

**NORCO COLLEGE
SLO to PLO MATRIX**

PLOs

PLO 1: Demonstrate a knowledge and understanding that the development, maintenance, and adaptation of the individual self and personality is a product of the interaction between the individual and their social environment.

PLO 2: Demonstrate a breadth of knowledge of the social and cultural environments at the local, regional and global levels.

PLO 3: Demonstrate a working knowledge of the many facets and intricacies of social interaction from the intrapersonal, to the interpersonal to the societal levels.

PLO 4: Demonstrate an ability to apply the theories and principles of human development, human interaction, cultural diversity, and global awareness to their everyday lives.

CERTIFICATE/PROGRAM:	Social and Behavioral Studies						
COURSE:	ANT-1						
SLO 1	Explain the development of modern evolutionary theory.						
SLO 2	Apply classical and modern genetic approaches to the study of taxonomy and evolution.						
SLO 3	Analyze non-human primate and hominid behavior, social organization, and morphology.						
SLO 4	Integrate biological, geological, and archaeological evidence within the framework of the scientific method, in order to formulate interpretations of human evolution.						
SLO 5	Integrate biological and social perspectives in the description and explanation of human diversity.				X		
SLO 6	Assess current debates in human biological evolution and diversity.				X		
COURSE:	ANT-10						
SLO 1	Identify the bones of the human skeleton and distinguish them from animal bone.						
SLO 2	Apply basic techniques for the recovery and analysis of human remains.						
SLO 3	Apply objective and subjective techniques to the analysis of human bones to determine age, sex, ancestry, and stature.						
SLO 4	Relate forensic data to practical medico legal applications.				X		

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			COURSE: ANT-2					
SLO 1	Distinguish the unique characteristics of the discipline of anthropology.					X		
SLO 2	Define the anthropological concept of culture, emphasizing the universal characteristics of culture, the significance of culture as the human means of adaptation, and the processes of acquiring and transmitting culture.				X			
SLO 3	Apply the methods of anthropological research and analysis, giving attention to the strategies of ethnographic fieldwork and to the significance of the comparative approach for formulating and testing hypotheses.			X				
SLO 4	Analyze ethnographic data to illustrate and explain cultural integration and cross-cultural variation.					X		
SLO 5	Discuss the dynamic nature of culture, and identify forces that lead to culture change.					X		
SLO 6	Discuss the value of anthropological perspectives and methods for understanding and solving societal and cultural problems.		X					
COURSE:	ANT-3							
SLO 1	Distinguish and compare the major sites, cultures, technology, periods, and trends in the evolution of human culture.					X		
SLO 2	Analyze archaeological evidence in order to formulate interpretations about the nature of past human lifeway's and culture change.			X				
SLO 3	Explain major transitions and their effects on the development					X		

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	of human society in the light of current archaeological data and theory.							
SLO 4	Compare cultural sequences from different regions of the world in order to assess explanations of cultural evolution.					X		
SLO 5	Discuss the value of archaeological methods and perspectives for elucidating the range of cultural diversity of the past, and for recovering the traditional knowledge and technology of prehistoric societies.					X		
COURSE: ANT-4								
SLO 1	Identify the major sites, cultures, periods and trends in the development of Native American culture.			X				
SLO 2	Examine evidence and evaluate current interpretations about the nature of past human lifeway's and culture change.							
SLO 3	Compare and assess the current debates in the interpretation of Native American artistic, religious, and historical traditions.					X		
SLO 4	Identify the accomplishments and contributions to the modern world of Native American cultures in the fields of mathematics, science, astronomy, medicine, agriculture, religion, and social institutions.					X		
SLO 5	Recognize the rich heritage of Native American indigenous culture about these cultures.				X			

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COURSE:	ANT-5							
SLO 1	Distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilization.			X				
SLO 2	Integrating evidence from archaeology, ethnology, and ethno historic documents.							
SLO 3	Distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.					X		
SLO 4	Distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.					X		
SLO 5	Integrate archaeological and ethno historic methods in uncovering the range of cultural diversity of ancient Mexico and the contributions of the ancient peoples to the modern world.					X		
SLO 6	Assess current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.							
COURSE:	ANT-6							
SLO 1	Distinguish the basic goals, concepts, and methods of anthropological archaeology.							
SLO 2	Apply basic archaeological fieldwork, analytical, and dating techniques in appropriate situations.							
SLO 3	Analyze characteristics of ancient sites using archaeological methodology, emphasizing the importance of careful			X				

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	observation and the explication of context.							
SLO 4	Construct reasonable inferences from evidence about the characteristics of ancient society by integrating the data, methods, and interpretive frameworks of modern scientific archaeology.			X				
SLO 5	Discuss the value of archaeological methods and perspectives in elucidating the range of human cultural diversity of the past, recovering lost cultures and traditional knowledge and technology, including the significance of the perspectives of native peoples and descendent populations.					X		
SLO 6	Assess major theoretical and ethical debates in modern archaeology.							
COURSE: ANT-7								
SLO 1	Apply the concepts and methods of anthropology, including the concept of culture, ethnographic data, and a holistic perspective, to the study of religious phenomena in different cultures;		X					
SLO 2	Identify and assess the role of religion in different societies and the connections of beliefs and ritual to other aspects of culture;		X			X		
SLO 3	Identify common themes and characteristics in mythology, symbolism, and other religious phenomena, while distinguishing features unique to different societies;				X	X		
SLO 4	Integrate cross-cultural data on witchcraft beliefs, syncretism, revitalization movements, and cults, and the role these play in facilitating and mediating social and political change;		X		X			

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SLO 5	Assess current theoretical debates in the anthropological study of religion, magic, and witchcraft.						
COURSE: ANT-8							
SLO 1	Distinguish the unique characteristics of the discipline of anthropology, the concepts of culture, cultural diversity, and language; the subfield of linguistic anthropology; and the significance of language in acquiring, transmitting, and participating in culture.	X					
SLO 2	Define the characteristics of human language, grammar, and parts of speech, as they are manifested in different languages and societies.				X		
SLO 3	Apply the methods of linguistic analysis to verbal and non-verbal communication events and social situations.			X	X		
SLO 4	Assess current debates in the study of human language and culture.						
SLO 5	Discuss the value of linguistic anthropological perspectives and methods for understanding of social and cultural issues.						
COURSE: COM-1 (NO MAP)							
SLO 1	Demonstrate competence in ethical speech preparation and presentation.						
SLO 2	Effectively integrate credible evidence and sound reasoning in speech preparation and presentation.						

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SLO 3	Demonstrate effective management of anxiety during preparation and presentation of speeches.						
SLO 4	Implement ethical standards expected of an audience member by employing effective listening skills and cultural sensitivity.						
SLO 5	Critically evaluate their own and others speeches of content, composition/organization, delivery, and implementation of ethical standards.						
SLO 6	Demonstrate the ability to perform audience analysis and adaptation while speaking extemporaneously.						
COURSE: COM-1H (NO MAP)							
SLO 1	Demonstrate competence in ethical speech preparation and presentation.						
SLO 2	Effectively integrate credible evidence and sound reasoning in speech preparation and presentation.						
SLO 3	Demonstrate effective management of anxiety during preparation and presentation of speeches.						
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COURSE:	COM-12						
SLO 1	Define the components which formulate any culture.						
SLO 2	Analyze a variety of intercultural theories.						
SLO 3	Synthesize intercultural communication principles to improve cross-cultural interaction(s).						
COURSE:	COM-13						
SLO 1	Identify and distinguish between gender and sex as constructs and analyze their impact on communication behaviors.						
SLO 2	Demonstrate understanding of the theoretical background of biological, interpersonal, and cultural influences on the interplay between biological sex and gender identification and the impact of these constructs on communication.						
SLO 3	Evaluate gender as an influence in self-concept/self-esteem, perception, listening, verbal and nonverbal communication in various contexts.						
SLO 4	Consider gender variables to select appropriate conflict management style and method in various contexts.						
SLO 5	Analyze the principles of building relationships through						

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	engaging in appropriate communication between genders in various contexts.						
	COURSE: COM-3 (NO MAP)						
SLO 1	Employ effective critical listening and cultural sensitivity while critically evaluating propositions and arguments.						
SLO 2	Identify and avoid flaws in reasoning and argumentation while speaking and writing.						
SLO 3	Orally refute oppositional arguments and rebut arguments without personally attacking the opponent.						
SLO 4	Gather, analyze, and utilize research compiled from a variety of sources.						
SLO 5	Prepare and orally present a well-reasoned, organized debate case utilizing proper time management.						
SLO 6	Engage in competent and ethical oral argumentation and debate to influence appropriate decision makers across social contexts including environmental issues.						
	COURSE: COM-9						
SLO 1	Identify communication foundations including models, myths, principles, and purpose.						
SLO 2	Evaluate the role of listening in dyadic communication in various contexts.						
SLO 3	Analyze the use of verbal and nonverbal communication in						

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				dyadic communication in various contexts.				
SLO 4	Analyze the role of perception of self and others while appraising the significance of self-concept/self-esteem, including values, in dyadic communication in various contexts.							
SLO 5	Critically assess the impact of emotion management in relationships in various contexts.							
SLO 6	Analyze theories of dyadic communication (Self-Disclosure, Impression Management, Stage Model, Dialectic Perspective) and synthesize the theories to evaluate relationship development, maintenance and termination.							
SLO 7	Analyze conflict in two-person interaction and identify appropriate styles/methods of conflict management in various contexts.							
COURSE:	EAR-19							
SLO 1	Identify the purpose, value and use of formal and informal observation and assessment strategies.					X		
SLO 2	Describe the major characteristics, strengths and limitations of selected assessment tools.							
SLO 3	Complete systematic observations using a variety of methods of data collection to assess the impact of the environment, interactions and curriculum on children's development and behavior.		X			X		

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COURSE: EAR-20								
SLO 1	Describe major developmental milestones for children from conception through adolescence in the areas of physical, psychosocial, cognitive, and language development.		X			X		
SLO 2	Analyze how cultural, economic, political, historical contexts affect children’s development. Identify cultural, economic, political and historical contexts that affect children’s development.		X		X			
SLO 3	Identify and compare major theoretical frameworks related to the study of human development.					X		
SLO 4	Apply developmental theory to child observations, surveys, and/or interviews using investigative research methodologies.							
SLO 5	Differentiate characteristics of typical and atypical development.		X					
COURSE: EAR-28								
SLO 1	Interpret best and promising teaching and care practices as defined within the field of early care and education’s history, range of delivery systems, program types and philosophies and ethical standards.							
SLO 2	Develop one’s teaching philosophy and professional goals.			X				
SLO 3	Assess early childhood settings, curriculum, and teaching strategies utilizing indicators of quality early childhood practice that support all children including those with diverse		X					

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				characteristics and their families.				
SLO 4	Examine the value of play as a vehicle for developing skills, knowledge, dispositions, and strengthening relationships among young children.							
SLO 5	Examine a variety of guidance and interaction strategies to increase children’s social competence and promote a caring classroom community.		X					
SLO 6	Analyze the relationship between observation, planning, implementation and assessment in developing effective teaching strategies and positive learning and development.							
COURSE: EAR-33								
SLO 1	Identify the components of a quality infant/toddler center or early intervention setting, and compare and contrast those to components of a quality preschool or special education setting.		X					
SLO 2	Describe specific aspects of curriculum routines and intervention.			X				
SLO 3	Analyze principles of health and safety in caring for typical and atypical infants and toddlers.							
SLO 4	Design a safe natural environment conducive to growth and learning.							
SLO 5	Describe the components of positive infant/toddler caregiver relationships as well as caregiver and parent relationships, with typically and atypically developing infants and toddlers.							

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COURSE:	EAR-40							
SLO 1	Describe appropriate models, guidance, and evaluation for student teachers.	X						
SLO 2	Demonstrate recognition and support developmental stages of student teachers.							
SLO 3	Describe positive interactions between student teachers, children, parents and other staff.							
SLO 4	Analyze a safe and developmentally appropriate environment for young children while fostering growth of student teachers.							
SLO 5	Apply ethical and professional standards weighing the competing needs of all parties in the teaching-learning environment.				X			
SLO 6	Describe the importance of professional advocacy in the training of student teachers.							
SLO 7	Compare and contrast the importance of the Mentor's own professional challenges and development.							
SLO 8	Demonstrate enhanced advocacy and communication skills.							
SLO 9	Investigate career options, current trends and legal issues in early childhood education and early intervention.							
SLO 10	Identify the relationship between observation, assessment and goal development for curriculum development and the IFSP/EP process.							
SLO 11	Identify the relationship between observation and designing and/or adapting the natural environment for children with and							

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	without special needs or other disabilities.						
COURSE: EAR-42							
SLO 1	Demonstrate knowledge of socialization theories that address the interrelationship of child, family and community	X	X		X		
SLO 2	Assess the impact of educational, political, and socioeconomic factors on children and families		X				
SLO 3	Demonstrate a basic understanding of social issues, changes, and transitions that affect children, families, schools, and communities.			X			
SLO 4	Describe effective strategies that empower families and encourage family involvement in children's development.						
SLO 5	Demonstrate knowledge of community support services and agencies that serve families.						
SLO 6	Identify one's own values, goals, and sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.				X		
COURSE: EAR-43							
SLO 1	Identify reasons for child misbehaviors.	X					
SLO 2	Develop and apply plans to manage common misbehavior problems based on an analysis of observational and other forms of data.						
SLO 3	Design a positive classroom environment based on problem-	X		X			

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	solving techniques.							
SLO 4	Develop a crisis management plan.					X		
SLO 5	Evaluate the principles of classroom and child management.							
SLO 6	Apply strategies and techniques borrowed from early intervention and special education models.							
SLO 7	Develop and apply proactive, remedial, and verbal interventions based on problem-solving techniques.							
SLO 8	Demonstrate ability to effectively communicate behavioral concerns to parents and other essential personnel.							
COURSE:	EAR-47							
SLO 1	Understand how stress and trauma affect brain development in early childhood.		X					
SLO 2	Compare and contrast common and uncommon stress.							
SLO 3	Understand the difference between Traumatic Stress Disorder and Post Traumatic Stress Disorder, their causes and effects on children.							
SLO 4	Identify the symptoms and reactions of trauma exhibited by children and the affect it has in their development.		X					
SLO 5	Analyze the affect stress and trauma has on relationships at home and in the classroom.			X				
SLO 6	Discuss Psychological First Aid and the healing process.							
SLO 7	Evaluate judgments and skills necessary to be a support to children and families experiencing uncommon stress and							

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	trauma.				
SLO 8	Assess the appropriateness of intervention strategies.				
COURSE: ECO-4					
SLO 1	Explain, apply and analyze basic economic concepts and issues.				
SLO 2	Explain economic theories and utilize them to predict economic outcomes.		X		
SLO 3	Evaluate the impact of policies on different groups/sectors in the economy.		X	X	
COURSE: ECON-7					
SLO 1	Critically discuss and analyze primary and secondary texts, recognizing key ideas and responding in both oral and written form;		X		
SLO 2	Analyze, synthesize, and evaluate concepts studied in primary and secondary texts using critical thinking skills;				
SLO 3	Compose and develop unified, stylistically competent writing assignments and adjust writing to the target audience with intermediate to advanced skill;				
SLO 4	Understand, create and apply graphical analysis;		X	X	
SLO 5	Manipulate simple algebraic equations.				
COURSE ECO-7H					

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SLO 1	Critically discuss and analyze primary and secondary texts, recognizing key ideas and responding in both oral and written form.		X				
SLO 2	Analyze, synthesize, and evaluate concepts studied in primary and secondary texts using critical thinking skills.						
SLO 3	Compose and develop unified, stylistically competent writing assignments and adjust writing to the target audience with intermediate to advanced skill.						
SLO 4	Understand, create and apply graphical analysis.		X		X		
SLO 5	Manipulate simple algebraic equations.						
COURSE	ECO-8						
SLO 1	Describe, analyze and evaluate economic concepts, paradigms, and theories of the micro-economy.		X				
SLO 2	Identify major current microeconomic problems and use economic theory to analyze and evaluate the problems.						
SLO 3	Identify current governmental policies to remedy the microeconomic problems and assess the effectiveness of these policies.						
SLO 4	Evaluate the impact of microeconomic policies on such issues as: the distribution of wealth and income, consumer welfare, the environment, degree of competition, and the global economy.		X		X		
COURSE	GEG-1						

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			SLO 1	Identify and explain basic facts, rules, principles, and mechanisms of the atmosphere, lithosphere, hydrosphere, and biosphere;				
SLO 2	Assess the impact of location on the elements of air, water, land, and the biosphere;							
SLO 3	Ascertain interrelationships between the four spheres and demonstrate a problem solving perspective to interconnections;							
SLO 4	Communicate geographic and scientific information correctly including the ability to articulate multiple perspectives on physical processes;							
SLO 5	Utilize geographic tools appropriately, such as maps, graphs, data, and images to develop critical thinking and problem solving skills;							
SLO 6	Apply geographic methods to analyze, evaluate, and explain spatial issues and problems in ways that demonstrate critical thinking.							
COURSE	GEG-2							
SLO 1	Identify and explain basic facts, rules, principles and mechanisms of the human world with reference to people, their cultures and their physical environment;							
SLO 2	Recognize the formation of regions from one or more variables;							
SLO 3	Explain using spatial analysis why things are located where they are;							
SLO 4	Communicate geographic and scientific information correctly including the ability to articulate multiple perspectives on							

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	human spatial activities;						
SLO 5	Utilize geographic tools appropriately, such as maps, scale, graphs, data, and images to develop critical thinking and problem solving skills;						
SLO 6	Apply geographic methods to analyze, evaluate, and explain spatial issues and problems in ways that demonstrate critical thinking.						
COURSE	GEG-3						
SLO 1	Identify world places and features on maps;						
SLO 2	Describe the major physical and human characteristics of each world region;						
SLO 3	Comprehend connections and conflicts between regions and analyze trends;						
SLO 4	Apply geographic perspectives to current issues, e.g., famine, desertification, health, pollution, deforestation, natural disasters;						
SLO 5	Demonstrate knowledge of current world events orally in presentations and discussions;						
SLO6	Analyze a world regional issue in a manner that demonstrates research, and analytical and critical thinking.						
COURSE	GEG-6						
SLO 1	Identify physical and cultural features of the United States and						

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	Canada on maps.							
SLO 2	Describe the main physical and cultural characteristics of each region.							
SLO 3	Identify important dimensions of interactions between regions.							
SLO 4	Discuss current environmental issues for each region, e.g., air and water quality.							
SLO 5	Present an overview of current economic issues for each region, e.g., industry, agriculture, NAFTA.							
SLO 6	Demonstrate basic knowledge of current political issue within each region.							
SLO 7	Evaluate core/periphery issues.							
COURSE	LIB-1 (NO MAP)							
SLO 1	Determine and articulate information needs							
SLO 2	Find information using a variety of resources							
SLO 3	Describe and apply criteria for critically evaluating information							
SLO 4	Use information effectively to accomplish a specific purpose							
SLO 5	Identify and summarize ethical and social issues related to information and its use							
COURSE	POL-1							
SLO 1	Describe, analyze, and evaluate concepts, theories, and institutions of American politics.			X				

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SLO 2	Objectively explain critical issues in American politics and analyze their own opinions concerning government and current political issues.			X	X			
SLO 3	Use research tools including scholarly readings, current media and the Internet.							
SLO 4	Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.					X		
COURSE	POL-1H							
SLO 1	Describe, analyze, and evaluate American political institutions and processes.				X			
SLO 2	Objectively explain critical issues in American politics and be able to use theories and debates to argue convincingly in defense of a position, selecting examples to illustrate their points and organizing these appropriately.			X				
SLO 3	Use research tools including scholarly journals and texts, current media and the Internet to analyze and evaluate institutions in American government.							
SLO 4	Demonstrate their knowledge, understanding and academic skills through effective essay writing for research assignments of 2-4 pages and examinations.							
SLO 5	Demonstrate critical thinking ability including the analysis and evaluation of data, and an understanding of alternative				X	X		

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	explanations and the forming of conclusions from data presented.						
COURSE	POL-11						
SLO 1	Describe, analyze, and evaluate political concepts, theories, and institutions.	X					
SLO 2	Objectively explain perennial concepts and issues in politics and analyze their own opinions concerning these.						
SLO 3	Identify key concepts linking Political Theory to other Social Sciences.	X		X			
SLO 4	Use research tools including scholarly readings, current media and the Internet.				X		
SLO 5	Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.						
COURSE	POL-13						
SLO 1	Describe, analyze, and evaluate political concepts, theories, and institutions.						
SLO 2	Objectively explain perennial concepts and issues in politics and analyze their own opinions concerning these.						
SLO 3	Identify key concepts linking Political Theory to other Social Sciences.						
SLO 4	Use research tools including scholarly readings, current media				X		

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	and the Internet.							
SLO 5	Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.							
COURSE	POL-2							
SLO 1	Examine, analyze, and compare the political systems of certain key foreign governments or areas.							
SLO 2	Help develop student skill in reading, discussing, and analyzing current political materials and global situations so the student can better analyze and understand diverse global issues.			X				
SLO 3	Objectively explain critical issues in the field of Comparative Politics and analyze current political materials and global situations.			X				
SLO 4	Use research tools including scholarly readings, current media and the Internet							
SLO 5	Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.					X		
COURSE	POL-4							
SLO 1	Describe, analyze, and evaluate concepts, paradigms, and theories and institutions of world politics. a. Compare trends, theories, and characteristics of two or more							

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	paradigms. b. Critically analyze how these paradigms and theories relate to each other.							
SLO 2	Demonstrate the ability to think creatively, independently, and critically about issues in world politics by: a. Using theories from paradigms within the course and debates to argue convincingly in defense of a position b. Selecting examples to illustrate points and organizing points of argument appropriately			X				
SLO 3	Critically discuss and interpret primary texts and examples of the history and/or cultures which produced them.				X			
SLO 4	Analyze and evaluate using research tools (to include primary texts, scholarly journals, secondary texts, current media and the internet) how current international organizations, governments, nongovernmental organizations, regional organizations impact the development of conflict and peace.				X			
SLO 5	Analyze and evaluate globalization and its impact on recurring human problems across geographical boundaries, and the problems unique to particular cultures.			X	X	X		
SLO 6	Demonstrate, apply, and synthesize understanding of foundational theories and critiques of theories within the Liberalism, Realism, and Constructivism paradigms through the writing of an original analytical and evaluative paper comprising a minimum of 20 pages to include: a. the analysis and evaluation of data b. an understanding of alternative explanations c. the forming of conclusions from the data.					X		
SLO 7	Demonstrate, apply and synthesize understanding of					X		

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	fundamental problems in world politics through writing of original analytical and evaluative essays of four to six pages.						
COURSE	POL-7A						
SLO 1	Examine, analyze, and compare the political approaches to current issues.						
SLO 2	Help develop student skill in reading, discussing, and analyzing current political materials and situations so the student can better analyze and understand diverse political issues.						
SLO 3	Objectively explain critical issues in Political Science and analyze current political materials in seeking a solution to these issues.						
SLO 4	Use research tools including scholarly readings, current media and the Internet.				X		
SLO 5	Demonstrate critical thinking ability including the analysis and evaluation of data, the understanding of alternative explanations and the forming of conclusions from the data presented.				X		
COURSE	PSY-1						
SLO 1	Distinguish the unique characteristics of the discipline of psychology						
SLO 2	Define the psychological concepts of behavior and cognition	X					
SLO 3	Apply the methods of psychological research and analysis, giving attention to the strategies of psychological methods and						

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	to the significance of the scientific approach for formulating and testing hypotheses							
SLO 4	Discuss the dynamic nature of psychology, and identify forces that lead to psychological changes				X			
SLO 5	Discuss the value of psychological perspectives and methods for addressing and understanding personal and societal problems.				X	X		
COURSE	PSY-33							
SLO 1	Identify the research methods and theories of personality and social behavior.		X			X		
SLO 2	Compare and contrast the scientific merits of major personality theories.		X			X		
SLO 3	Distinguish between biological, psychological, and social aspects of personality development.		X		X			
SLO 4	Identify the different forms of personality problems and the different therapies used to deal with them.					X		
SLO 5	Distinguish between the different categories of personality tests.							
COURSE	PSY-35							
SLO 1	Identify the symptomatology of the recognized disorders as stated in the Diagnostic and Statistical Manual of Mental Disorders.				X			
SLO 2	Compare and contrast major contemporary theoretical perspectives on the causes of mental illness.					X		

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			SLO 3	Analyze the interaction between biological, psychological, and social aspects of psychological disturbances.				X
COURSE	PSY-9							
SLO 1	Identify important features of the methodology of developmental research.	X						
SLO 2	Compare and contrast major contemporary theoretical perspectives on understanding the process of development.					X		
SLO 3	Analyze major milestones of development in areas such as language, thought, and social behavior.				X			
SLO 4	Identify important cultural differences in developmentally relevant practices such as child-rearing and elder care.							
SLO 5	Analyze social and institutional factors which are relevant to development in adulthood.	X						
COURSE	SOC-1							
SLO 1	Demonstrate a comprehension of the basic theoretical foundations of sociology.	X				X		
SLO 2	Demonstrate a knowledge of the social scientific method of research.			X				
SLO 3	Demonstrate a knowledge of the key concepts and principles in the following areas of specialty within Sociology: Culture, Socialization, Large Organizations, Crime and Deviance,				X	X		

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	Marriage and Family Relations, Race and Ethnic Relations, Gender and Age, the institutions of health care and education.							
SLO 4	Demonstrate the ability to apply the basic principles of social inequality within contemporary societal institutions, e.g., the political and economic structures of the United States.				X	X		
SLO 5	Demonstrate the ability to select and apply varied sociological principles to their everyday lives.					X		
COURSE	SOC-10							
SLO 1	Demonstrate knowledge of classical and contemporary theoretical explanations of race and ethnic relations in the social sciences.		X					
SLO 2	Demonstrate a definitional knowledge of, and the ability to apply the ideological nature of prejudice, stereotyping, discrimination, racism, and sexism as sources of intergroup conflict.				X			
SLO 3	Demonstrate a knowledge of the history and contemporary status of racial and ethnic minority groups in the United States.		X		X			
SLO 4	Demonstrate a knowledge of the processes and practices which contribute to the persistence of racial and ethnic inequality in America.			X				
SLO 5	Demonstrate a knowledge of the processes and practices which contribute to the persistence of racial and ethnic inequality in America.					X		
SLO 6	Demonstrate an ability to think critically and provide a critical				X			

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	analysis of foreign and domestic systems of race and ethnic relations in a manner to understand the causes, consequences, and possible remedies for inequalities both at home and abroad.							
COURSE	SOC-12							
SLO 1	Demonstrate a knowledge of classical and contemporary theoretical explanations of marriage and family relations in Sociology.		X					
SLO 2	Demonstrate a knowledge of the historical and contemporary status of marriage and family relations, to include: marriage, courtship, engagement, and parenting.		X		X	X		
SLO 3	Demonstrate a knowledge of the processes and perspectives which contribute(d) to historical and contemporary reproductive practice.		X	X				
SLO 4	Demonstrate an ability to apply the concepts, theories and research offered throughout the course to students' personal lives.			X	X			
SLO 5	Demonstrate an ability to think critically and provide a critical analysis of the theoretical.		X					
SLO 6	Principles and research data on marriage and family relations presented over the duration of the course.		X		X			
COURSE	SOC-15							
SLO 1	A comprehension of basic feminist theoretical frameworks.		X					

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			SLO 2	A knowledge of the social scientific method of research.			X	X
SLO 3	A knowledge of key concepts and principles in the following areas of specialty within Sociology: Body Politics, Gender Socialization, Family, Violence Against Women, and Women's Culture.	X						
SLO 4	The ability to apply the basic principles of social inequality based on sex and gender within contemporary social institutions.			X				
SLO 5	The ability to select and apply theoretical frameworks and sociological principles to their everyday lives.	X				X		
COURSE	SOC-2							
SLO 1	Demonstrate a recognition and knowledge of important social problems confronting contemporary U.S.			X				
SLO 2	Demonstrate the ability to apply sociological principles to the problems noted above.				X			
SLO 3	Demonstrate the ability to describe and explain that the manner in which societal processes.							
SLO 4	Produce conforming and organized behavior in the same manner in which those processes produce deviant behavior and social disorganization.							
SLO 5	Demonstrate a knowledge of contemporary theoretical frameworks and social research findings dedicated to the resolution and/or solution of social problems.	X		X		X		
SLO 6	Demonstrate the ability to apply principles of critical							

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	thinking and critical analysis to the study of social problems.							
COURSE	SOC-20							
SLO 1	Demonstrate a knowledge of classical and contemporary theoretical explanations of crime, criminality, criminal law, and criminal justice.		X					
SLO 2	Demonstrate a knowledge of historical and contemporary research findings as pertains to crime, criminality, criminal law, and criminal justice.			X	X			
SLO 3	Demonstrate a knowledge of the interrelationships between social organization, the perception of social harm, and the dynamics of social control.							
SLO 4	Demonstrate an ability to distinguish among and between the types of crime and crime victims.				X	X		
SLO 5	Demonstrate an ability to critically analyze and draw scholarly conclusions from the criminological theory and research as to the effectiveness, efficiency, propriety, and equity of the criminal law and its administration through the criminal justice system, i.e. police, courts, corrections.		X		X			