
| <b>G3 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Globalization and Development

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to identify and measure economic development and underdevelopment in the global economy.  |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Students will be able to recognize the dimensions of globalization which are economic, political, and cultural. |
| <b>G2 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 3</b>       | Students will be able to explain the history/development of a "modern world system"                             |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## History and Anthropology of the Little Big Horn

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to identify and explain the development of Indian Policy in the United States described as "internal colonialism."         |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | Students will acquire a critical history/knowledge of western expansion during the 19th Century guided by ideologies such as "manifest destiny." |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis                                  |
| <b>Goal 3</b>       | Students will gain an ethnographic appreciation of select Native American tribes: Lakota, Cheyenne, and Arapaho.                                 |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Students will be able to analyze impact of historical change and globalization on family structures.  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society  |
| <b>Goal 2</b>       | Students will be able to apply concepts by conducting original social research in local community  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis                                |
| <b>Goal 3</b>       | 1. Students will be able to articulate concepts and expand technology skills through presentation of power point summary of research findings. |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems                          |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students will be able to analyze impact of historical change and globalization on gender relations  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 2</b>       | Students will be able to apply concepts by conducting original social research in local community.  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis                               |
| <b>Goal 3</b>       | 1. Students will be able to articulate concepts and expand technology skills through presentation of power point summary of research findings |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems                         |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Practicum: Latino/a Ed Mentor

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| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 2</b>       | 1. Students will be able to record and analyze experience through maintenance of field notes.  |
| <b>G2 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems  |
| <b>Goal 3</b>       | 1. Students will be able to relate academic studies to experience recorded in field notes and produce final paper analyzing outcomes based on analysis.  |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Chicano/Latino Studies: Social Issues, Social Movements

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| <b>Goal 1</b>       | 1. Students will be able to analyze the impact of US/Latin-American colonial and economic relations on patterns of immigration.  |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | 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.               |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Students will be able to review the academic literature associated with a specific research topic                     |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | Write a comprehensive review of academic the literature associated with a specific research topic.                    |
| <b>G2 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 3</b>       | Develop an original research question and a data collection strategy for a specific research topic.                   |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Collect qualitative and/or quantitative data to address an original research question                                    |
| <b>G1 Alignment</b> | [*Q] Quantitative Literacy   |
| <b>Goal 2</b>       | Develop and apply codes or categories for the analysis of qualitative and or quantitative data                           |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | Create questionnaires, interview schedules and/or observational field notes for addressing an original research question |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis          |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | Analyze qualitative and/or quantitative data for the purpose of addressing an original research question.             |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | Write a formal academic research paper associated with an original research project                                   |
| <b>G2 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 3</b>       | Present the findings of an original research project to an audience of nonprofessionals in a public setting.          |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | X   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | X   |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | X   |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## LGBTQ Studies

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| <b>Goal 1</b>       | Properly use sexual orientation, gender identity and gender expression-related terms and develop a deeper understanding of identity and its social construction.  |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | 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.                                 |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis   |
| <b>Goal 3</b>       | Acknowledge layers, intersectionalities, and the impact of identity and oppression for members of a sexual minority group   |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 5</b>       | Articulate the development of the LGBTQQI civil rights movement and struggle for equality and recognition in the U.S.   |
| <b>G5 Alignment</b> | [*D] Diversity  |
| <b>Goal 6</b>       | Identify contemporary cultural contributions by queer leaders and authors, from across different disciplines within the U.S. LGBTQ movement.  |
| <b>G6 Alignment</b> | [*D] Diversity  |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Examine/analyze structures, institutions and processes in American Society.   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | Provide a critical analysis of structures and processes in American Society.  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 3</b>       | Introduce students to various theories of societal development.   |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | Connect student to community service and recognition of social problems.  |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Analyze causes and responses to various social problems.  |
| <b>G2 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 3</b>       | Identify various populations as victims of forms of inequality.   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Provide student with a critical analysis of western U.S. history.   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Develop an appreciation of various cultures with a focus on selected Native American tribes/cutures.            |
| <b>G2 Alignment</b> | [*D] Diversity  |
| <b>Goal 3</b>       | Provide students with a critical analysis of politics and powers of the state.                                  |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Provide an introduction to the history and structure of industrial, capitalist societies.                       |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 2</b>       | Explore the development of the labor process and contradictory class interests.                                 |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 3</b>       | Introduce students to the problematics in the process of economic development.                                  |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Introduce students to the key role of labor in the analysis and development of societies, with focus on capitalist societies. |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                           |
| <b>Goal 2</b>       | Explain the origin and evolution of the capitalist mode of production and its commensurate, antagonistic class relations.     |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis               |
| <b>Goal 3</b>       | Survey the intersections of class, race, and gender within the overall labor market.  |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Introduce students to the history of cities and urban development.  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 2</b>       | Provide a focus on urban inequalities and urban social movements.   |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 3</b>       | Examine racial and ethnic diversity in the development of cities.   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Identify and review the academic literature associated with a research topic                                    |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Write an academic literature review   |
| <b>G2 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 3</b>       | Articulate a research question and develop an analytical strategy for answering the research question           |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Contemporary Sociological Theory

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|---------------------|---|
| <b>Goal 1</b>       | Identify major social changes that characterize modern society.   |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                           |
| <b>Goal 2</b>       | Describe the theoretical perspectives of Anthony Giddens, Jurgen Habermas, Michel Foucault, and Neil Postman.                 |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Employ the ideas of Giddens, Habermas, Foucault, and Postman in the development of original theoretical thought and analysis. |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                           |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Identify the major strategies for collecting systematic observations of social phenomena                        |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Assess construct measures for reliability and validity  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 3</b>       | Design a proposal for a sociological research project   |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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|---------------------|---|
| <b>Goal 1</b>       | Articulate the dynamic relationship between self and society  |
| <b>G1 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 2</b>       | Explain how social class and a capitalist political economy alters cultural traditions, creates dominant institutions, and influences social interaction  |
| <b>G2 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Describe the history of community organizing and the foundational work of Saul Alinsky                          |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Identify the major tactics and strategies employed in organizing for positive social change                     |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 3</b>       | Employ a community organizing framework in advancing the goals of the Monmouth-Independence Tenants Union       |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Assess the problems of tenants in Monmouth and Independence   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Develop a strategy for organizing tenants in Monmouth and Independence  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Employ a community organizing framework in advancing the goals of the Monmouth-Independence Tenants Union       |
| <b>G3 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Review and evaluate major sociological theories of deviance   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Critically analyze the social construction of deviant behavior  |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 3</b>       | Employ a sociological perspective in the evaluation of deviant categories                                       |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society             |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | Apply sociological knowledge and skills in a professional setting   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis |
| <b>Goal 2</b>       | Explore potential career lines  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Develop professional experience in a relevant occupational field  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Provide a global profile of growing hunger.   |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | Explain the causes of growing, global hunger.   |
| <b>G2 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 3</b>       | Present various solutions to growing, global hunger.  |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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|---------------------|---|
| <b>Goal 1</b>       | Introduce students to the growing paradigm of critical pedagogy.  |
| <b>G1 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 2</b>       | Focus on the various criticisms of education using the hegemony/reproduction arguments.                               |
| <b>G2 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 3</b>       | Explain how and why education is biased.  |
| <b>G3 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | Introduce students to issues of state and society with focus on class relations.                                      |
| <b>G1 Alignment</b> | [*IA, PO1] Investigate social issues and structures of social inequality through critical research and analysis       |
| <b>Goal 2</b>       | Examine various theories of politics and state with focus on the problematic of power.                                |
| <b>G2 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 3</b>       | Introduce alternative forms of political-economy.   |
| <b>G3 Alignment</b> | [*D] Diversity  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Introduce students to the history/development of selected revolutionary movements.                                    |
| <b>G1 Alignment</b> | [*D] Diversity  |
| <b>Goal 2</b>       | Examine the various causes of revolutions toward a theory of revolutions.   |
| <b>G2 Alignment</b> | [*W, PO3] Effectively communicate and discuss social theories and research findings as they relate to social problems |
| <b>Goal 3</b>       | Provide a critical overview of selected revolutions.  |
| <b>G3 Alignment</b> | [*IA, PO2] Explain and analyze the complex interactions among individuals, institutions and society                   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

# SPAN

SPAN

101D

Submitted by Dr. Kathleen Connolly

12/06/2016

First Year Spanish I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.      |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | Reading: Comprehend simple texts, often supported by context, on topics discussed above, as well as on Hispanic cultures.  |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | Speaking: Ask and respond to simple questions and make simple statements. Communicate basic personal information and discuss daily activities.   |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | Listening Comprehension: Understand a sympathetic native speaker in both formal and informal contexts, when using basic phrases related to familiar topics.  |
| <b>G4 Alignment</b> | [*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   |
| <b>Goal 5</b>       | 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. |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

## First Year Spanish II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Listening Comprehension: Understand a sympathetic native speaker in both formal and informal contexts; comprehend basic phrases related to familiar topics.   |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | 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.                                    |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## First Year Spanish III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 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   |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | 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.  |
| <b>G4 Alignment</b> | [*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   |
| <b>Goal 5</b>       | 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.   |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

## Hispanic Culture and Civilization: Spain

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.                          |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 2</b>       | Engage with historical texts, literature, media, and other artistic and cultural productions of the Iberian Peninsula.  |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Write a research paper on a topic related to contemporary Spain using MLA style and citation guidelines.  |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Second Year Spanish I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Writing: Write accurately structured sentences in the past, present and future time frames. Write comprehensible letters, compositions and paraphrases often grounded in personal experience.   |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Interpretive Listening: Understand the main ideas of conversations. Interpret main ideas and some details from common sources such as announcements and broadcasts.   |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | 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  |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Second Year Spanish II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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   |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | 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   |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | 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   |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 5.  |

## Second Year Spanish III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 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  |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | 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  |
| <b>G4 Alignment</b> | [*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   |
| <b>Goal 5</b>       | 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  |
| <b>G5 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

## Service Learning Practicum

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                   |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | Critical Thinking: Apply Spanish-language skills to community issues. Demonstrate critical self-reflection of values and assumptions.  |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | Critical Thinking: Apply Spanish-language skills to community issues. Demonstrate critical self-reflection of values and assumptions. Utilize leadership and problem-solving skills.   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Topics in Spanish Literature 18th and 19th Century

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.   |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Survey of Peninsular Spanish Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.   |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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.                   |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Introduction to Hispanic Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 3</b>       | Cultural Competency: Read works of literature by significant Hispanic authors. Engage with the cultural, literary, social and political movements that influenced the works studied.  |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Migration and Borders in the Hispanic World

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Contemporary Hispanic Societies Through Film

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 3</b>       | 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.                             |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Topics in Contemporary Spanish Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.   |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## INTRODUCTION TO SPANISH LINGUISTICS

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Speak, read, and write Spanish in an academic register; Sustain and defend an argument in Spanish.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | Understand the historical development of the Spanish language in its external (history, culture) and internal development (morphology, syntax and semantics).   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | Know the linguistic variation of Spanish and its main dialects, including phonology, geographical variation, social dialects and registers  |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  |   |

## Advanced Spanish Composition

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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 |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | Synthesize arguments, articulate opinions and think analytically about the underlying grammatical Spanish system in writing  |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | Understand that writing varies according to purpose and audience   |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       | Use writing as a tool for invention and discovery  |
| <b>G4 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 5</b>       | Locate, evaluate and synthesize diverse information resources in order to develop a body of evidence that supports the paper's purpose   |
| <b>G5 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 6</b>       | Value research as a discovery process that requires both creativity and persistence  |
| <b>G6 Alignment</b> | [*IL] Integrative Learning   |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Intermediate Spanish for Bilingual I

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | Demonstrate the ability to understand spoken Spanish at the intermediate level. Produce a visual narrative using images and video.  |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.  |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Intermediate Spanish for Bilingual II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | Demonstrate the ability to understand spoken Spanish at the intermediate level.   |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       | Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.  |
| <b>G4 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Intermediate Spanish for Bilingual III

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Communicate verbally at the intermediate-level in Spanish using appropriate vocabulary and grammatical forms with Heritage Speakers.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       | Exhibit a broader understanding of Hispanic culture(s) through discussions and reading of history, literature, and arts.  |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Third Year Spanish I

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 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   |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | Understand and appreciate the different Hispanic cultures and develop a critical vision of their unique characteristics and historical and sociocultural contexts.   |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 5</b>       | Demonstrate the metalinguistic awareness necessary to master a foreign language.   |
| <b>G5 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Third Year Spanish II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [*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  |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       | Understand and appreciate the different Hispanic cultures and develop a critical vision of their unique characteristics and historical and sociocultural contexts.  |
| <b>G5 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 6</b>       | Demonstrate the metalinguistic awareness necessary to master a foreign language.  |
| <b>G6 Alignment</b> | [*IL] Integrative Learning  |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Topics in Medieval Spanish Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Discuss and assess the most important texts of the Spanish medieval tradition, including such works as El cantar de Mio Cid and La Celestina.                          |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 2</b>       | Demonstrate an awareness of the historical and socio-cultural backdrop of Hispanic medieval literature   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | Demonstrate an ability to write meaningfully and insightfully about Spanish medieval literature, observing relevant academic protocols.                                |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Hispanic Culture and Civilization: Latin America

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Develop conversational, grammatical, reading and writing proficiency in Spanish.   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Expand historical and cultural awareness of Latin America and apply it to the study of the region.   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | Develop a basic knowledge about society in Latin America to include the roles of: geography, demographics, politics, culture, and media.                               |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       | Enhance the ability to think critically about culture, social relations, history, politics and language in Latin America.  |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Business Spanish

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Read, write, speak and aurally comprehend Spanish in a business setting sufficient to seek employment (e.g., prepare a resume, prepare for an interview)   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | 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) |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Interact in the global marketplace using proper business etiquette, with attention to Hispanic cultural nuances.   |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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Submitted by BREAK

1/31/2017

X

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to Latino/Chicano Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Analyze the literary representation of the history and life of the Chicana/o and Latina/o community.  |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 2</b>       | 2. Identify the main texts and figures of Chicana/o and Latina/o literature and their importance for American and global literature in general.                        |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | 3. Write a literary academic essay about one or two texts of Chicana/o and/or Latina/o literature  |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Hispanic Culture and Civilization: Mexico

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Identify the main events, figures and cultural products from Mexican history.   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 2</b>       | 2. Understand the cultural history of Mexico in transnational/hemispheric/global terms                                     |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 3</b>       | 3. Analyze Mexico's cultural heritage in the particular context of U.S. cultural history                                   |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Latino/Chicano Culture

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Critically examine the plural history of Chica@ and Latin@ culture, particularly in comparison to a mainstream cultural history of 'America'                        |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 2</b>       | 2. Analyze, according to contemporary Chicano/Latino studies' academic standards, different cultural products relevant to the Hispanic community in the US.            |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 3</b>       | 3. Acquire advanced rhetorical and critical tools for the written production of professional-like research articles both in English and Spanish.                       |
| <b>G3 Alignment</b> | [*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 |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Introduction to Latin American Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Understand in hemispheric and global terms Latin American literary and intellectual history.  |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society                          |
| <b>Goal 2</b>       | 2. Identify the main intellectual and literary periods of Latin American history as well as some of its most representative writers and texts. |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society                          |
| <b>Goal 3</b>       | 3. Read and critically analyze primary literary sources from Medieval, Colonial modern and contemporary Latin America.                         |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources                     |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Topics in Golden Age Spanish Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Understand the historical relevance of the so-called Spanish "Golden Age" period in global terms.   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 2</b>       | 2. Identify the most representative authors/texts from this period as well as their historical and literary backgrounds.   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Don Quijote

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Comprehend the critical arguments that have defined Cervantes' Don Quijote as one of the most important literary works of all time. |
| <b>G1 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources             |
| <b>Goal 2</b>       | 2. Understand the beginnings and meaning of the novel as a literary genre at the rise of the so-called modern age.                     |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society                  |
| <b>Goal 3</b>       | 3. Analyze (and enjoy) Don Quijote according to its particular historical and literary context.  |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society                  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Topics in Contemporary Latin American Literature (The Mexican Revolution)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Understand the cultural and material history of modern Mexico.  |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 2</b>       | 2. Identify the Mexican Revolution's most significant historical events, people and cultural manifestations.               |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 3</b>       | 3. Critically analyze literature and art derived from the Mexican Revolution.  |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Studies in Latin American Literature (The Essayist Tradition)

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Analyze the main essays and essayist from the Ibero-American world.   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 2</b>       | 2. Understand the particular dynamics of the essay as a literary and intellectual form of expression.                      |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources |
| <b>Goal 3</b>       | 3. Analyze the intellectual history of the Ibero-American world on its own intellectual terms.                             |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Perfect their writing skills in Spanish.  |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | 2. Understand literature and culture in Spanish not only as an academic subject but as a personal practice   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | 3. Analyze and criticize literary texts not only in terms of “content” but also in terms of style, organization, structure and originality                             |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Spanish Golden Age Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand the historical relevance of the so-called Spanish "Golden Age" period for Hispanic cultures</li> </ul>  |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Know the most representative authors from this period as well as their historical and literary backgrounds</li> </ul>  |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Topics in Medieval Spanish Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Understand the historical relevance of Spanish Medieval culture for Hispanic cultures</li> </ul>   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Know the most representative authors from this period as well as their historical and literary background</li> </ul>   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>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</li> </ul> |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Don Quijote

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Comprehend the critical arguments that have defined Cervantes' Don Quijote as one of the most important literary works of all time</li> </ul> |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Understand the beginnings and meaning of the novel as a literary genre at the rise of the so-called modern age</li> </ul>                     |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Learn to read, analyze (and enjoy) Don Quijote according to its particular historical and literary context</li> </ul>                         |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>Identify the main traits, works and figures of Spanish language poetry</li> </ul>        |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society           |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Learn common techniques and theories used for the academic analysis of poetry</li> </ul> |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources      |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Understand and value poetry's artistic and epistemological value</li> </ul>              |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Latin American Colonial Literature

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Comprehend in general terms the cultural and historical complexity at the foundation of Latin American culture and society |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 2</b>       | Identify the most important texts and authors of 16th century Hispanic colonial times                                      |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society      |
| <b>Goal 3</b>       | Analyze Hispanic American colonial literature according to its historical and literary context                             |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Spanish Pronunciation and Phonetics

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Produce native-like sounds in the pronunciation of Spanish.  |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 3</b>       | Distinguish the most important pronunciation differences between the various dialects of Spanish, including the differences between American Spanish and Peninsular Spanish.   |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       | Utilize expanded vocabulary and grammatical structures in oral communication in Spanish.   |
| <b>G4 Alignment</b> | [*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   |
| <b>Goal 5</b>       | Manage communication of unfamiliar vocabulary through circumlocution.  |
| <b>G5 Alignment</b> | [*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   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## SPAN 380 Applied Linguistics: Spanish

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate that they are able to discuss current theories of Applied Linguistics and Second Language Acquisition and teaching methodology.                            |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Identify and summarize the main issues related to the acquisition of Spanish as a second language.   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | Demonstrate that they can analyze and describe linguistic similarities and differences between the target language and their own.                                      |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       | Identify and analyze cultural similarities and differences between the target culture and their own.   |
| <b>G4 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 5</b>       | Communicate effectively in written language as evidenced by their ability to write an essay in Spanish on language acquisition and language theory.                    |
| <b>G5 Alignment</b> | [*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 |
| <b>Goal 6</b>       | Communicate effectively in oral language as evidenced by their ability to prepare and deliver a 20-minute presentation in Spanish in class.                            |
| <b>G6 Alignment</b> | [*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 |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## History of the Spanish Language

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will be able to identify and explain the evolution of Spanish from its origins to the present   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 2</b>       | Describe and analyze the structures of Spanish across time using appropriate specialized terminology.  |
| <b>G2 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 3</b>       | Describe and analyze the changing and evolving nature of Spanish and the main historical events and cultural expressions linked to the language.   |
| <b>G3 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 4</b>       | Engage with current literature in historical linguistics of Spanish  |
| <b>G4 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 5</b>       | 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 |
| <b>G5 Alignment</b> | [*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                   |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Spanish Sociolinguistics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate comprehension of main topics, issues and methods in the field of Hispanic Sociolinguistics.   |
| <b>G1 Alignment</b> | [*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                      |
| <b>Goal 2</b>       | Demonstrate advanced understanding of main external variables influencing language variation across the Spanish-speaking world.   |
| <b>G2 Alignment</b> | [*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                      |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 4</b>       | Demonstrate advanced analytical skills through an individual bibliographic research project focusing on a current Spanish sociolinguist topic.  |
| <b>G4 Alignment</b> | [*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                      |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Spanish in United States

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Demonstrate familiarity with the use of Spanish in the United States, its relationship to English and the phenomena associated with languages in contact.   |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | Master the terminology used in Spanish to describe different aspects of language  |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Topics in Spanish Linguistics

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Examine several aspects of Spanish linguistics  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | Explore a theoretical description of Spanish phonetics, phonology, morphology, semantics, syntaxes and pragmatics.  |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | Apply these concepts to the resolution of language problems.  |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       | 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 |
| <b>G4 Alignment</b> | [*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  |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 4.  |

## Third Year Spanish III

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | have a better mastery of grammar points of particular challenge to speakers of English   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | be able to discriminate and choose among lexical possibilities necessary for sensible and appropriate oral and written expression.                                     |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | comprehend, discuss, and critically analyze content, ideas, language, intent, and tone in Spanish prose.   |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Spanish for Health Care Professionals

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 2</b>       | 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.                     |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | Be able to effectively communicate in Spanish with Spanish speaking clients about medical related issues  |
| <b>G3 Alignment</b> | [*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  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Language Teaching Practicum

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Communicate professionally at the upper-intermediate-level in Spanish using appropriate vocabulary and grammatical forms   |
| <b>G1 Alignment</b> | [*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   |
| <b>Goal 2</b>       | Demonstrate the ability to understand spoken Spanish at the upper-intermediate level.  |
| <b>G2 Alignment</b> | [*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   |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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   |
| <b>Goal 4</b>       | Exhibit a broader understanding of teaching methodologies through discussions, reading of a variety of pedagogical texts and and praxis.   |
| <b>G4 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 4.   |

## Introduction to Translation and Interpreting

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Speak, read, and write Spanish in an academic register   |
| <b>G1 Alignment</b> | [*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 |
| <b>Goal 2</b>       | Conduct textual translation with careful consideration of type of document (literature, legal, and medical), aesthetics, and socio-cultural differences                |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society  |
| <b>Goal 3</b>       | conduct simultaneous and consecutive interpreting in several cultural, literary, legal and medical settings  |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Spanish Translation Practicum

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | To help students translate into practice in a particular setting the concepts and principles taught in the classroom.   |
| <b>G1 Alignment</b> | [*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        |
| <b>Goal 2</b>       | The learning opportunities are designed to enable a candidate to develop and exhibit a professional level of work performance.  |
| <b>G2 Alignment</b> | [*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        |
| <b>Goal 3</b>       | 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 |
| <b>G3 Alignment</b> | [*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        |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Studies in Spanish Literature

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Advanced Spanish Proficiency: Speak, read, and write Spanish in an academic register. Sustain and defend an argument in Spanish.  |
| <b>G1 Alignment</b> | [*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  |
| <b>Goal 2</b>       | Cultural Competency: Read works of literature and view films by significant Spanish authors and cinematographers.   |
| <b>G2 Alignment</b> | [*D, PO2] Explain and apply Hispanic cultural and historical perspectives to events and ideas in a globalized society   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Analyze and critique original texts and cultural artifacts from Peninsular, Latin American, U.S. Latino sources  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

# TA

TA 244  
Scenecraft

Submitted by Ryan Wright

11/09/2016

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| <b>Goal 1</b>       | Utilize SDS and International Standards for Hazardous Communications for proper handling of materials.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Identify and safely use basic tools found in the Scene Shop.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Analyze and utilize Theatrical Design Drawings, to establish base understanding for Theatrical Construction Drawings.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Utilize Theatrical Construction Drawings to create basic Theatrical Scenic Elements.   |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       | Integrate the understanding of safety techniques, tools, materials, and drawings to create Theatrical Scenic Elements for a production.  |
| <b>G5 Alignment</b> | [*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. |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 5.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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)  |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | 2) Experience and develop a critical appreciation of theatre by attending live performance. (Inquiry and Analysis)   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 3) Compare and contrast major evolutions, styles and genres of theatre in relation to modern social, political and diverse cultural perspectives. (Integrative Learning)   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [*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.          |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>A developed technique for analyzing the specific tasks required in performing varied characters from written plays.</li> </ul>   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.</li> </ul>                                 |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Production Participation

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [*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.          |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Demonstrated familiarity with production processes, facilities and personnel.</li> </ul>   |
| <b>G2 Alignment</b> | [*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.          |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Students will analyze and interpret written text and physical action for live performance.</li> </ul>  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Production Workshop: Play (Corrected Title--Other submission wrong)

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|---------------------|---|
| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Demonstrated familiarity with production processes, facilities and personnel.</li> </ul>   |
| <b>G2 Alignment</b> | [*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.          |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Students will analyze and interpret written text and physical action for live performance.</li> </ul>  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Upon completing this course, the student should be able to research and analyze an assigned script through the costume design process.   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Upon completing this course, the student should be able to generate an effective costume design concept for a script through graphic illustration.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       | Upon completing this course, the student should be able to demonstrate basic competency sewing skills necessary for costume technology.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | Upon completing this course, the student should be able to analyze and realize a character for the stage using theatrical makeup techniques.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Upon completing this course, the student should be able to develop strategies and creative solutions for developing fantasy and non-traditional character makeup applications.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Identify and describe the various means (design, constructing, painting, etc.) through which theatrical scenery is realized.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Identify (and in some cases, operate) the equipment and facilities needed for mounting stage scenery.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

## Introduction to Scenic Arts

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Identify and describe the various means (design, constructing, painting, etc.) through which theatrical scenery is realized.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Identify (and in some cases, operate) the equipment and facilities needed for mounting stage scenery.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Technical Theatre: Lighting

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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) |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 2</b>       | Identify and operate a variety of theatrical lighting equipment.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Read and evaluate standard light plots and associated documents.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Technical Theatre: Sound

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 2</b>       | Identify and operate a variety of theatrical audio equipment.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 3</b>       | Create a recorded audio soundtrack for use in live theatrical performance.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

## Production Workshop: Tech

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Understand production processes, facilities and personnel as appropriate to the area of production to which they are assigned for the term.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Be capable of safely and effectively using basic equipment as appropriate to the area of production to which they are assigned for the term.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1. Define film as an art form by analyzing genres, theories and the related crafts of film   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Experience and develop a critical appreciation of film by watching a variety of genres.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 3. Compare and contrast major evolutions, styles and genres of film in relation to social, political and diverse cultural perspectives.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 1. Students will learn the basic dramaturgical tools applicable in play production.   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 3</b>       | 3. Students will create dramaturgical tools using a range of essays commonly provided to theatre artists to facilitate theatrical production and audience knowledge.                  |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

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| <b>Goal 1</b>       | 1. Students will identify significant developments in contemporary theatre.  |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 2</b>       | 2. Students will identify, compare and contrast significant developments of theatre with those in film and television.                       |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 3</b>       | 3. Students will draw observations about the correlation between developments in theatre with societal trends and popular media.             |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | 1. Students will analyze their experiences in the Liberal Arts Core Curriculum and Theatre Arts curriculum.                                       |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre      |
| <b>Goal 2</b>       | 2. Students will identify contemporary social issues, especially those related to under represented groups.                                       |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre      |
| <b>Goal 3</b>       | 3. Students will write informal and formal essays that address their education, contemporary social issues and their life plans after graduation. |
| <b>G3 Alignment</b> | [*W] Writing  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 3.  |

## Performance Art

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to demonstrate, in writing, in-depth knowledge of particular Performance Artists' lives and work.        |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | Upon completion of the course, the student will be able to identify and analyze the political, social, cultural, and personal aspects of Performance Art.        |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                     |
| <b>Goal 3</b>       | 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.        |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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.                   |
| <b>G1 Alignment</b> | [*W] Writing   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.                            |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*D] Diversity   |
| <b>Goal 2</b>       | 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.                                     |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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Submitted by BREAK

1/31/2017

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| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 1) Students will read a wide range of plays and be able to identify a variety of styles.   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | 2) Students will learn how to read a play in terms of dramatic action, structure, and meaning.   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 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.                                 |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 1) Understanding of, and experience in thinking about, moral and ethical problems.   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | 2) The ability to develop and defend informed judgments about theatre.   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 3) An understanding of procedures and approaches for realizing a variety of theatrical styles.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
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| <b>Goal 1</b>       | 1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2. Students will gain familiarity with production processes, facilities and personnel.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3. Students will be able to perform basic techniques related to the area in which the student is assigned.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [*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.             |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>A developed technique for analyzing the specific tasks required in performing varied characters from written plays.</li> </ul>  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.</li> </ul>                                    |
| <b>G3 Alignment</b> | [*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.             |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 1) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.  |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*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.                                |
| <b>Goal 3</b>       | 3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | 1) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.  |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre  |
| <b>Goal 2</b>       | 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 |
| <b>G2 Alignment</b> | [*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.                                |
| <b>Goal 3</b>       | 3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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| <b>Goal 1</b>       | 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.                       |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Advanced Production Workshop--Play

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| <b>Goal 1</b>       | 1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2. Students will gain familiarity with production processes, facilities and personnel.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3. Students will be able to perform basic techniques related to the area in which the student is assigned.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | 1. Students will contribute directly to the creation and/or operation of one or more theatre production(s).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2. Students will gain familiarity with production processes, facilities and personnel.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3. Students will be able to perform basic techniques related to the area in which the student is assigned.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 1) A flexible, relaxed, and controlled body trained in basic stage movement disciplines.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 3) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.  |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.   |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) Demonstrated ability to engage effectively in improvisations both by oneself and in an ensemble.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3) A developed technique for analyzing the specific tasks required in performing varied characters from written plays.   |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | A. To demonstrate a students understanding of the craft of acting through observation, analysis, critical thinking and written communication   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | 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      |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | C. To encourage students to engage in communicate detailed and honest assessment of their own progress as they develop as artists  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

Acting Shakespeare

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| <b>Goal 1</b>       | <ul style="list-style-type: none"> <li>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.</li> </ul> |
| <b>G1 Alignment</b> | [*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.                 |
| <b>Goal 2</b>       | <ul style="list-style-type: none"> <li>Students will learn to analyze Shakespearean text from a literary perspective and communicate their understanding orally, in writing and in performance.</li> </ul>                                       |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | <ul style="list-style-type: none"> <li>Students will learn to analyze Shakespearean text using scansion.</li> </ul>  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.                       |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 3) Demonstrated comprehension of the basic business procedures of the actor's profession, including audition procedures, résumés, agents, and so forth.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 3) Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.   |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | 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.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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                        |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 1) Familiarity with theatre literature of various historical periods, cultural sources, and modes of presentation.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 2) An acquaintance with a wide selection of theatre repertory including the principal eras, genres, and cultural sources.  |
| <b>G2 Alignment</b> | [*D] Diversity   |
| <b>Goal 3</b>       | 3) The ability to analyze plays perceptively and to evaluate them critically.  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Students will be capable of identifying, describing and analyzing management challenges commonly faced by theatrical Stage Managers.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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.                                   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Plan, budget and schedule the acquisition and/or creation of properties for a production.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Produce stage-worthy properties using traditional and contemporary craft techniques.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## History of Architecture &amp; Decor

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| <b>Goal 1</b>       | Research, analyze and discuss architecture, furniture and décor from a wide range of historical periods.                                     |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 2</b>       | Recognize the visual characteristics of period and regional styles in architecture, furniture and décor.                                     |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 3</b>       | Identify and document major stylistic and technological trends through the use of drawings, photographs and concise annotations.             |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Interpret simple painters elevations, plan for materials and techniques to be used in painting the scenery, mix paint colors and execute appropriate painting techniques.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Identify and describe the various tools, materials and techniques used in theatrical scenic painting.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.                              |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 2</b>       | Produce simple sketches, models and/or renderings and mechanical drawings to communicate design ideas clearly and effectively.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Identify and describe the various types of stages, staging and scenery common to modern theatre.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Create drawings that effectively communicate design ideas using the elements and principles of theatrical drafting.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Demonstrate an understanding of the standardized symbols and symbolic drawing techniques used in theatrical design.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Use creative problem-solving to create simplified, clear and accurate two-dimensional drawings of complex, three-dimensional structures.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Lighting Design

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.              |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 2</b>       | Produce simple sketches, collages, 3-D models or renderings to communicate preliminary design ideas clearly and effectively.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Produce mechanical drawings and associated forms/documents to communicate lighting designs clearly and effectively.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 2</b>       | Produce sketches, models and/or renderings and mechanical drawings to communicate complex design ideas clearly and effectively.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Demonstrate an advanced understanding of the standardized symbols and symbolic drawing techniques used in theatrical design.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Advanced Production Workshop

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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.          |
| <b>Goal 2</b>       | Understand production processes, facilities and personnel as appropriate to the area of production to which they are assigned for the term.   |
| <b>G2 Alignment</b> | [*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.          |
| <b>Goal 3</b>       | Be capable of safely and effectively using basic equipment as appropriate to the area of production to which they are assigned for the term.  |
| <b>G3 Alignment</b> | [*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.          |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 2</b>       | Communicate design ideas effectively through the use of techniques appropriate to the design field in question.   |
| <b>G2 Alignment</b> | [*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.            |
| <b>Goal 3</b>       | Effectively execute or assist in the execution of the design as appropriate, showing creative problem solving and ongoing collaborative communication.  |
| <b>G3 Alignment</b> | [*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.            |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate an understanding of standard Stage management processes and techniques, including communication, facilitation, team management, performance oversight and the calling of cues.                                       |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt book.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Production Fabrication

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*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.                  |
| <b>Goal 2</b>       | Produce additional drawings, designs, documentation and/or schedules as appropriate to execute the provided design.   |
| <b>G2 Alignment</b> | [*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.                  |
| <b>Goal 3</b>       | Demonstrate the safe and effective use of theatrical equipment as needed to complete the production assignment.   |
| <b>G3 Alignment</b> | [*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.                  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

|                     |  |
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| <b>Goal 1</b>       | Analyze job postings for required and optional qualifications, required application materials, and industry-specific expectations.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Create a portfolio that demonstrates skill and experience in one or more area of theatrical production.  |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Write clear, concise and effective resumes and cover letters.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | Integrate an advanced understanding of safety techniques, tools, materials, and drawings to create Theatrical Scenic Elements for a production.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Analyze and utilize Theatrical Design Drawings, to create complex Theatrical Construction Drawings.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Utilize Theatrical Construction Drawings to create complex Theatrical Scenic Elements.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Interpret complex painters elevations, plan for materials and techniques to be used in painting the scenery, mix paint colors and execute appropriate painting techniques.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | The ability to identify and describe a wide variety of tools, materials and techniques used in theatrical scenic painting.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.                              |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | Create CAD drawings that effectively communicate design ideas using the elements and principles of theatrical drafting.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Use various software applications to create 3-D, fully-colored and lighted scenic models.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Use creative problem-solving to create simplified, clear and accurate two-dimensional drawings of complex, three-dimensional structures.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Digital Imagery for Theatre

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Apply appropriate technologies and design concepts to the production of imagery for theatrical use.  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Use standardized terminology to communicate concepts and ideas related to the creation, formatting, storage and presentation of digital imagery.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Advanced Lighting Design

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.              |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 2</b>       | Create lighting designs that can produce complex visual changes over time, creating or reinforcing changes in mood, tone, time, season, location, etc.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | Produce mechanical drawings and associated forms/documents to communicate lighting designs clearly and effectively.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Production Design II

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 2</b>       | Communicate design ideas effectively through the use of techniques appropriate to the design field in question.   |
| <b>G2 Alignment</b> | [*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.            |
| <b>Goal 3</b>       | Effectively execute or assist in the execution of the design as appropriate, showing creative problem solving and ongoing collaborative communication.  |
| <b>G3 Alignment</b> | [*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.            |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Production Management II

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrate an understanding of standard Stage management processes and techniques, including communication, facilitation, team management, performance oversight and the calling of cues.                                       |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Using standard stage management techniques, integrate blocking notation and production cueing into a cohesive and functional production prompt book.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Using standard stage management techniques, “call a show”, including actual cue-calling, as well as pre and post-show duties.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                                       |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | A developed technique for analyzing the specific tasks required in performing varied characters from written plays.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                                       |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | A developed technique for analyzing the specific tasks required in performing varied characters from written plays.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | A flexible, strong, and controlled voice with trained breath support;  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance;  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.                  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.                          |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | A developed technique for analyzing the specific tasks required in performing varied characters from written plays.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | A flexible, strong, and controlled voice with trained breath support;  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Appropriate vocal range and freedom from vocal and postural tension in rehearsal and performance;  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.                  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Demonstrated comprehension of the basic business procedures of the actor's profession, including audition procedures, résumés, agents, and so forth.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Solo and ensemble performance experience in a variety of formal and informal settings  |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).  |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | A developed technique for analyzing the specific tasks required in performing varied characters from written scripts.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature and film scripts.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | A developed technique for analyzing the specific tasks required in performing varied characters from written scripts.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature and film scripts.   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.                          |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Understanding of the specific demands of the acting styles for major periods and genres of dramatic literature.  |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Demonstrated ability to act (i.e., to project one's self believably in word and action into imaginary circumstances, evoked through improvisation or text).  |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Demonstrated ability to create characters convincingly from plays drawn from different genres and styles in an ensemble relationship with other actors.  |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | A flexible, relaxed, and controlled body trained in basic stage movement disciplines   |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to systematically break a dramatic text down into its constituent parts.   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Upon completion of the course, the student will be able to perform a thorough, complete, and in-depth analysis of a play.  |
| <b>G2 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 3</b>       | 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.                     |
| <b>G3 Alignment</b> | [*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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to identify important directorial concepts and techniques.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.                        |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [*W] Writing   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

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| <b>Goal 1</b>       | 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.         |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                   |
| <b>Goal 2</b>       | 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.                 |
| <b>G2 Alignment</b> | [*W] Writing   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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.      |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                |
| <b>Goal 2</b>       | 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.              |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to analyze Musical Theatre songs in terms of beats, rhythm, dynamics, and structure.                      |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                      |
| <b>Goal 2</b>       | Upon completion of the course, the student will be able to identify the differences and similarities between acting in non-musical and musical theatre.           |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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|---------------------|---|
| <b>Goal 1</b>       | 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.          |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                    |
| <b>Goal 2</b>       | 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.                  |
| <b>G2 Alignment</b> | [*W] Writing  |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                                    |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 1.  |

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to apply directorial techniques in the production of a play, from casting through performance.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to apply directorial techniques in the production of a play, from casting through performance.   |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | 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.   |
| <b>G1 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 2</b>       | 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.               |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | 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.                                   |
| <b>G3 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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| <b>Goal 1</b>       | While researching fashion history, draw conclusions between fashion development, cultural events, and theatrical movements.                                      |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre                     |
| <b>Goal 2</b>       | Synthesize and present research representing current time periods and trends integrating images, information, and music.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking |
| <b>Goal 3</b>       | Demonstrate knowledge of costume history by correctly identifying images according to period and their ethnicity using the correct costume terminology.          |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

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| <b>Goal 1</b>       | Upon completion of the course, the student will be able to research and analyze theatrical scripts through the costume design process.   |
| <b>G1 Alignment</b> | [*IA, PO3] Incorporate processes of exploring and analyzing theatrical works through literary, stylistic, and cultural dimensions of theatre   |
| <b>Goal 2</b>       | Upon completion of the course, the student will be able to demonstrate knowledge of the costume design process within a theatrical production model.   |
| <b>G2 Alignment</b> | [*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. |
| <b>Goal 3</b>       | Upon completion of the course, the student will be able to formulate and graphical illustrate conceptual ideas for theatrical scripts.   |
| <b>G3 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Advanced Costume Design

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| <b>Goal 1</b>       | 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.                        |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | Upon completion of the course, the student will be able to formulate and graphical illustrate advanced conceptual and abstract ideas for theatrical scripts.   |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | Upon completion of the course, the student will be able to demonstrate advanced knowledge of painting and drawing technique through graphic illustration.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Costume Crafts

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| <b>Goal 1</b>       | 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.              |
| <b>G1 Alignment</b> | [*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. |
| <b>Goal 2</b>       | 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.  |
| <b>G2 Alignment</b> | [PO2] Engage in creative thinking; synthesize existing ideas in original ways, characterized by a high degree of innovation, divergent thinking, and risk taking   |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

# WR

WR 122  
College Writing II

Submitted by Thomas Rand

12/14/2016

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | assert and defend a thesis that argues a position in response to a task or for a purpose, while anticipating counterclaims.  |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 2</b>       | Integrate relevant evidence for the audience, context, and purpose, including reliable documented sources.   |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 3</b>       | Use syntactically fluent and lexically appropriate language that adheres to the conventions of Standard Written English to develop and support ideas.  |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 4</b>       | 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. |
| <b>G4 Alignment</b> | [WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions.  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Introduction to Writing Studies

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Read and respond like a writer, with an eye for global features.   |
| <b>G1 Alignment</b> | [ENGCORE-PO1] Develop a capacity for close attention to language structure and language use.   |
| <b>Goal 2</b>       | Demonstrate an understanding of writing process and ethos, pathos, and logos.  |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Apply rhetorical competence in the area of digital literacy.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Develop an awareness of the pivotal role that a writing community plays in the development of a writer.  |
| <b>G4 Alignment</b> | [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. |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Technical and Workplace Writing

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students should be familiar with genres and writing principles used by writers in the professional workplace and specifically in technical fields.          |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                |
| <b>Goal 2</b>       | Students should be able to produce well-written documents for audiences at different levels of technical expertise and in various roles in an organization. |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                |
| <b>Goal 3</b>       | Students should be prepared to write documents with other writers who have varying subject matter knowledge and occupy different organizational roles.      |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Integrating Writing and Design

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the design principles used in professional writing.   |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 2</b>       | Students should be able to produce well-designed documents in multiple genres.   |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students should be prepared to design documents with other writers.  |
| <b>G3 Alignment</b> | [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. |
| <b>Goal 4</b>       | Students should be able to present ideas clearly and concisely using the designs covered by the course.  |
| <b>G4 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Develop conscious knowledge of the basic structure of English sentences.  |
| <b>G1 Alignment</b> | [WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions. |
| <b>Goal 2</b>       | Develop basic understanding of syntactic punctuation.   |
| <b>G2 Alignment</b> | [WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions. |
| <b>Goal 3</b>       | Develop strategies for revising sentences and for applying principles of stylistic punctuation in order to create clear, well-crafted sentences.      |
| <b>G3 Alignment</b> | [WR-PO3] Demonstrate competency in creating text-appropriate sentences as well as in editing for syntactic and stylistic punctuation and conventions. |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## Topics in Public and Professional Writing

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.  |
| <b>Goal 2</b>       | Students should be able to produce topic-appropriate documents appropriate to professional and lay audiences.   |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.  |
| <b>Goal 3</b>       | Students should be able to present ideas clearly and concisely in front of live audiences with the aid of presentation software.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

## TECHNICAL AND WORKPLACE WRITING

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with genres and writing principles used by writers in the professional workplace and specifically in technical fields;                                 |
| <b>G1 Alignment</b> | [ENGCORE-PO4] Develop familiarity with the core issues in writing studies.   |
| <b>Goal 2</b>       | Students should be able to produce well-written documents for audiences at different levels of technical expertise and in various roles in an organization;                        |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students should be prepared to write documents with other writers who have varying subject matter knowledge and occupy different organizational roles.                             |
| <b>G3 Alignment</b> | [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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Professional Writing in Global Contexts

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the principles of internationalization and localization as they affect writing;   |
| <b>G1 Alignment</b> | [ENGCORE-PO4] Develop familiarity with the core issues in writing studies.   |
| <b>Goal 2</b>       | Students should be able to produce well-written documents sensitive to the professional, cultural, and lingual expectations of international audiences                             |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students should be prepared to collaborate with writers, designers, and subject matter experts across the world;   |
| <b>G3 Alignment</b> | [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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the design principles used in professional writing  |
| <b>G1 Alignment</b> | [ENGCORE-PO4] Develop familiarity with the core issues in writing studies.   |
| <b>Goal 2</b>       | Students should be able to produce well-designed documents in multiple genres  |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students should be prepared to design documents with other writers   |
| <b>G3 Alignment</b> | [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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the design and communication affordances of the writing media covered by the course   |
| <b>G1 Alignment</b> | [ENG CORE-PO4] Develop familiarity with the core issues in writing studies.  |
| <b>Goal 2</b>       | Students should be able to produce well-written documents in multiple media, adjusting their strategies to media type  |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students should be prepared to collaborate with other writers using media covered by the course  |
| <b>G3 Alignment</b> | [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. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
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| <b>Goal 1</b>       | Students should be able to conceive, plan, and write a science-related research paper.   |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 2</b>       | Students should be prepared to find and cite sources appropriate to research in science fields   |
| <b>G2 Alignment</b> | [ENG CORE-PO4] Develop familiarity with the core issues in writing studies.  |
| <b>Goal 3</b>       | Students should be able to form research questions that advance systematic inquiry in the sciences.  |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Professional Writing in Global Contexts

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | Students should be familiar with the principles of internationalization and localization as they affect writing.  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 2</b>       | Students should be able to produce well-written documents sensitive to the professional, cultural, and lingual expectations of international audiences. |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.            |
| <b>Goal 3</b>       | Students should be prepared to collaborate with writers, designers, and subject matter experts across the world.  |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 4</b>       | Students should be able to use visual design principles to create presentations.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the design and communication affordances of the writing media covered by th course.                         |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Students should be able to produce well-written documents in multiple media, adjusting their strategies to media type.                       |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 3</b>       | Students should be prepared to collaborate with other writers using media covered by the course.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students should be able to present ideas clearly and concisely through the media covered by the course.                                      |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the functions and conventions of professional editing.  |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Students should be able to edit documents according to the audiences, purposes, and rhetorical contexts of professional writing.             |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 3</b>       | Students should be familiar with current production methods of professional editing.   |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

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|---------------------|--|
| <b>Goal 1</b>       | Students should be familiar with the contexts and functions of job search documents and interpersonal job search activities.                 |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Students should be able to produce documents appropriate to potential employers.   |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 3</b>       | Students should be able to present ideas clearly and concisely in front of live audiences with the aid of presentation software.             |
| <b>G3 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 4</b>       | Students should be familiar with the basic forms of media production involved in seeking a job.  |
| <b>G4 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Writing Theory and Pedagogy

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Understand the 'threshold' concepts in composition theory.   |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Apply these concepts to writing pedagogy especially in grades 5-college.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Design and evaluate writing assignments for grades 5-college.  |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

WR  
X

Submitted by BREAK

1/31/2017

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | X  |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | X  |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions. |
| <b>Goal 3</b>       | X  |
| <b>G3 Alignment</b> | [*D] Diversity   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 2</b>       | Demonstrate an understanding of why some manuscripts sell and others do not, as well as of traditional publishing and self-publishing processes.   |
| <b>G2 Alignment</b> | [CS] Course-specific Goal not aligned with ULOs or Program Outcomes  |
| <b>Goal 3</b>       | Produce query letters, book descriptions, and other marketing tools necessary to be successful in the modern publishing landscape.   |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 3.   |

## Technical and Workplace Writing

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Provide communication strategies both written and verbal for students in the STEM disciplines .  |
| <b>G1 Alignment</b> | [ENGCORE-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 |
| <b>Goal 2</b>       | Writing letters, memorandums, proposals, resumes and analytical reports in a workplace context.  |
| <b>G2 Alignment</b> | [ENGCORE-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 |
| <b>Goal 3</b>       | 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.  |
| <b>G3 Alignment</b> | [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.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  |  |

|                     |   |
|---------------------|---|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.  |
| <b>Goal 2</b>       | Through drafting poems and receiving feedback from professor and peers, students will learn to revise and develop their writing.  |
| <b>G2 Alignment</b> | [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.          |
| <b>Goal 3</b>       | Students will develop strategies and philosophies for fostering literary creativity.  |
| <b>G3 Alignment</b> | [*IL] Integrative Learning  |
| <b>Goal 4</b>       |   |
| <b>G4 Alignment</b> |   |
| <b>Goal 5</b>       |   |
| <b>G5 Alignment</b> |   |
| <b>Goal 6</b>       |   |
| <b>G6 Alignment</b> |   |
| <b>Primary ULO</b>  | See Course Goal 2.  |

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|---------------------|--|
| <b>Goal 1</b>       | 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. |
| <b>G1 Alignment</b> | [*IA] Inquiry & Analysis   |
| <b>Goal 2</b>       | Through drafting poems and receiving feedback from professor and peers, students will learn to revise and develop their writing.   |
| <b>G2 Alignment</b> | [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.   |
| <b>Goal 3</b>       | Students will develop strategies and philosophies for fostering literary creativity.   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 2.   |

## Creative Nonfiction Workshop

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Through drafting essays and receiving feedback from professor and peers, students will learn to revise and develop their writing.  |
| <b>G1 Alignment</b> | [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.   |
| <b>Goal 2</b>       | 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. |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 3</b>       | Students will develop strategies and philosophies for fostering literary creativity.   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

## Advanced Creative Nonfiction Workshop

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | 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.        |
| <b>G1 Alignment</b> | [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. |
| <b>Goal 2</b>       | Through reading, analysis, discussion, students will have a better understanding of what constitutes a “publishable piece,” and write toward that goal.                            |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.                                       |
| <b>Goal 3</b>       | Students will develop strategies and philosophies for fostering literary creativity.   |
| <b>G3 Alignment</b> | [*IL] Integrative Learning   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

|                     |  |
|---------------------|--|
| <b>Goal 1</b>       | Students will learn the basic techniques and principles of writing contemporary literary fiction, and endeavor to write their own best stories.  |
| <b>G1 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 2</b>       | Through drafting stories and receiving feedback from professor and peers, students will learn to revise and develop their writing.   |
| <b>G2 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 3</b>       | 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. |
| <b>G3 Alignment</b> | [*W, WR-PO1] Demonstrate applications of varied writing styles, creative and professional genres, and rhetorical strategies and conventions.   |
| <b>Goal 4</b>       |  |
| <b>G4 Alignment</b> |  |
| <b>Goal 5</b>       |  |
| <b>G5 Alignment</b> |  |
| <b>Goal 6</b>       |  |
| <b>G6 Alignment</b> |  |
| <b>Primary ULO</b>  | See Course Goal 1.   |

