

## SLOs for IIS Division- Active Only

Course/Service Owning Unit	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)
Dept - (IIS) French	FREN1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, leave-taking, description of family members, daily activities and hobbies, expression of (dis)likes and future plans.
	FREN1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	FREN1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	FREN1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
	FREN2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as expressing desire, ability and obligation, expressing negation, narration of past events.
	FREN2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	FREN2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	FREN2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
	FREN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as nature and environment, physical and mental wellness, subjective statements of advice, doubt, expectation, (dis)approval, and hypothetical scenarios.
	FREN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	FREN3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	FREN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
	FREN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts of songs, magazines, newspapers, and web sites.
	FREN4_SLO_2	Derive meaning from longer texts of increasing complexity, relying less on contextual clues to extract main ideas and supporting details, and to interpret some subtleties of the text.
	FREN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	FREN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).

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	FREN5_SLO_1	Demonstrate a somewhat sustained command of essential vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as points of view based on exposure to and analysis of audiovisual, printed, and electronic media, description and narration in any tense.
	FREN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
	FREN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	FREN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
	FREN6_SLO_1	Demonstrate a sustained command of essential vocabulary and language structures necessary to spontaneously and accurately request and provide, orally and in writing, about a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.
	FREN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
	FREN6_SLO_3	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	FREN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of French-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) German	GERM1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	GERM1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	GERM1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	GERM1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
	GERM2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
	GERM2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	GERM2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	GERM2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to on's own culture(s).
	GERM3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	GERM3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and

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	GERM3_SLO_2	supporting details.
	GERM3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	GERM3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
	GERM4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
	GERM4_SLO_2	Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
	GERM4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	GERM4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one' own culture(s).
	GERM5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.
	GERM5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
	GERM5_SLO_3	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	GERM5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
	GERM6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.
	GERM6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.
	GERM6_SLO_3	Compose lenghtier and more accurate dicourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	GERM6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of German-speaking cultures, by analyzing and comparing them to one's own culture(s).
	Outcome 2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
Dept - (IIS) Hindi	Hindi Elem-1	Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations.
	HNDI1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	HNDI1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some

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	HNDI1_SLO_2	detail.
	HNDI1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	HNDI1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).
	HNDI2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Hindi, preparing for a class, school life, shopping and transportation.
	HNDI2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	HNDI2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	HNDI2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).
	HNDI3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	HNDI3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	HNDI3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	HNDI3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Hindi-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SLO # 2	Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.
	SLO # 3	Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations. Level 1 Part 2 Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.
	SLO # 4	Demonstrate a working command of reading and writing Hindi, in the Devanagari script. Memorizing Hindi Alphabets, Vowels and Consonants and basic language structures necessary to construct greetings in everyday situations. Level 1 Part 2 Complete understanding of composing basic two syllable words and demonstrating an ability to enunciate the words, also showing familiarity with their meanings. The ability to recite numbers from 1 through 20.
Dept - (IIS) Intercultural Studies	ICS10_SLO_1	Show proficiency in use of research methods in the field of African American Studies through the completion of a

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Dept - (IIS) Intercultural Studies	ICS10_SLO_1	research paper.
	ICS10_SLO_2	Analyze the impact of racism and discrimination on the economic and social conditions of African Americans in North America.
	ICS10_SLO_3	Identify the historical forces that gave rise to Black Studies, and areas of study within the discipline
	ICS11_SLO_1	Analyze the historical relationship between people of African descent, people of Western European descent, and the institution of slavery and its effects on the African American experience through the book and miniseries Roots.
	ICS11_SLO_2	Define key concepts such as race, ethnicity, culture, capitalism, class, and explain how such concepts functions within both the African American community and the larger United States' society.
	ICS11_SLO_3	Recognize and understand the African Diaspora and the value of one's cultural heritage.
	ICS11_SLO_4	Understand that there is no monolithic experience within the African American community.
	ICS12_SLO_1	Analyze the methodology of selected African-American writers.
	ICS12_SLO_2	Articulate similarities and differences in content presented by African-American writers
	ICS12_SLO_3	Compose an annotated bibliography of the major African-American non-fiction writers.
	ICS16A_SLO_1	Students will demonstrate and apply knowledge of pre-history up to 1800 African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.
	ICS16A_SLO_2	Students will identify, critically evaluate, and interpret pre-history up to 1800 African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.
	ICS16B_SLO_1	Students will demonstrate and apply knowledge of 19th and 20th century African history to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.
	ICS16B_SLO_2	Students will identify, critically evaluate, and interpret 19th and 20th century African primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.
	ICS17_SLO_1	Identify and analyze the philosophical problems pertaining to critical consciousness and social change.
	ICS17_SLO_2	Analyze and assess solutions to these problems from a variety of traditions.
	ICS17_SLO_3	Articulate and defend student's own position on at least one issue related to social change.
	ICS17_SLO_4	Demonstrate an application of these tools to student's own actions and decisions.
	ICS18A_SLO_1	Evaluate the influence of West African culture on the lives of African Americans
	ICS18A_SLO_2	Analyze the horrific experience of the Middle Passage for Africans
ICS18A_SLO_3	Critique the role slavery played in American History	
ICS18A_SLO_4	Investigate significant events leading to the Civil War and end of slavery in 1865	
ICS18B_SLO_1	Evaluate how segregation and racism shaped the lives of African Americans	
ICS18B_SLO_2	Investigate the contributions of African Americans in art, music, literature, political, sports and international relationships.	

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	ICS18B_SLO_3	Assess the contributions of significant Black leaders in the 20th Century
	ICS18B_SLO_4	Analyze key legislation involving the civil rights of African Americans
	ICS19_SLO_1	Be able to analyze social, cultural, natural, and political realities
	ICS19_SLO_2	Be able to do a community assets assessment.
	ICS19_SLO_3	Be able to access resources to make a difference in the issues of concern to the student.
	ICS20_SLO_1	Be able to analyze significant issues and events in Asian American history.
	ICS20_SLO_2	Be able to research and present a significant issue related to Asian American history or contemporary community.
	ICS20_SLO_3	Become aware and engage in Asian Pacific American community activity.
	ICS22_SLO_1	Be able to analyze significant issues and events in the contemporary Asian Pacific American community, with an awareness of Asian American history.
	ICS22_SLO_2	Be able to research and present a significant issue related to contemporary Asian America.
	ICS22_SLO_3	Become aware and have capacity to engage in Asian Pacific American community activities.
	ICS24_SLO_1	Identify multiple cultural and historical issues pertaining to Asian American Pacific Islanders in literature.
	ICS24_SLO_2	Analyze issues pertaining to race, class, sexuality and/or gender in relation to Asian Pacific American communities.
	ICS26_SLO_1	Demonstrate awareness of assumptions, beliefs, values, and behaviors with regard to sexuality and gender identity.
	ICS26_SLO_2	Understand the multiple identities within one's self and recognized the socializing forces of culture, privilege, and oppression in shaping our frames of reference in regards to sexuality and gender identity.
	ICS26_SLO_3	Interact and discuss issues of sexuality and gender identity in a safe classroom learning environment.
	ICS28_SLO_1	Students will demonstrate and apply knowledge the history of human societies' influence on their environments to construct defensible statements of meaning and evaluation about this period's developments. Assessment: quizzes, exams, and papers.
	ICS28_SLO_2	Students will identify, critically evaluate, and interpret history of human societies' influence on their environments primary documents to construct historical analysis. Assessment: written evaluation and interpretation of primary documents.
	ICS29_SLO_1	The ability to critically think about and analyze the effect court rulings and legislation have on cultural diversity/cultural pluralism in the United States today.
	ICS2A_SLO_1	Analyze complex social issues and explain how they may affect students' educational outcomes.
	ICS2A_SLO_2	Explain historical and current educational practices in the United States as related to equity.
	ICS2A_SLO_3	Identify various programs, student services and campus resources designed for student success.
	ICS2B_SLO_1	Demonstrate effective interpersonal communication skills.
	ICS2B_SLO_2	Assess students' academic and/or personal needs; identify and implement appropriate strategies for addressing these needs.
	ICS2B_SLO_3	Collaboratively design and participate in civic engagement projects.

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	ICS30_SLO_1	Students will recognize and evaluate institutional inequality and practices of social justice in the context of Chicano Communities.
	ICS30_SLO_2	Students will demonstrate an awareness of historical and contemporary Chicano social movements and their relationship to the greater US society.
	ICS30_SLO_3	Students will be able to describe the diversity of titles and identities that are found within the Chicano Community.
	ICS31_SLO_1	Students will be able to identify and evaluate the elements of cultural syncretism and their respective role within Chicano experience.
	ICS31_SLO_2	Students will be able to discuss and evaluate the dynamic nature of culture and processes of culture change.
	ICS31_SLO_3	Student will be able to discuss how and why beliefs, values, assumptions and communications practices interact to shape ways of being and knowing within the Chicano experience.
	ICS31_SLO_4	Students will be able to discuss and evaluate the cultural dynamics between traditional and non-traditional cultural patterns, gender roles, and religiosity within the present day Chicano experience.
	ICS32_SLO_1	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.
	ICS32_SLO_2	Students will be able to assess the history and culture of people of Mexican and Latin American origins in the United States, specifically within the region of Southwest.
	ICS33_SLO_1	Students will be able to identify and evaluate the principals, qualities and characteristics of the politically-based themes found within Chicano/a Art
	ICS33_SLO_2	Students will be able to identify the concept rasquachismo and assess its impact on the sense of aesthetics within Chicano Art.
	ICS35_SLO_1	Students will be able to analyze and evaluate Chicano/a literature in the sociocultural context of Latino and American literary traditions.
	ICS35_SLO_2	Students will be able to assess the history and characteristics of various Mexican American regional literary traditions.
	ICS37_SLO_1	Students will be able to distinguish and compare the diversity of cultures and the major sites, periods, and trends in the development of ancient Mexican civilizations.
	ICS37_SLO_2	Students will be able to distinguish basic characteristics of indigenous writing and calendar systems and relate them to ancient Mexican religious and political ideology.
	ICS37_SLO_3	Students will be able to distinguish and compare major artistic styles, belief systems, and indigenous concepts characteristic of the ancient Mexican people.
	ICS37_SLO_4	Students will be able to access current debates in the interpretation of ancient Mexican artistic, religious, and historical traditions.
	ICS38A_SLO_1	Students will demonstrate and apply knowledge of Colonial Latin American history from the 1400s until the 1820s to construct defensible statements of meaning and evaluation about this period's developments.

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	ICS38A_SLO_2	Student will able to analyze and describe the significance of the term mestizaje as it pertains to the creating of the culture and society of Colonial Latin America.
	ICS38B_SLO_1	Students will be able to describe the different paths taken by the Spanish New World Colonies to achieve independence.
	ICS38B_SLO_2	Students will be able to describe the different paths taken by the Independent Nations of Latin America to achieve modernization.
	ICS4_SLO_1	Students will demonstrate critical thinking skills by analyzing race, racism, and racial inequality and will identify, analyze and discuss different responses to various forms of racism and racial inequality.
	ICS40_SLO_1	Students will investigate and identify the experiences of disabled persons and the disability community in the United States.
	ICS42_SLO_1	Student will be able to actively engage in the complex California American Indian multicultural pasts by integrating historical understanding within historical thinking skills.
	ICS42_SLO_2	Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of California American Indian peoples.
	ICS43_SLO_1	Student will be able to actively engage in the complex multicultural pasts by integrating historical understanding within historical thinking skills.
	ICS43_SLO_2	Students will be able to assess the pre-historic diversity, histories, cultures and cultural changes of American Indian and Alaskan Natives peoples.
	ICS44_SLO_1	Student will be able to discuss how and why beliefs, values, assumptions, communication and spiritual practices interact to shape ways of being and knowing within the American Indian/Alaskan native experience.
	ICS44_SLO_2	Students will be able to identify and evaluate the elements of religious syncretism and its respective roles within American Indian/Alaskan native experience.
	ICS45_SLO_1	Students will be able to identify and evaluate the principals, qualities, characteristics, politically-based and identity-based themes found within the arts of American Indian and Alaskan Natives.
	ICS45_SLO_2	Students will be able to identify the concepts of tradition and cultural continuity and assess their impact on the sense of aesthetics within American Indian/Alaskan Native Arts.
	ICS46_SLO_1	Students will be able to demonstrate the ability to analyze American Indian/Alaskan native traditional and contemporary forms of literature in social, historical, and tribal cultural contexts.
	ICS46_SLO_2	Students will be able to compare and contrast literatures of American Indian and Alaskan Native cultural traditions, including their adaptation and accommodation to Euro-centric literature traditions.
	ICS47_SLO_2	Students will evaluate and analyze the disability justice and disability rights movements over time and the passage of key pieces of legislation and policy impacting disabled persons in the United States.
	ICS5_SLO_1	Students will demonstrate critical analysis based upon social constructs of race, class, ethnicity, gender and other factors of identity to gain cultural competence in a local, national and global context.
	ICS5_SLO_2	Students will identify, examine and authenticate the values, experiences and cultural contributions of marginalized populations in the United States.
	ICS5_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives in Multicultural art history.
	ICS5_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	ICS5_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.



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	ICS7_SLO_1	Explain and analyze culture and communication as both affect intercultural interactions, particularly stereotyping, prejudice, and discrimination.
	ICS7_SLO_2	Evaluate and assess his/her own culture-specific verbal and nonverbal communication, through self-reflection and shared feedback.
	ICS7_SLO_3	Demonstrate increased ability to competently interact with and adapt to persons of different cultural backgrounds, by applying intercultural communication concepts and skills to intercultural interactions.
	ICS81_SLO_1	Understand at an intermediate level the cultural and social forces that impact their communities.
	ICS81_SLO_2	Be able to analyze at an intermediate level real world situations that involve intercultural studies.
	ICS81_SLO_3	Have the skills at an intermediate level to to make a difference in their communities.
	ICS82_SLO_1	Understand at an advanced level the cultural and social forces that impact their communities.
	ICS82_SLO_2	Be able to analyze at an advanced level real world situations that involve intercultural studies.
	ICS82_SLO_3	Have the skills at an advanced level to make a difference in their communities.
	ICS9_SLO_1	Apply theories, concepts, and methodological approaches to studying race and ethnicity in specific American social and historical contexts with an emphasis on analyzing inequality.
	SLO #1	Analyze a topic or issue related to civic involvement/leadership in Silicon Valley.
Dept - (IIS) International Studies	INTL10_SLO_1	Students will investigate and validate the artistic contributions of Asian cultures, critically comparing these contributions from diverse peoples of Asia.
	INTL10_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Asian art forms in a current global context.
	INTL10_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives in Asian art history.
	INTL10_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	INTL10_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.
	INTL10_SLO_6	Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
	INTL11_SLO_1	Compare and contrast the styles, genres and themes of the immigrants' writings and the American born literary expression.
	INTL11_SLO_2	Distinguish and identify the influences of the traditional models of expressions in the vernacular and in the newly adopted language of the immigrant generation.
	INTL11_SLO_3	Interpret and analyze the various issues inclusive of cultural, psychological and social aspects as presented and discussed by the second generation of writers (the American born generation) in their creative expressions.
	INTL11_SLO_4	Select from a number of works among the Vietnamese American literary repertoire to highlight an issue that is prominent within the diaspora and analyze from a number of perspectives.
	INTL13_SLO_1	Identify the impact of social, historical, political contexts on visual and musical expression illustrated in the case of

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	INTL13_SLO_1	Korean popular culture.
	INTL13_SLO_2	Analyze the Korean cultural concept of body in terms of gender/ sexuality and the various cultural dimensions of Korean value system through self, love/marriage, and family.
	INTL13_SLO_3	Evaluate the historical and contemporary relations of power between Western influences and Korean/Asian culture and analyze the circumstances and conditions of the Korean diaspora/emergence of Korean American identity and culture.
	INTL19A_SLO_1	Students will be able to analyze key historical issues in Pre-Modern East Asian History from remote antiquity to 1800 CE.
	INTL19A_SLO_2	Students will be able to examine and critique a sample of scholarly writing on Pre-Modern East Asian History from remote antiquity to 1800CE.
	INTL19A_SLO_3	Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped traditional East Asian aesthetics and artistic sensibilities.
	INTL19B_SLO_1	Students will be able to analyze key historical issues in Modern East Asian History from 1800 CE- 2000 CE.
	INTL19B_SLO_2	Students will be able to examine and critique a sample of scholarly writing on Modern East Asian History from 1800CE to 2000 CE.
	INTL19B_SLO_3	Students will be able to identify and characterize major periods, classifications, and genre of traditional pre-modern East Asian fine arts and material arts, as they have shaped Modern East Asian aesthetics and artistic sensibilities.
	INTL21_SLO_1	Students will investigate and validate the artistic contributions of Mesoamerican and Andean cultures, critically comparing these contributions from diverse indigenous peoples of the Americas.
	INTL21_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Mesoamerican and Andean art forms in a current global context.
	INTL21_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives in Mesoamerican and Andean art history.
	INTL21_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	INTL21_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.
	INTL22_SLO_1	Students will investigate and validate the artistic contributions of indigenous cultures from around the world, critically comparing these contributions from diverse indigenous peoples.
	INTL22_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional indigenous art forms in a current global context.
	INTL22_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives addressing indigenous arts and cultures.
	INTL22_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	INTL22_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.
	INTL23_SLO_1	Students will investigate and validate the artistic contributions of Islamic cultures from around the world, critically

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	INTL23_SLO_1	comparing these contributions from diverse countries of origin.
	INTL23_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional Islamic art forms in a current global context.
	INTL23_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives addressing Islamic arts and cultures.
	INTL23_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	INTL23_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.
	INTL23_SLO_6	Students will write a research paper utilizing her or his ability to analyze, evaluate and synthesize primary and secondary sources.
	INTL24_SLO_1	Students will investigate and validate the artistic contributions of African cultures, critically comparing these contributions from diverse countries of origin.
	INTL24_SLO_2	Students will develop an increased awareness and appreciation for diverse worldviews and artistic expressions, while critiquing misconceptions and stereotypes and assessing the relevancy of traditional African art forms in a current global context.
	INTL24_SLO_3	Students will critically analyze and evaluate diverse scholarly perspectives addressing African arts and cultures.
	INTL24_SLO_4	Students will apply skills demonstrating their abilities to analyze artworks on the basis of social, cultural, political, economic and/or ethnic contexts and issues relevant to gender studies.
	INTL24_SLO_5	Students will demonstrate critical thinking and visual literacy skills through oral communication.
	INTL33_SLO_1	Students will develop a deep understanding of the processes that create and perpetuate conflict at the intra-personal, inter-personal, institutional, societal, and global levels, identifying and critically evaluating the underlying conceptual frames and corresponding social and political structures that sustain them.
	INTL33_SLO_2	Students will analyze, evaluate, and apply theories of and approaches to conflict mediation and transformation to a range of intra-personal, inter-personal, institutional, societal, and global conflicts.
	INTL5_SLO_1	Students will analyze cultural, political, social and economic dimensions of globalization.
	INTL5_SLO_2	Students will critique the formal and informal structures which dominate global interactions, including the World Bank, IMF, WTO, as well as informal structures such as the drug trade, human trafficking, and flows of people who are both immigrants and refugees.
Dept - (IIS) Italian	ITAL1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	ITAL1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	ITAL1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	ITAL1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).

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	ITAL2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
	ITAL2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	ITAL2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	ITAL2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).
	ITAL3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	ITAL3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	ITAL3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	ITAL3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Italian-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Japanese	JAPN1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce 46 Japanese syllable-based Hiragana characters as well as Katakana characters respectively), basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, school, dating, books, weather, and invitations.
	JAPN1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	JAPN1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	JAPN1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
	JAPN2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce a total of 50 Kanji), an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as sightseeing, visiting friends, shopping, college student's life, telephone, and flower viewing.
	JAPN2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	JAPN2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	JAPN2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
	JAPN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 70 Kanji), a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as

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	JAPN3_SLO_1	transportation, library, classroom, country of Japan, cooking, and map.
	JAPN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	JAPN3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	JAPN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Japanese culture, by analyzing and comparing them to one's own culture(s).
	JAPN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), an expanding range of somewhat sophisticated information such as trips to ancient capitals, the history of Chinese characters, clothes, repair service, Japanese history, and Japanese houses.
	JAPN4_SLO_2	Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
	JAPN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	JAPN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).
	JAPN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing (recognize and reproduce additional 90 Kanji), a greater range of more sophisticated information such as word usage, family life, the work place, various expressions, hospital, and nature in Japan.
	JAPN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
	JAPN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	JAPN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).
	JAPN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing (recognize and reproduce additional 140 Kanji), about a wide variety of topics such as festivals, industry, restaurants, history, student life, climate, and how to use dictionaries.
	JAPN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
	JAPN6_SLO_3	Compose longer and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	JAPN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Japanese culture, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Korean	KORE1_SLO_1	Develop reading the Korean alphabet, Hangeul and demonstrate a working command of essential vocabulary (recognize and reproduce some 180 Korean words and expressions) and language structure necessary to request and provide, orally and in writing, basic /simple information relating to high-frequency situations in familiar contexts, such as greetings, introducing friends, locations, family, making requests, and describing people.

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	KORE1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	KORE1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	KORE1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).
	KORE2_SLO_1	Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 250 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as time, dates/days/schedules, daily activities, weekend plans, counting, weather, directions, saying good-bye, coming and going, giving and receiving, and like/dislikes.
	KORE2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	KORE2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	KORE2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).
	KORE3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 350 Korean words and expressions) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high frequency situations in familiar contexts such as making an apology and giving reasons, asking for an opinion, extending/accepting/declining invitations, expressing reservations, asking about prices, and ordering food/describing tastes.
	KORE3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	KORE3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent command of core vocabulary and language structures.
	KORE3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Korean-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Mandarin	MAND1_SLO_1	Develop the native sense of four tone usage of Mandarin pronunciation and demonstrate a working command of essential vocabulary (recognize and reproduce some 150 Chinese characters) and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts, such as greetings, family, dates/time and hobbies.
	MAND1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	MAND1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	MAND1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
	MAND2_SLO_1	Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making

Course/Service Owning Unit	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)
	MAND2_SLO_1	appointments, studying Chinese, preparing for a class, school life, shopping and transportation.
	MAND2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	MAND2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	MAND2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
	MAND3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary (recognize and reproduce at least 450 Chinese characters) and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts such as talking about weather, dining, asking directions, birthday party and seeing a doctor.
	MAND3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	MAND3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	MAND3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
	MAND4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary (recognize and reproduce at least 600 Chinese characters) and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information such as dating, renting an apartment, sports, travel and at the airport.
	MAND4_SLO_2	Derive meaning from longer texts of increasing complexity, [relying less on contextual clues] to extract main ideas and supporting details, and to interpret some subtleties of the text.
	MAND4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	MAND4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
	MAND5_SLO_1	Demonstrate a somewhat sustained command of vocabulary (recognize and reproduce at least 1500 Chinese words) and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information such as dorm life, weekend plans, choosing a field of study, apartment hunting, dating, television/the movies and going to the post office.
	MAND5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
	MAND5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	MAND5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
	MAND6_SLO_1	Demonstrate a sustained command of vocabulary (recognize and reproduce at least 2000 Chinese words) and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics such as the Chinese Traditional. Holidays, sports, family issues, gender equality, medical care, educational systems and environmental issues.

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	MAND6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and content of the text.
	MAND6_SLO_3	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	MAND6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Mandarin-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Persian	PERS1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	PERS1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	PERS1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	PERS1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).
	PERS2_SLO_1	Demonstrate a greater working command of essential vocabulary (recognize and reproduce a total of 300 Chinese characters) and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Chinese, preparing for a class, school life, shopping and transportation.
	PERS2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	PERS2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	PERS2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).
	PERS3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	PERS3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	PERS3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	PERS3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Persian-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Russian	RUSS1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	RUSS1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	RUSS1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	RUSS1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of russian-speaking cultures, by analyzing and



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	RUSS1_SLO_4	comparing them to one's own culture(s).
	RUSS2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as describing family and friends, taking about school life, playing sports, music, expressing opinions, permissions and prohibitions, making polite inquiries.
	RUSS2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	RUSS2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	RUSS2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Russian speaking cultures, by analyzing and comparing them to one's own culture(s).
	RUSS3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	RUSS3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	RUSS3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	RUSS3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Russian-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Spanish	SPAN1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to communicate basic/simple information relating to high-frequency situations in familiar contexts such as greetings, introductions, and leave taking; description of family members, daily activities and hobbies; expressions of (dis)likes and of future plans.
	SPAN1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.
	SPAN1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	SPAN1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SPAN2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to communicate an increasing range of basic/simple information relating to high-frequency situations in familiar contexts such as visiting friends, making appointments, studying Spanish, preparing for a class, school life, shopping and transportation.
	SPAN2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	SPAN2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	SPAN2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SPAN3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary

Course/Service Owning Unit	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)
	SPAN3_SLO_1	to communicate a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	SPAN3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	SPAN3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	SPAN3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SPAN4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to communicate an expanding range of somewhat sophisticated information such as summaries, comparisons and reactions to subtitled movies, transcribed broadcasts and songs; magazines, newspapers, and websites; narration of personal experience; expression of regret about contrary-to-fact situations.
	SPAN4_SLO_2	Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
	SPAN4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	SPAN4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SPAN5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously communicate a greater range of more sophisticated information such as points of view after exposure to and analysis of audiovisual, printed, and electronic media; description and narration in any tense.
	SPAN5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties in the structure and content of the text.
	SPAN5_SLO_3	Compose extended, paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	SPAN5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
	SPAN6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately communicate within a wide variety of topics such as socioeconomic and political issues, literature, expressions of humor, hypothetical and contrary-to-fact (present, past and future) situations.
	SPAN6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties in the structure and content of the text.
	SPAN6_SLO_3	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	SPAN6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncrasies of Spanish-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Vietnamese	VIET1_SLO_1	Demonstrate a working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, basic/simple information relating to high-frequency situations in familiar contexts.
	VIET1_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and some detail.

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	VIET1_SLO_3	Compose comprehensible, simple phrases or sentences about familiar topics to reflect a working command of core vocabulary and language structures.
	VIET1_SLO_4	Demonstrate a cursory grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
	VIET2_SLO_1	Demonstrate a greater working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an increasing range of basic/simple information relating to high-frequency situations in familiar contexts.
	VIET2_SLO_2	Derive meaning from short, simple texts on familiar topics, relying on contextual clues to extract the gist and an increasing amount of detail.
	VIET2_SLO_3	Compose comprehensible, simple sentences about familiar topics to reflect a greater working command of core vocabulary and language structures.
	VIET2_SLO_4	Demonstrate a deeper grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
	VIET3_SLO_1	Demonstrate a somewhat consistent working command of essential vocabulary and language structures necessary to request and provide, orally and in writing, a more complex/abstract range of information relating to high-frequency situations in familiar contexts.
	VIET3_SLO_2	Derive meaning from longer, simple texts on familiar topics, relying on contextual clues to extract main ideas and supporting details.
	VIET3_SLO_3	Compose comprehensible, more complex sentences about familiar topics to reflect a somewhat consistent working command of core vocabulary and language structures.
	VIET3_SLO_4	Demonstrate an increasingly accurate grasp of social protocols and contributions of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
	VIET4_SLO_1	Demonstrate an increasingly consistent command of essential vocabulary and language structures necessary to request and provide, orally and in writing, an expanding range of somewhat sophisticated information.
	VIET4_SLO_2	Derive meaning from longer texts of increasing complexity, (relying less on contextual clues) to extract main ideas and supporting details, and to interpret some subtleties of the text.
	VIET4_SLO_3	Compose comprehensible, paragraph-level discourse about familiar topics to reflect an increasingly consistent command of vocabulary and language structures.
	VIET4_SLO_4	Demonstrate an increasingly accurate grasp of the subtleties in the idiosyncracies of vietnamese-speaking cultures, by analyzing and comparing them to one' own culture(s).
	VIET5_SLO_1	Demonstrate a somewhat sustained command of vocabulary and language structures necessary to spontaneously request and provide, orally and in writing, a greater range of more sophisticated information.
	VIET5_SLO_2	Derive meaning from texts of greater sophistication, to interpret an expanding range of subtleties of the structure and content of the text.
	VIET5_SLO_3	Compose extended paragraph-level discourse about familiar topics to reflect a somewhat sustained command of vocabulary and language structures.
	VIET5_SLO_4	Demonstrate a noticeably accurate grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
	VIET6_SLO_1	Demonstrate a sustained command of vocabulary and language structures necessary to spontaneously and accurately request and provide information, orally and in writing, about a wide variety of topics.

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	VIET6_SLO_2	Derive meaning from increasingly abstract texts, to interpret a wide range of subtleties of the structure and of the text.
	VIET6_SLO_3	Compose lengthier and more accurate discourse about familiar topics to reflect a sustained command of vocabulary and language structures.
	VIET6_SLO_4	Demonstrate a steady grasp of the subtleties in the idiosyncracies of Vietnamese-speaking cultures, by analyzing and comparing them to one's own culture(s).
Dept - (IIS) Women's Studies	WMST1_SLO_1	Students will analyze core values of Women's Studies in a multicultural and class sensitive manner, including feminism, 'voice', consciousness-raising, and others of the instructor's choice.
	WMST1_SLO_2	Students will research local organizations which support women's goals, and engage in community activities.
	WMST22_SLO_1	Be familiar with the experiences, history, labor, and productions and contributions of women of AAPI descent within the wider American history and Women's Movement, and through the critical lens of contemporary feminist theory and social justice awareness.
	WMST22_SLO_2	Define patriarchy; colonization/imperialism; diaspora; multiple oppressions of race, class, and gender; orientalism; forces of globalization and global capitalism; and neocolonialism, and recognize their impacts on AAPI women's history, experiences, identities, and representations.
	WMST22_SLO_3	Define the concepts and origins of Asian Exclusion Acts; Dragon Lady and Lotus Blossom stereotypes; Yellow Peril; mail order brides and war brides; the reasons for migration and immigration; Family Reunification Act; types of labor with significant contributions by AAPI women; AAPI women's participation in Yellow Power and Third World Liberation Front. Students will also recognize AAPI women's significant art, writings, and other cultural productions, and the effects of colonialism and neocolonialism on AAPI women in the diaspora.
	WMST24_SLO_1	Demonstrate a deep understanding of the processes that create gender based oppression around the world and processes that challenge it.
	WMST24_SLO_2	Develop tools for taking action to challenge gender inequality.
	WMST24_SLO_3	Analyze rhetoric about gender inequality and be able to distinguish underlying philosophical perspectives in that rhetoric
	WMST25_SLO_1	Demonstrate an awareness of some of the key theories and concepts of Black feminism.
	WMST25_SLO_2	Engage in critical dialogue about the basic ideas and principles that guide Black feminist theories in a safe classroom learning environment.
	WMST25_SLO_3	Analyze and articulate current issues from a Black feminist perspective.
	WMST26_SLO_1	Students will be familiar with the rise of the concept of La Mujer, including La Chicana and La Latina within the wider American Women's Movement and modern feminist theory and social awareness.
	WMST26_SLO_2	Students will be able to define patriarchy, colonization, power and subjugation and recognize their presence in Chicana/o and Latina/o history and cultural production.
	WMST26_SLO_3	Students will be able to explain the concept of the barrio, the impacts of contemporary border crossings, the reasons for migration and immigration, the pressures of balancing labor and family, the importance of religious practice, the history of Chicana and Latina art and cultural production, and the effects of colonial and neo-colonial violence as they impact Latinas both north and south of the border.
	WMST27_SLO_1	Students will develop a deep understanding of the processes that create and perpetuate violence against women.
	WMST27_SLO_2	Students will develop a deeper awareness of the relationship of violence against women to gendered violence and institutionalized violence in various forms.

Course/Service Owning Unit	Student Learning Outcome (SLO) Name	Student Learning Outcome (SLO)
	WMST27_SLO_3	Students will combine analyzing theory and engaging in actual praxis around tools for community involvement to challenge violence against women and gendered violence.
	WMST29_SLO_1	Develop an understanding of the differences between biological sex, gender expression, and gender identity, along with how these social categories function within larger economic and political landscapes informed by race, class, ethnicity, citizenship, physical abilities, and sexuality.
	WMST29_SLO_2	Analyze how key social, political, and economic events inform public discourse around definitions of masculinity and the framing of masculinity as being in crisis.
	WMST29_SLO_3	Critically analyze key cultural works aimed at resisting dominant or hegemonic forms of masculinity within and across different racial and ethnic groups.
	WMST31_SLO_1	Develop an understanding of the complicated and contradictory relationship between women and girls and popular culture, along with an understanding of how race, class, and sexuality function within popular culture to produce very different images of women and girls within and across different communities.
	WMST31_SLO_2	Develop an understanding of the relationship between popular culture and capitalism, along with some of the social issues and problems produced by this relationship.
	WMST31_SLO_3	Analyze popular culture images of women and girls and engage in efforts to challenge these images through activism and social media.