

# Skyline College

*Department of Political Science*

## Program Review

### Executive Summary



### Short Summary of Findings

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1. This Program introduces students to critical analysis of the ideals and principles which form the foundations of political systems, regimes and institutions at the international, national, state and local levels.
2. This Program contributes to the mission and priorities of the College and the District by offering courses that meet the students' graduation and transfer requirements to four-year educational institutions.
3. This Program's average LOAD during the last five years: 2003-2007, was 615.4 compared to that of Skyline College of 580.6 and that of the District of 548.6 respectively. This comparatively high LOAD factor for this Program indicates that the ILCI for this Program is much lower than that of the College or the District.

### Three Strengths of the Program

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- Development of new courses: In 1997, when the first Review of this Program was done, there were five courses listed under this Program, today there are eleven courses so listed.
- Students' success: Respective percentages of students who earned (A), (B) and (C) grades in Fall Semester of 2007 and Spring Semester of 2008 for the College were -- 58% and 56% while the respective percentages for this Program were 66% and 71%.
- Interdisciplinary cooperation: During the last two years this Program's faculty in cooperation with their colleagues has created two new courses: PLSC/HIST 335 and PLSC/PHIL 280.

### Three Suggestions for Improvement

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- Further interdisciplinary efforts between this Program and other disciplines in the Division – especially with the Departments of History, Economics and Philosophy.
- Greater coordination between this Program and similar programs in the other two sister colleges: CSM and Canada. This past semester I was in consultation with Dr. Lee Miller at CSM in respect to up-dating of course outline for PLSC 150: Introduction to Political Theory.
- Create better communication channels between this Program and similar programs in the four-year institutions where most of our students transfer.

**Johannes A. Masare**

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#### *Full-Time Faculty Signatures*

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**Submitted on:** Highlight this text & type in date

**SKYLINE COLLEGE  
PROGRAM REVIEW SELF STUDY:**

**Department of Political Science: (Spring - 2009)**

Prepared by Dr. Johannes A. Masare: Professor of Political Science.

**PART A: Mission Effectiveness**

**Overview:**

1. State the goals/focus of this program and how the program contributes to the mission and priorities of the College and the District.

i) - Goals and Focus:

The Program of Political Science introduces students to critical analysis of the ideals, the principles and the concepts that form the foundations of political systems, regimes and institutions at local, state, national and international levels. It draws the attention of the students to the efforts towards implementing these ideals, principles and concepts through the reality of politics. The course offerings in this program *focus* on the essentially dynamic nature of political process as exemplified by the transformations that have taken place within the various -isms and paradigms relative to politics and government.

One of the Program's *goals* is to offer courses that provide an opportunity for students to critically analyze past and current political theories, institutions and regimes. To emphasize students' role as intelligent, independently thinking and acting young women and men cognizant of their inherent power in impacting the political process and decisions that affect their lives as residents of a democratic society. One of my former students made the following comment regarding her experience in one of my classes:

"Dr. Masare's class was a learning experience for me and my fellow classmates. The class made me aware of the great impact politics has on our country and our lives. Dr. Masare expressed his opinions very well but also allowed us to express ours in numerous important issues. That is Dr. Masare's strength as a professor - the ability to allow others to express their opinion. Because of his class, I have become active in my own community's political and social needs."

ii) - The Program *contributes to the mission and the priorities* of the College and the District by offering courses that enable students to meet part of their graduation package including courses which satisfy General Education and Transfer to four-year educational institutions requirements. In this respect, the Program does indeed contribute to the College's mission of providing an environment which enables students to understand their social responsibilities and the realization of their individual potential and the goal of providing lower division transfer courses which prepare students for continued education in four-year Colleges and Universities.

2. *Discuss how this program coordinates, impacts, and/or interacts with other programs in the College.*

By its very nature, the subject matter of political science touches upon the pursuits of various social science programs - especially the disciplines of *History*, *Economics* and *Philosophy*. History -- in dealing with matters such as the historical evolution of the Constitution - not only in its obvious aspects relative to constitutional amendments - but also in regard to the shifting interpretations of the Constitution itself. Economics -- in dealing with matters such as government's economic and fiscal policies, the budgetary process and all the spectrum of taxing, spending and borrowing. It was for this politico-economic connections that the Scottish economist, Adam Smith titled his famous book: The Wealth of Nations. In more recent times the former Secretary of Labor Robert Reich put it in his own way, when he wrote:

"Americans tend to divide the dimensions of our national life into two broad dimensions. The first is the realm of government and politics. The second is the realm of business and economics... The choice is falsely posed. In advanced industrial nations like the United States, drawing such hard distinctions between government and the market has ceased to be useful."

And Philosophy – in respect to the analysis of ideas of thinkers like Plato, Aristotle, Hobbes, Locke, Rousseau, Marx, Rawls and so on who were not just philosophers but also political theorists.

Two examples of interdisciplinary coordination:

i) - I designed a course PLSC 330: Middle East Politics: US and Israeli-Palestinian Conflict. My colleague, Professor Rosemary Bell slightly modified that course and she is now teaching it as PLSC 335: History and Politics of the Middle East and that course is also cross listed as HIST 335.

ii) – My colleague, Professor Jeff Diamond, Adjunct Professor of Political Science, jointly together with our colleague, Professor Carlos Colombetti of Department of Philosophy designed PLSC 280: Introduction to Political Philosophy – a course they are jointly teaching. That course is also cross listed as PHIL 280.

3. *Explain how this program meets the needs of our diverse community.*

The Program serves the needs of our diverse community by serving the academic needs of the students who enroll in the courses offered in the Department of Political Science. The students who enroll in courses offered in this Program are the extension of the ethnic diversity and the demographics of the community at large. The same diversity of student population campus-wide is also reflected in the socio-cultural backgrounds of students who take courses in this Program. Not only do the students who enroll in our courses represent nearly all the ethnic groups found in the United States - but we also present a cross-cultural analysis and perspective of the major issues relative to people's socio-cultural and politico-economic dimensions.

4. *If the program has completed a previous self-study, evaluate the progress made toward previous goals.*

Between the first Program Review done for this program in 1997/1998 and the second Review done in 2004, we have added four more courses. Namely: PLSC 200: National, State and Local Government; PLSC 315: Introduction to Revolutionary Thought; PLSC 320: Latin America in the International Political Economy and PLSC 330: Middle East Politics: US and Israeli-Palestinian Conflict. Since

the second Review in 2004, we have added two more courses: PLSC 280 and PLSC 335.

We have also succeeded in our efforts of enhancing interdisciplinary offerings as exemplified above by the two courses cross listed in the Departments of History and Department of Philosophy.

## **PART B: Student Learning Programs and Services**

### **Overview**

1. *If the program utilizes advisory boards and/or professional organizations, describe their roles.*

This Program does not have "advisory boards and professional organizations," which the instructors in this Program have to consult in the process of designing the scope and/or the depth of the subject matter of courses offered in the Department of Political Science.

### **Curriculum**

1. *Describe how the courses offered in the program meet the needs of the discipline(s) and the students. (This may be answered through descriptive narrative evaluation or quantitative research).*

*NOTE:* When the first Program Review for this Department was done in the 1997/1998, academic year, there were only five courses offered in the Department: Today, there are eleven courses in the Department of Political Science.

Under Skyline College's A.A. /A.S. Degree requirements, the following Political Science courses are listed in the 2009 Spring Semester Schedule of Classes as meeting the requirements in the following specified respective areas:

#### E. Specific Area Requirements:

1. American History and Institutions:  
Group A: U.S. History & U.S. Government: PLSC 210: American Politics.
2. Group B1: State and Local Government:  
PLSC 301: California State and Urban Government.
3. Group B2: U.S. Government/State and Local Government.  
PLSC 200: National, State and Local Government.
4. Group B: Area Studies:  
PLSC 320: Latin America in the International Political Economy.  
PLSC 330: Middle East Politics: US and the Israeli-Palestinian Conflict.  
PLSC 335: History and Politics of the Middle East.

#### F. General Education Requirement:

In section 3, Social Sciences, the following ten Political Science courses are listed - as meeting that requirement:

- i) PLSC 115: Comparative Government.
- ii) PLSC 130: International Relations.
- iii) PLSC 150: Introduction to Political Theory.
- iv) PLSC 200: National, State and Local Government.

- v) PLSC 210: American Politics.
  - vi) PLSC 280: Introduction to Political philosophy.
- vii) PLSC 301: California State and Urban Government.
  - viii) PLSC 315: Introduction to Revolutionary Thought.
  - ix) PLSC 320: Latin America in the International Political Economy.
  - x) PLSC 330: Middle East Politics: US and the Israeli-Palestinian Conflict.

2. Under CSU General Education Requirements, Area (D):

Social, Political and Economic Institutions:

- D1: U.S. History & U.S. Government: PLSC 210: American Politics.
- D2a: State & Local Government: PLSC 301: California State and Local Government.
- D2b: U.S. Government /State & Local Institutions:
  - PLSC 200: National, State and Local Government.
- D3: Social Institutions:
  - PLSC 115: Comparative Government.
  - PLSC 130: International Relations.
  - PLSC 150: Introduction to Political Theory.
  - PLSC 280: Introduction to Political Philosophy.
  - PLSC 315: Introduction to Revolutionary Thought.
  - PLSC 320: Latin America in the International Political economy.
  - PLSC 330: Middle East Politics: US and the Israeli-Palestinian Conflict.
  - PLSC 335: History and Politics of the Middle East.

Lastly, in the Intersegmental General Education Transfer Curriculum (IGETC):

Under Area 4: Social and Behavioral Sciences:

The following eight Political Science courses are listed as meeting that requirement:

PLSC 115: PLSC 130: PLSC 150: PLSC 200: PLSC 210: PLSC 315: PLSC 320 and PLSC 330.

Under: U.S. History, Constitution and American Ideals, the following Political Science courses are listed:

- Group: A: U.S. History & U.S. Government: PLSC 210.
- Group B1: State and Local Government: PLSC 301.
- Group B2: U.S. Government/State & Local Government: PLSC 200.

Under U.S History, Constitution and American Ideals Group (A):

PLSC 210: American Politics and Group (B): PLSC 301: California State and Local Government.

2. *State how the program has remained current in the discipline(s).*

1. The Program uses the latest editions of the text books used in teaching the various Political Science courses. For example the main text book which will be used for teaching Political Science 210: American Politics, Government in America: People, Politics and Policy, we are currently using the 2008

Edition and in Fall Semester 2009, we shall be using the 2009 Edition which will include the November, 2008 Congressional and Presidential Elections. Similarly, in PLSC 200 which in addition to Government in America: We will be using the 2009 Edition of Mona Field's California Government Today. In all or courses we use the latest available editions of the text books we use.

2. Occasional participation in professional conferences such as those of the Northern California Political Science Association, the Western Political Science Association, the American Political Science Association and the Pacific Northwest Political Science Association.

I am a member of the American Political Science Association, the Western Political Science Association and the Pacific Northwest Political Science Association.

3. *If the student population has changed, state how the program is addressing these changes.*

Currently efforts are being made to address the ethno-cultural and political diversity backgrounds of our students. We are also directing the attention of our students to the globalization of human experience on this planet. Had I written Greider's book: One World: I would have subtitled it: Like It or Not rather than Ready or Not!

Incidentally, a greater part of time in all of my first class meetings is spent in introducing ourselves to one another and saying a few things about our own ancestors' countries of origin and some remarks as to why we or they came to the United States of America. During this exercise we have a world map before us and pointing at the countries of our respective origins. This exercise brings home to all of us in a very personal way the relevance of Greider's arguments in his book: One World: Ready or Not.

In the Program Review in 1997/1998, I remarked that:

“Currently a review is in process regarding a possibility of offering one section per academic year (preferably during the summer session) of a course combining the subject matter of PLSC 210: American Politics and PLSC 301: California State and Urban Government. Concern has been expressed especially in reference to the students who are defined as "reverse transfer students" who may have taken a US History course and only need 3 more units in Political Science - i.e. the Institutions part of the US History requirement. Instead of taking these two courses separately i.e. (PLSC 210 and PLSC 301) and thus end up with 3 extra units which the students do not need to meet that requirement, it has been suggested that efforts be made towards that objective. When and if that modified course will be offered - combining PLSC 210 and PLSC 301, it would be similar to that which is now offered at CSM as PLSC 200: National, State and Local Government.”

I am glad to say that I did develop that course which is now our PLSC 200: National, State and Local Government – combining PLSC 210 and 301.

Another area of possible modifications is in offering a course like PLSC 130: International Relations, is to bring to focus greater attention of the impact upon local cultures and values of technology transfer between nations. The relations between nations are not limited to political institutions and policies but also to the socio-cultural and economic aspects of people's lives as well. In his book:

The Uncertain Promise: Value Conflicts in Technology Transfer:

Denis Goulet reminded his readers that, "...technology is not static: it is a dynamic and expansionist social force which provides a 'competitive edge' enabling its possessors to conquer economic, political,

and cultural power. Consequently, Third World efforts to harness technology to broader development goals are paradigmatic of a still greater task: to create a new world order founded not on elitism, privilege, or force but on effective solidarity in the face of human needs."

2. *All courses in this program should be reviewed for currency and modified every six years. If this has not occurred, please list the courses and explain.*

There are only two courses which have not been so reviewed for currency:

- i)- PLSC 315: Introduction to Revolutionary Thought and
- ii)- PLSC 320: Latin America in the International Political Economy.

These courses were designed and taught by then an Adjunct faculty who is no longer with us. All other courses in the Department of Political Science have been so reviewed for currency as shown in the accompanying Course Outlines.

3. *If external accreditation or certification is required, please state the certifying agency and status of the program.*

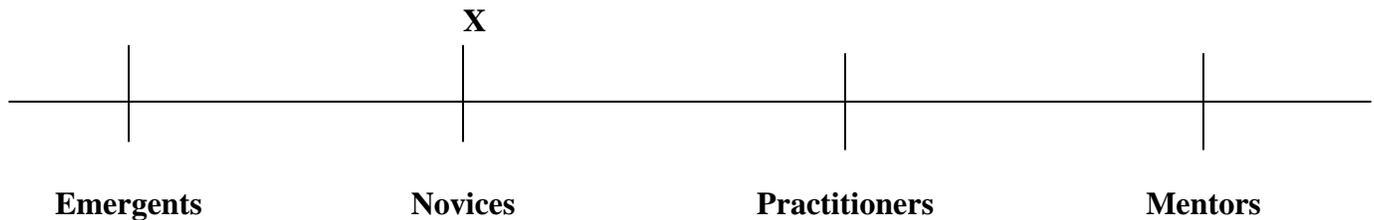
This Program does not have external "accreditation or certification requirement," which the instructors in this Program have to meet in the process of designing the scope and/or the depth of the subject matter of courses offered in the Department of Political Science.

### **Student Learning Outcomes & Assessment**

1. *Where on the continuum do you believe your department is on the SLOAC Initiative?*

<b>Emergents</b>	<b>Novices</b>	<b>Practitioners</b>	<b>Mentors</b>
<ul style="list-style-type: none"> <li>• Learning and discovering</li> <li>• Gathering information</li> <li>• Attending workshops</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning a dialogue</li> <li>• Drafting SLOs</li> <li>• Drafting assessment plans</li> <li>• Taking inventory of assessments</li> <li>• Creating instruments for assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Engaging in widespread dialogue</li> <li>• Implementing assessment plans</li> <li>• Refining SLOs</li> <li>• Reviewing outcome data and discussing implications</li> </ul>	<ul style="list-style-type: none"> <li>• Facilitating discussions and generating new dialogue</li> <li>• Conducting workshops</li> <li>• Lending assistance</li> </ul>

Mark an X on the continuum and briefly comment.



2. Highlight any major findings and resulting course or program modifications.

We have added to all courses currently taught the Objectives of the respective courses stated as “Students Learning Outcomes.” We are still working on the ‘rubrics’ as a means of evaluating the students learning outcomes.

3. What additional resources are needed to implement the plan?

We do not need additional resources: We have enough number of our colleagues who are willing and who can help us achieve this objective.

## PART C: Resources

### Faculty and Staff

1. List major development activities completed by faculty and staff in this program in the last six years and state what development is needed or proposed by faculty in this program.

First: What is meant by: “major development activities”? What is the definition of “major”?  
 Second: There is no such thing as “faculty and staff in this program.” There is only one full time instructor and one part time instructor – that is our faculty and there is no staff! And what have we done during the last six years? I have added a new course to our course offerings: PLSC 330: Middle East Politics: US and Israeli-Palestinian Conflict – which now is also being offered in a modified form by my colleague Professor Rosemary Bell as History 335: History and Politics of the Middle East and my colleague, Professor Jeff Diamond has designed in cooperation with our colleague, Professor Carlos Colombetti, PLSC 280: Introduction to Political Philosophy – which, as indicated earlier is cross listed with the Department of Philosophy as PHIL 280.

In the future, I propose that, in reference to the disciplines, there will be a need for a greater tendency towards recognizing the reality connections among the various disciplines in the Social Sciences. As was indicated earlier – especially between Political Science and Economics that: “...drawing such hard distinctions between government and the market has ceased to be useful.” Thus, in recent years in teaching courses in Political Science such as American Politics – we include subjects that address issues regarding gender, race, ethnicity, environment and disability as part of political decision-making process continuum.

Internationally the emphasis in our course offerings is on recognizing the growing interdependence among the peoples and the nations of the world. In his book: One World: Ready or Not, William Greider, pointed out that: “...Boeing’s new 777, the company’s latest addition to its line of

large-body aircraft...is manufactured, piece by piece, in twelve different countries.” – The effects of the current US financial crisis are being felt world-wide. We are daily being reminded of economic and financial interdependence of the globe.

2. *Describe the orientation process for new faculty and staff (include student workers such as tutors and aides).*

The orientation of the newly hired faculty will depend on whether the hired faculty comes from outside the District altogether or if it is someone who has taught here for a number of years. If it is someone who is totally new to the College - then it may require a full length orientation regarding the responsibilities of such an employee. Such orientation could be carried out either at Divisional or Departmental level. If it concerns someone who has taught in the Program as a part-time and is now hired at a full time position then the orientation may not be so extensive since the faculty is already familiar with the procedural matters relative to teaching in this Program.

Currently the Program does not have student workers as tutors and aides. It is hoped that when funds become available for student workers as tutors and aides we will certainly look into that matter. It is imperative to emphasize that this Program does not have a budget of its own - separate and distinct from the divisional budget. So, when questions are raised as to what the Program intends to do about hiring full time, part time or student workers it is essential to bear in mind that this Program's capacity to do any of these things is tied to and is limited by the budget of the Social Science and Creative Arts Division. The budgetary decisions impacting this Program are made by the Dean of the Division – not by the faculty of this Program.

3. *If recruitment of new and/or diverse faculty is needed, suggest recruitment techniques.*

This Program does not have its own particular mode or format of recruiting or hiring faculty whether full time or adjunct other than the currently operating procedures established by the College and the Community College District as a whole. This is specifically true in reference to full time tenure track positions. We have one Personnel Office at the District Office which serves as a clearing house for making announcements and collection of application material and other related matters.

In reference to part time or adjunct faculty, the Division Dean has the authority to process such applications. Currently we have several possible future instructors who have sent us inquiries for teaching positions in this Program - such inquiries are in our divisional office. It is from this pool that the Division Dean and the faculty of this Program could select suitable applicants for part time jobs.

### **Facilities, Equipment, Materials and Maintenance**

1. *Discuss the effectiveness of the facilities, equipment, equipment maintenance, and materials for the program to meet its goals and focus. Include if they impact success and if they are accessible to all students.*

This Program uses the same facilities, equipment and materials that are available to the rest of the College community. We do not have facilities, equipment or materials which are specifically assigned for use by this Program. Each semester the Dean assigns class rooms to the faculty and there are no specific class rooms assigned to specific instructors. This is particularly true for social science classes. I understand that faculty in Creative Arts section - Music, Ceramics and Painting have specific class rooms due to the nature of their disciplines - and the material and equipment they have to use.

With the current hype about "small-group-discussions" as an instructional strategy, I would suggest that the theater kind setting of chairs in some of the class rooms where seats are fixed on the

floor and therefore, cannot be moved or turned around, carrying on a "small-group-discussion" format as a mode of instruction is very difficult if not outright frustrating.

On the whole the class rooms where I have been assigned to teach Political Science courses have been accessible to disabled students. In each class room, there are tables and chairs set aside for exclusive use by our students who may experience some difficulty in using regular tables and chairs. In addition, there are elevators for use by disabled students.

## 2. *List projected needs.*

At the moment the classrooms in which I teach provide all the necessary equipment and materials that I need to do my teaching. The class rooms' equipment enables me and my students to access the Internet, we have over-head projectors and so on. Some of the courses I teach have their own websites created by the publishers of the text books that I use - such as the MyPoliSciLab by the Pearson Publishing Company. I will go into this issue in the next section about the use of "technology."

## 3. *Describe the use of technology in the program and discuss if technology is current and comparable to other colleges and business or industry.*

Most certainly the technology that this Program uses is quite different from the technology that is used by National Semiconductors, Intel, Microsoft Corporation, IBM, Bank of America, Citibank, MIT, CIT, Harvard and Stanford! Does this Program have the same technologies as the above mentioned? If not, how can we compare or contrast their respective use of technology? How can this Program make use of technology which it does not have? The only technology we are talking about here in respect to this Program is the use of the computer as an instrument of instruction.

Definitely, in comparison to the use of technology in similar other community colleges, this Program are in tune to the current level of use of available and relevant technology as a means of enhancing and supporting teaching and learning processes. In spite the mystical - indeed the magical levels the concept of technology has been elevated - a word of caution is in order at this juncture. We must guard against tendencies that would lead us to look at technology as a sort of modern panacea that would resolve all of our teaching and learning problems. To begin with, let us get one or two definitions of what is meant by "technology":

Microsoft Encarta 2004 Encyclopedia defines technology as:

"... general form for the processes by which human beings fashion tools and machines to increase their control and understanding of the material environment."

Webster's New Encyclopedia of Dictionaries defines technology as:

"... science of mechanical and industrial arts, as contrasted with fine arts."

And Compton's Living Encyclopedia defines technology as:

"... the process by which human beings fashion tools and machines to change, manipulate and control their environment."

The key words in the above definitions are - tools, machines, material environment, mechanical and industrial arts. It so happens that some of the most profoundly significant concepts that are part of the subject matter of the discipline of Political Science - concepts such as life, liberty, freedom, justice, rights, equality, honor, integrity, happiness - concepts in pursuit of which empires and nations have been built and/or destroyed, concepts for which millions of people have lost their lives - (remember Patrick Henry? - "Give me liberty or give me death?") - are concepts that do not lend themselves to "mechanical and/or industrial" analysis!

There is no multimedia projector that can project on the screen for the students to see what happiness, justice, liberty, life-force, honor, or integrity - looks like, moves like or sounds like. These

concepts cannot be reduced to bytes or bauds. What the Linear Accelerator at Stanford can do to charged particles of matter, it cannot do to liberty or justice!

It is for this reason that the great scientist Albert Einstein, in his book: Out of My Later Years, stated:

"Science, however, cannot create ends and, even less, instill them in human beings; science, at most, can supply the means by which to attain certain ends... For this reason, we should be on our guard not to overestimate science and scientific methods when it is a question of human problems."

While Arnold J. Toynbee, in his: A Study of History: stated:

"The most important questions that man must answer are questions on which science has nothing to say."

And in the conclusion of his book: The Uncertain Promise: Value Conflicts in Technology Transfer, Denis Goulet remarked:

"The price paid for success in science and technology is often regression in more important fronts, a societal analogue of the tragic persona familiar to our age: the brilliant scientist or industrialist who is emotionally a child and politically an idiot."

So, then, how do we use the available and relevant technology to teach courses that form the basis of the subject matter of this Program? Foremost, we use available and relevant technology to access information about politics, governments, economics, law, international relations - as these relate to international, national, state and local institutions. To this objective I have participated in numerous computer technology conferences and workshops during the past several years.

Through these conferences and workshops and the use of computers at home and at work, I have enabled myself to acquire knowledge and skills which I can share with my students. I can share information with my students as how they can access sources of information about our discipline - either at home if they have computers or through our College Library, and the Learning Center or our new Center for Advanced Technology.

At the moment (Spring 2009) we do have computers with Internet accessibility capacities in all of the class rooms in which I teach. As indicated above, through a pass-word protected site on the MyPoliSciLab, my students can access a variety of information pertinent to the subject matter of political science – not only text information but they can also watch videos of debates and round-table discussions about important issues about our government and international relations.

*4. If appropriate, describe the support the program receives from industry. If the support is not adequate, what is necessary to improve that support?*

This program does not receive support from any industry.

## **Budget Request**

*1. What resources (staff, facilities, equipment and/or supplies) will be needed in the next six years?*

As indicated elsewhere in this review, this Program does not have a separate budget of its own, but rather as part of the budget of Division of Social Science and Creative Arts and that budget is managed by the Division Dean. In reference to facilities - this Program shares with the rest of the College Community - the Library, the Learning Center, the Micro-Computer Lab and the Audio-Visual Department resources. In my previous Program Review, (1997/1998) I requested:

"In terms of equipment, I would like to see that the District as a whole take up the responsibility of providing each full time faculty a desk-top computer with Internet accessibility capacity as a

necessary tool for the instructors to carry on their normal duties.”  
I am glad to say that that wish has been fulfilled.

2. *If appropriate, discuss methods the program could share resources with other programs in the College and District.*

This program does not have any resources that it could share with other programs in the College and/or the District.

#### PART D: Leadership and Governance

1. *What leadership roles do the faculty and staff of your program hold in the college?*

Not currently, but in the immediate past at one time or another I have been a member of the College Academic Senate as a representative from the Social Science and Creative Arts Division and also a member of the Health and Safety Committee. The one full time instructor and the one part time instructor have their respective hands full in dispensing their primary responsibilities – teaching and curriculum development of courses in this program.

2. *How do the faculty and staff in your program participate in the governance processes of the college/district?*

At one time or another I have been a member of Search and Hiring Committee for Economics Instructor here at Skyline College and a member of Search and Hiring Committee for a Political Science Instructor at Canada College. I have also been a member of a Tenure Track Review Committee at Canada College for an Instructor in the Department of Political Science.

Note: Without any sarcasm I would like to add that I believe in the division of labor: Let the Chancellor, the Presidents of the Colleges and the Deans of the Divisions do their governing for which they were hired and let the Faculty do their teaching and curriculum developments for which they were hired to do. The notion of the so-called “shared governance” is wonderful on pieces of paper; however, I do not see it anywhere being applied in the real world of academic institutions. All the real “**governing**” is done by the administration – not by the faculty. So, what is all this talk about “*participating in the governance processes*”?

3. *How do the faculty and staff in your program exercise initiative/leadership in improving practices and services related to the program?*

One of the major problems our students face is the cost of text books: In this regard I have negotiated with the publishers of our main text book used in both PLSC 210 and PLSC 200: Government in America: People, Politics and Policy, to create a custom edition of the text book. The book has 21 chapters and we are not using all the twenty-one chapters. We are only using seventeen chapters of the text. So, the publishers have created a Custom Edition for Skyline College of that book and our students are able to save at least \$50.00! That is a great help for our students. The use of MyPoliSciLab as an online component of our text book in PLSC 200 and PLSC 210 encourages our students to be familiar with the use of the Internet as an important component of instructional instruments as an additional enhancement to their educational experience.

## **PART E: Action Plan**

### *1. Describe the program's plan for addressing areas of improvement.*

#### Areas for improvement:

##### i) - Multidisciplinary approach at college level:

There is need for greater degree of co-operation and coordination between this Program - Department of Political Science and the other related disciplines such as the Departments of History, Economics and Philosophy. A number of courses could be jointly developed by the faculty from these three disciplines and even be team-taught. This will certainly enhance and widen the students' intellectual horizons to see the connections that underlie these disciplines. As former Secretary of Labor, Robert Reich eloquently put it:

"Americans tend to divide the dimensions of our national life into two broad realms. The first is the realm of government and politics. The second is the realm of business and economics... The choice is falsely posed. In advanced industrial nations like the United States, drawing such distinctions between government and the market has ceased to be useful."

I have designed in a draft form a course with the title: African Political Economy – such a course if approved, could be cross-listed in the Department of Economics.

That is, to build on the foundations we have already started as in the case of PLSC 330 and HIST 335 and PLSC 280 and PHIL 280.

##### ii) - Greater degree of cooperation and coordination between this Program and similar programs both at CSM and Canada College.

This will be beneficial to our students a number of whom take courses in more than one college. Such coordination will eliminate the confusion among students who may take one part of a course in one college and wish to take another part in another college. The basic standards and factors relative to evaluation and exams need not be at great variance as a student moves from one college to another. This past Semester, I was in consultation with Professor Lee Miller at CSM regarding the up-dating of the Course Outline of PLSC 150: Introduction to Political Theory.

##### iii) - Finally, greater cooperation and coordination between this Program and similar Programs in the UC and the CSU four year institutions.

Currently the units earned in the eleven courses listed under Political Science in College Catalog six are transferrable to UC and CSU while five are transferable only to CSU system. Thus, there is need for updating information relative to course offerings, prerequisites and curricular developments so that in the end most – if not, all of our courses are transferable to both the UC and CSU systems. . This coordination will also help in eliminating some confusion faced by the so-called "reverse" transfer students.

It is our hope that these three areas of concern will be adequately addressed between now and the next Program review of this Department.

## Skyline College Program Review Worksheet for Enrollment, Performance and WSCH/FTE

### *Weekly Student Contact Hours – WSCH*

Report the 3 previous **Fall** semesters with the most recent on the right.

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Year	2005	2006	2007
WSCH	843	899	1,048

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**Please comment on program enrollment and expected trends.**

While the average WSCH for the three years is 930, the trend has been the increase in the WSCH: From 2005 to 2006 the WSCH increased by about 6.6% and the increase between 2006 and 2007 is about 16.5%. During the same years, the aggregate WSCH for Skyline College increased by 1.4% and 4.3% respectively. The corresponding figures for the District are: 0.75% and 4.00%. respectively.

### *FTE and WSCH/FTE (LOAD)*

Report the previous 3 **Fall** semesters with the most recent on the right

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Year	2005	2006	2007
FTE	1.60	1.80	1.80
WSCH/FTE	527	499	582

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**Please comment on the comparison of this program to College trends.**

The average Load for this Program during the last 3 years is 536. However, if we compare the average Loads of this Program to those of the College and the District during the last five years: 2003-2007, then we have the following LOAD averages for the respective institutions: This Program, 615.4, Skyline College, 580.6 and the District, 548.6. respectively. The comparatively high LOAD factor for this Program indicates that the ILCI for this program is much lower than that of the College or the District.

**Retention and Success**

Report data on program retention and success rate with the most recent on the right.

---

Year	2005/06	2006/07	2007/08
Retention	84%	83%	82%
Success	84%	83%	82%

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**Please comment on the programs success and retention rate. Include factors that affect the rates and how college services are used to provide multiple avenues for student success.**

College rates:	2005/06	2006/07	2007/08
Retention:	84%	83%	82%
Success:	68%	68%	68%

Note that even though the average retention rates during the three years for the College and this Program are the same - 83%, the average success rate of this Program is 15% higher than that of the College - average success rate for this Program is 83% and that of the College is 68%.

Note: The respective percentages during Fall 2007 and Spring 2008 of students who earned A, B and C grades for the Skyline College as a whole were 58% and 56% while the respective percentages for the Department of Political Science were 66% and 71%.

Here is a summary of the Retention and Success rates during the last five academic years: 2003/04-2007/08 for the District, College, Division and Political Science Dept.

Success rate:    Retention rate:

- 1. SMCCD -----69% ----- 83%
- 2. Skyline College -----68% ----- 82%
- 3. Social Science Division --64% -----79%
- 4. Poli Sci Dept. -----70% ----- 81%

Note: This Program's Success rate of 70%, is higher by 1% than that of the District (69%) higher by 2% than that of the College (68%) and higher by 6% than that of the Division (64%).

Note: We put more emphasis on students' success rather than mere retention of the students. Indeed, I have advised some of my students that if they feel that the course content is not something they are well prepared to handle at the moment, to drop the class and enroll at a later semester when they feel they are better prepared.

Success and Retention in respect to Ethnicity:

The respective average success and retention rates for the three academic years (2003/04, 2005/06 and 2007/08) for the following main ethnic groups for PLSC Dept. and the College is as follows:-

	2003/04	2005/06	2007/08
	Success-Retention	Success-Retention	Success-Retention
1. African American:			
i)- PLSC Dept.	54%-----77%	67%-----83%	70%-----80%
ii)- College:	52%-----77%	55%-----79%	59%-----78%
2. Asian:			
i)- PLSC Dept.	68%-----81%	63%-----77%	70%-----81%
ii)- College:	71%-----84%	70%-----84%	70%-----83%
3. Filipino:			
i)- PLSC Dept.	73%-----84%	68%-----85%	69%-----78%
ii)- College:	67%-----83%	65%-----81%	65%-----80%
4. Hispanic:			
i)- PLSC Dept.	78%-----93%	66%-----84%	64%-----81%
ii)- College:	64%-----81%	65%-----83%	63%-----80%
5. White:			
i)- PLSC Dept.	77%-----83%	71%-----82%	78%-----85%
ii)- College:	76%-----87%	74%-----86%	74%-----86%

Note that the average success and retention rates for the five ethnic groups during the three academic years for PLSC Dept. and the College is as follows:-

	Success	Retention
1. African American:		
i) PLSC Dept:	64%	80%
ii)- College:	55%	78%
2. Asian:		
i)- PLSC Dept.	67%	80%
ii)- College:	70%	84%
3. Filipino:		
i)- PLSC Dept.	70%	82%
ii)- College:	66%	81%

4. Hispanic:  
 i)- PLSC Dept. -----69%-----86%  
 ii)- College: -----64%-----81%

5. White:  
 i)- PLSC Dept. -----75%-----83%  
 ii)- College: -----74%-----86%

Note: The success rates among all the ethnic groups in the Department of Political Science is greater than that of the College as a whole except for one ethnic group - the Asian students. Some new immigrant students from Asia are experiencing some difficulties in the written part of their exams due to language challenges. The success rate of all the students in the PLSC Dept. during those three years is higher by 5% compared to that of the College as a whole (69% and 64% respectively.) While the average retention rate is the same about- 82-83%.

Success and Retention in respect to Gender:

The following data shows gender success and retention rates during the three academic years for the PLSC Dept. and the College as a whole:-

2003/04-----2005/06-----2007/08  
 Success--Retention-----Success--Retention----Success--Retention

1. Female:  
 i)- PLSC Dept.----78%-----87%-----71%-----85%-----69%-----81%  
 ii)- College: -----71%-----84%-----70%-----84%-----69%-----82%

2. Male:  
 i)- PLSC Dept. ----65%-----80%-----62%-----79%-----70%-----81%  
 ii)- College: -----67%-----83%-----66%-----83%-----66%-----82%

Note: While the average success rates during the three academic years for male students in both PLSC Dept. and that of the College are the same -- 66%, the success rate for female students in the Department of Political Science is 73% compared to that of the College as a whole of 70%. The retention rates are almost the same in both the Dept. of Political Science and the College as a whole - about 82-83%.

Success and Retention in respect to Age:

I have selected three age-group brackets as an illustration: 18-22, 29-39 and 50-59 during the three academic years: 2003/04, 2005/06 and 2007/08. Comparing the data for the Dept. of PLSC and the College as a whole.

	2003/04 -----		2005/06 -----		2007/08	
	Success--	Retention	Success--	Retention	Success--	Retention
1. 18-22:						
i)- PLSC Dept.	70%	82%	64%	82%	67%	80%
ii)- College	65%	82%	65%	82%	64%	80%
2. 29-39:						
i)- PLSC Dept.	85%	97%	86%	91%	90%	90%
ii)- College	74%	86%	74%	86%	74%	86%
3. 50-59:						
i)- PLSC Dept.	100%	100%	67%	78%	86%	86%
ii)- College	81%	91%	80%	89%	81%	90%

Note: Overall success rate for all ages for PLSC Dept.- 76% for the College - 73%.  
 Overall retention rate for all ages for PLSC Dept. - 87% for the College - 81%.

## Program Review Course Outline & Prerequisite Checklist

Discipline: Political Science.

Semester: Spring, 2009.

**ALL COURSE OUTLINES MUST BE REVIEWED AND UPDATED DURING PROGRAM REVIEW!**

If there are no changes made to the course outline, use the Program Review date to update the course outline. **Please note that all course outlines must now include the title of a representational text with its publication or revision date and follow the current Title V format.** Refer to *Guidelines for Preparing a Course Outlines* for further assistance.

If it is determined that a course outline needs **substantial modification**, you must complete and submit **Form D – Course Modification** to the Curriculum Committee for approval well **in advance** of your Program Review due date. Please check with your Curriculum Committee representative or go to the Curriculum Committee web site for a list of meeting dates, submission deadlines, instructions and curriculum forms to update (or modify) a course outline. (<http://www.smccd.net/accounts/skycurr/>).

List all the courses in your **discipline** on the attached form. Complete the columns on the form for each course in your discipline using the instructions below:

- Column 1:** What is the course prefix and number?
- Column 2:** What is the course title?
- Column 3:** What date was the course outline last reviewed or updated?
- Column 4:** If this course transfers to either CSU or CSU and UC, place a check mark in the appropriate column.
- Column 5:** If this course satisfies a GE (General Education) requirement, place a check mark in the column.
- Column 6:** Please list all course prerequisites, co requisites, and/or recommendations.
- Column 7:** Please indicate that the course prerequisites, corequisites, and/or recommendations have been reviewed and validated by faculty by placing a check mark in the column.
- Column 8:** Does the course have SLOs on the official course outline of record?
- Column 9:** Does the course have assessment plans?
- Column 10:** Has the course implemented their assessment plans?
- Column 11:** When did the department review results from implementation of the assessment plan?

Upon submission of your Program Review materials, all course outlines should have the current date in the upper right corner. Please submit a hard copy of **each** outline from your **discipline** listed on the form with your *Program Review* materials. Additionally, all course outline **files** should be e-mailed to the Instruction Office in care of Maria Norris ([norris@smccd.net](mailto:norris@smccd.net)).

Please have the faculty and division dean sign and date the certification on the last page.



**Skyline College Program Review  
Certification of Course Outline & Prerequisite Review**

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**Faculty Signatures**

<hr/> <p style="text-align: center;">Johannes A. Masare</p> <p style="text-align: center;"><i>J. A. Masare</i></p> <hr/>	<hr/> <p style="text-align: center;"><i>Highlight this text &amp; type in name</i></p> <hr/>	<hr/> <p style="text-align: center;"><i>Highlight this text &amp; type in name</i></p> <hr/>
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**Date Submitted:** 04/20/09

**Division Dean:** \_\_\_\_\_

*(Additional faculty signature lines may be added to this form as needed.)*



Please place a "C" in the space under the SLO if the SLO is central to the course.

Please place an "S" in the space if the SLO is supported by the course. Leave the space blank if the SLO does not apply to the course

Thank you. (Name of Faculty mapping the SLO's \_\_\_\_\_ Date Mapping Completed \_\_\_\_\_)

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	ADMJ100	C	C	C	C	C	S
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ssca	ADMJ106	C	C	C	C	S	S
ssca	ADMJ108	C	C	C	C	C	S
ssca	ADMJ110	S	S	S	S	S	S
ssca	ADMJ120	C	C	C	C	C	C
ssca	ADMJ123	C	C	C	C	C	C
ssca	ADMJ125	C	C	C	C	C	S
ssca	ADMJ135	C	C	C	C	C	C
ssca	ADMJ180	C	C	S	C	C	S
ssca	ADMJ665	C	C	C	C	C	C
ssca	ADMJ690						
ssca	ANTH110	C	S	C	C	C	S
ssca	ANTH125	C	S	C	C	C	S
ssca	ANTH150	C	S	C	C	C	C
ssca	ANTH155	C	S	C	C	C	S
ssca	ANTH165	C	S	C	C	C	S
ssca	ANTH180	C	S	C	C	C	S
ssca	ANTH360	C	S	C	C	C	S
ssca	ANTH680						

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Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	ADMJ100	C	C	C	C	C	C	C
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ssca	ADMJ106	C	C	S	S	S	C	C
ssca	ADMJ108	C	C	C	C	C	C	C
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ssca	ADMJ123	C	C	S	C	C	C	C
ssca	ADMJ125	C	C	S	C	C	C	C
ssca	ADMJ135	C	C	S	S	S	C	C
ssca	ADMJ180	C	C	S	S	S	C	C
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ssca	ADMJ100	C	C	C	C	S
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ssca	ADMJ120	C	C	C		
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ssca	ART204	C	S	C		S	
ssca	ART205	C	S	C		S	
ssca	ART207	C	S	C		S	
ssca	ART208	C	S	C		S	
ssca	ART209	C	S	C		S	
ssca	ART214	C	S	C		S	
ssca	ART221	C	S	C		S	
ssca	ART222	C	S	C		S	
ssca	ART231	C	S	C		S	
ssca	ART232	C	S	C		S	
ssca	ART248	C	S	C		S	
ssca	ART301	C	S	C		S	
ssca	ART302	C	S	C		S	
ssca	ART351	C	S	C		S	

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ssca	ART115	C	C		S	C	S	
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ssca	ART355	C	S	C		S	
ssca	ART363	C	S	C		S	
ssca	ART376	C	S	C		S	
ssca	ART377	C	S	C		S	
ssca	ART405	C	S	C		S	S
ssca	ART406	C	S	C		S	S
ssca	ART407	C	S	C		S	
ssca	ART411	C	S	C		S	
ssca	ART412	C	S	C		S	
ssca	ART417	C	S	C		S	
ssca	ART665	C	S	C		S	
ssca	ART665S1	C	S	C		S	
ssca	ART665S3	C	S	C		S	
ssca	ART665S4	C	S	C		S	
ssca	ART665S6	C	S	C		S	
ssca	ART665S7	C	S	C		S	
ssca	ART665SA	C	S	C		S	
ssca	ART665SB	C	S	C		S	
ssca	ART665SD	C	S	C		S	
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ssca	ART363	S	S		S	S		
ssca	ART376	S	S		S	S		
ssca	ART377	S	S		S	S		
ssca	ART405	S	S		S	S		
ssca	ART406	S	S		S	S		
ssca	ART407	S	S		S	S		
ssca	ART411	S	S		S	S		
ssca	ART412	S	S		S	S		
ssca	ART417	S	S		S	S		
ssca	ART665	S	S		S	S		
ssca	ART665S1	S	S		S	S		
ssca	ART665S3	S	S		S	S		
ssca	ART665S4	S	S		S	S		
ssca	ART665S6	S	S		S	S		
ssca	ART665S7	S	S		S	S		
ssca	ART665SA	S	S		S	S		
ssca	ART665SB	S	S		S	S		
ssca	ART665SD	S	S		S	S		
ssca	ART665SF	S	S		S	S		
ssca	ART665SG	S	S		S	S		

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	ART352					
ssca	ART353					
ssca	ART354					
ssca	ART355					
ssca	ART363					
ssca	ART376					
ssca	ART377					
ssca	ART405	<b>S</b>	<b>S</b>			
ssca	ART406	<b>S</b>	<b>S</b>			
ssca	ART407					
ssca	ART411					
ssca	ART412					
ssca	ART417					
ssca	ART665					
ssca	ART665S1					
ssca	ART665S3	<b>S</b>	<b>S</b>	<b>S</b>		
ssca	ART665S4					
ssca	ART665S6					
ssca	ART665S7					
ssca	ART665SA					
ssca	ART665SB					
ssca	ART665SD		<b>S</b>			
ssca	ART665SF					
ssca	ART665SG					

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	ART665SH	C	S	C		S	
ssca	ART665SI	C	S	C		S	
ssca	ART665SJ	C	S	C		S	
ssca	ART665SK	C	S	C		S	
ssca	ART665SL	C	S	C		S	
ssca	ART665SM	C	S	C		S	
ssca	ART665SN	C	S	C		S	
ssca	ART665SO	C	S	C		S	
ssca	ART665SP	C	S	C		S	
ssca	ART665SQ	C	S	C		S	
ssca	ART665SR	C	S	C		S	
ssca	ART665SS	C	S	C		S	
ssca	ART665ST	C	S	C		S	
ssca	ART665SU	C	S	C		S	
ssca	ART665SV	C	S	C		S	
ssca	ART665SW	C	S	C		S	
ssca	ART665SX	C	S	C		S	
ssca	ART665SY	C	S	C		S	
ssca	ART665SZ	C	S	C		S	
ssca	ART690	C	S	C		S	
ssca	ART880	C	S	C		S	
ssca	ECON100	C	C	C	C	C	C
ssca	ECON102	C	C	C	C	C	C
ssca	EDUC100	S	S	S	S	S	S

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	ART665SH	S	S		S	S		
ssca	ART665SI	S	S		S	S		
ssca	ART665SJ	S	S		S	S		
ssca	ART665SK	S	S		S	S		
ssca	ART665SL	S	S		S	S		
ssca	ART665SM	S	S		S	S		
ssca	ART665SN	S	S		S	S		
ssca	ART665SO	S	S		S	S		
ssca	ART665SP	S	S		S	S		
ssca	ART665SQ	S	S		S	S		
ssca	ART665SR	S	S		S	S		
ssca	ART665SS	S	S		S	S		
ssca	ART665ST	S	S		S	S		
ssca	ART665SU	S	S		S	S		
ssca	ART665SV	S	S		S	S		
ssca	ART665SW	S	S		S	S		
ssca	ART665SX	S	S		S	S		
ssca	ART665SY	S	S		S	S		
ssca	ART665SZ	S	S		S	S		
ssca	ART690	S	S		S	S		
ssca	ART880	S	S		S	S		
ssca	ECON100	C	S	C				
ssca	ECON102	C	S	C				
ssca	EDUC100	C	C			C	C	

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	ART665SH					
ssca	ART665SI					
ssca	ART665SJ					
ssca	ART665SK					
ssca	ART665SL					
ssca	ART665SM					
ssca	ART665SN					
ssca	ART665SO					
ssca	ART665SP					
ssca	ART665SQ					
ssca	ART665SR					
ssca	ART665SS					
ssca	ART665ST					
ssca	ART665SU					
ssca	ART665SV					
ssca	ART665SW					
ssca	ART665SX					
ssca	ART665SY					
ssca	ART665SZ					
ssca	ART690					
ssca	ART880					
ssca	ECON100	S	S	C		
ssca	ECON102	S	S	C		
ssca	EDUC100	S				

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	EDUC680						
ssca	EDUC690						
ssca	FILM370						
ssca	FILM380						
ssca	FILM440						
ssca	FILM450						
ssca	GEOG110	S	S	S	S	S	S
ssca	GEOG150	S	S	S	S	S	S
ssca	GEOG301	S	S	S	S		C
ssca	GEOG302	S	S	S	S		C
ssca	GEOG303	S	S	S	S		C
	GERO690						
ssca	HIST100	C	C	C	C	C	C
ssca	HIST101	C	C	C	C	C	C
ssca	HIST104	C	C	C	C	C	C
ssca	HIST106	C	C	C	C	C	C
ssca	HIST108	C	C	C	C	C	C
ssca	HIST109	C	C	C	C	C	C
ssca	HIST201	C	C	C	C	C	C
ssca	HIST202	C	C	C	C	C	C
ssca	HIST203	C	C	C	C	C	C
ssca	HIST235	C	C	C	C	C	C
ssca	HIST240	C	C	C	C	C	C
ssca	HIST244	C	C	C	C	C	C

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	EDUC680							
ssca	EDUC690							
ssca	FILM370							
ssca	FILM380							
ssca	FILM440							
ssca	FILM450							
ssca	GEOG110	C	C	S	S	S	C	C
ssca	GEOG150	C	C	S	S	S	C	C
ssca	GEOG301	S	S					
ssca	GEOG302	S	S					
ssca	GEOG303	S	S					
	GERO690							
ssca	HIST100	C	C	C	C	C	C	C
ssca	HIST101	C	C	C	C	C	C	C
ssca	HIST104	C	C	C	C	C	C	C
ssca	HIST106	C	C	C	C	C	C	C
ssca	HIST108	C	C	C	C	C	C	C
ssca	HIST109	C	C	C	C	C	C	C
ssca	HIST201	C	C	C	C	C	C	C
ssca	HIST202	C	C	C	C	C	C	C
ssca	HIST203	C	C	C	C	C	C	C
ssca	HIST235	C	C	C	C	C	C	C
ssca	HIST240	C	C	C	C	C	C	C
ssca	HIST244	C	C	C	C	C	C	C

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	EDUC680					
ssca	EDUC690					
ssca	FILM370					
ssca	FILM380					
ssca	FILM440					
ssca	FILM450					
ssca	GEOG110	S	C	S		
ssca	GEOG150	S	C	S		
ssca	GEOG301	C	C	S		
ssca	GEOG302	C	C	S		
ssca	GEOG303	C	C	S		
	GERO690					
ssca	HIST100	C	C	C	C	C
ssca	HIST101	C	C	C	C	C
ssca	HIST104	C	C	C	C	C
ssca	HIST106	C	C	C	C	C
ssca	HIST108	C	C	C	C	C
ssca	HIST109	C	C	C	C	C
ssca	HIST201	C	C	C	C	C
ssca	HIST202	C	C	C	C	C
ssca	HIST203	C	C	C	C	C
ssca	HIST235	C	C	C	C	C
ssca	HIST240	C	C	C	C	C
ssca	HIST244	C	C	C	C	C

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	HIST248	C	C	C	C	C	C
ssca	HIST300	C	C	C	C	C	C
ssca	HIST310	C	C	C	C	C	C
ssca	HIST335	C	C	C	C	C	C
ssca	HIST420	C	C	C	C	C	C
ssca	HIST430	C	C	C	C	C	C
ssca	HIST432	C	C	C	C	C	C
ssca	HIST435	C	C	C	C	C	C
ssca	HIST461	C	C	C	C	C	C
ssca	HIST690	C	C	C	C	C	C
ssca	HUM.106	C	C	C	C	C	
ssca	HUM.115	C		C	S		
ssca	HUM.117	C	C	C	C		
ssca	LEGL240						
ssca	LEGL245						
ssca	LEGL250						
ssca	LEGL252						
ssca	LEGL260						
ssca	LEGL304						
ssca	LEGL306						
ssca	LEGL320						
ssca	LEGL443						
ssca	LEGL445						
ssca	LEGL448						

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	HIST248	C	C	C	C	C	C	C
ssca	HIST300	C	C	C	C	C	C	C
ssca	HIST310	C	C	C	C	C	C	C
ssca	HIST335	C	C	C	C	C	C	C
ssca	HIST420	C	C	C	C	C	C	C
ssca	HIST430	C	C	C	C	C	C	C
ssca	HIST432	C	C	C	C	C	C	C
ssca	HIST435	C	C	C	C	C	C	C
ssca	HIST461	C	C	C	C	C	C	C
ssca	HIST690	C	C	C	C	C	C	C
ssca	HUM.106	C	C	S	S	C	C	S
ssca	HUM.115	C	C		S	C	S	
ssca	HUM.117	C	C		C	C	S	
ssca	LEGL240							
ssca	LEGL245							
ssca	LEGL250							
ssca	LEGL252							
ssca	LEGL260							
ssca	LEGL304							
ssca	LEGL306							
ssca	LEGL320							
ssca	LEGL443							
ssca	LEGL445							
ssca	LEGL448							

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	HIST248	C	C	C	C	C
ssca	HIST300	C	C	C	C	C
ssca	HIST310	C	C	C	C	C
ssca	HIST335	C	C	C	C	C
ssca	HIST420	C	C	C	C	C
ssca	HIST430	C	C	C	C	C
ssca	HIST432	C	C	C	C	C
ssca	HIST435	C	C	C	C	C
ssca	HIST461	C	C	C	C	C
ssca	HIST690	C	C	C	C	C
ssca	HUM.106	C		C	C	S
ssca	HUM.115	C	S			S
ssca	HUM.117	C	S			S
ssca	LEGL240					
ssca	LEGL245					
ssca	LEGL250					
ssca	LEGL252					
ssca	LEGL260					
ssca	LEGL304					
ssca	LEGL306					
ssca	LEGL320					
ssca	LEGL443					
ssca	LEGL445					
ssca	LEGL448					

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	LEGL680SA						
ssca	LEGL680SB						
ssca	LEGL690						
ssca	MUS.100	s		c			
ssca	MUS.110	c		c			
ssca	MUS.111	c		c			
ssca	MUS.115	s	c	c	c		
ssca	MUS.202	s	c	c	c		
ssca	MUS.204	c	c	c	c		
ssca	MUS.240	c	c	c	c		
ssca	MUS.250	c	c	c	c		
ssca	MUS.275	c	c	c	c		
ssca	MUS.290	c		c			
ssca	MUS.301	s		c			
ssca	MUS.302	s		c			
ssca	MUS.303	s		c			
ssca	MUS.304	s		c			
ssca	MUS.350	s		c			
ssca	MUS.351	s		c			
ssca	MUS.377	s		c			
ssca	MUS.378	s		c			
ssca	MUS.379	s		c			
ssca	MUS.380	s		c			
ssca	MUS.383	s		c			

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	LEGL680SA							
ssca	LEGL680SB							
ssca	LEGL690							
ssca	MUS.100	c	s		s	s	s	
ssca	MUS.110	c	s		s	s	s	
ssca	MUS.111	c	s		s	s	s	
ssca	MUS.115	c	c		c	c	c	
ssca	MUS.202	c	c		c	c	c	
ssca	MUS.204	c	c		c	c	c	
ssca	MUS.240	c	c		c	c	c	
ssca	MUS.250	c	c		c	c	c	
ssca	MUS.275	c	c		c	c	c	
ssca	MUS.290	c	s		s	s	s	
ssca	MUS.301	c	s		c	c	c	
ssca	MUS.302	c	s		c	c	c	
ssca	MUS.303	c	s		c	c	c	
ssca	MUS.304	c	s		c	c	c	
ssca	MUS.350	c	s		c	c	c	
ssca	MUS.351	c	s		c	c	c	
ssca	MUS.377	c	s		c	c	c	
ssca	MUS.378	c	s		c	c	c	
ssca	MUS.379	c	s		c	c	c	
ssca	MUS.380	c	s		c	c	c	
ssca	MUS.383	c	s		c	c	c	

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	LEGL680SA					
ssca	LEGL680SB					
ssca	LEGL690					
ssca	MUS.100	(s-online)	(s-online)			
ssca	MUS.110		s			
ssca	MUS.111		s			
ssca	MUS.115	s	s	s		
ssca	MUS.202	s	s	s		
ssca	MUS.204	s	s	s		
ssca	MUS.240	s	s	s		
ssca	MUS.250	s	s	s		
ssca	MUS.275	s	s	s		
ssca	MUS.290		c			
ssca	MUS.301					
ssca	MUS.302					
ssca	MUS.303					
ssca	MUS.304					
ssca	MUS.350					
ssca	MUS.351					
ssca	MUS.377					
ssca	MUS.378					
ssca	MUS.379					
ssca	MUS.380					
ssca	MUS.383					

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	MUS.401	s		c			
ssca	MUS.402	s		c			
ssca	MUS.403	s		c			
ssca	MUS.404	s		c			
ssca	MUS.420	s		c			
ssca	MUS.430	s		c			
ssca	MUS.450	s		c			
ssca	MUS.470	s		c			
ssca	MUS.665	s		c			
ssca	MUS.665SA	s		c			
ssca	MUS.665SB	s		c			
ssca	MUS.665SC	s		c			
ssca	MUS.665SD	s		c			
ssca	MUS.665SE	s		c			
ssca	MUS.665SF	s		c			
ssca	MUS.665SG	s		c			
ssca	MUS.665SH	s		c			
ssca	MUS.665SI	s		c			
ssca	MUS.665SJ	s		c			
ssca	MUS.665SK	s		c			
ssca	MUS.665SL	s		c			
ssca	MUS.665SM	s		c			
ssca	MUS.665SN	s		c			
ssca	MUS.665SO	s		c			

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	MUS.401	C	S		C	C	C	
ssca	MUS.402	C	S		C	C	C	
ssca	MUS.403	C	S		C	C	C	
ssca	MUS.404	C	S		C	C	C	
ssca	MUS.420	C	S		C	C	C	S
ssca	MUS.430	C	S		C	C	C	S
ssca	MUS.450	C	S		C	C	C	S
ssca	MUS.470	C	S		C	C	C	S
ssca	MUS.665	C	S		C	C	C	
ssca	MUS.665SA	C	S		C	C	C	
ssca	MUS.665SB	C	S		C	C	C	
ssca	MUS.665SC	C	S		C	C	C	
ssca	MUS.665SD	C	S		C	C	C	
ssca	MUS.665SE	C	S		C	C	C	
ssca	MUS.665SF	C	S		C	C	C	
ssca	MUS.665SG	C	S		C	C	C	
ssca	MUS.665SH	C	S		C	C	C	
ssca	MUS.665SI	C	S		C	C	C	
ssca	MUS.665SJ	C	S		C	C	C	
ssca	MUS.665SK	C	S		C	C	C	
ssca	MUS.665SL	C	S		C	C	C	
ssca	MUS.665SM	C	S		C	C	C	
ssca	MUS.665SN	C	S		C	C	C	
ssca	MUS.665SO	C	S		C	C	C	

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	MUS.401					
ssca	MUS.402					
ssca	MUS.403					
ssca	MUS.404					
ssca	MUS.420					
ssca	MUS.430					
ssca	MUS.450					
ssca	MUS.470					
ssca	MUS.665					
ssca	MUS.665SA					
ssca	MUS.665SB					
ssca	MUS.665SC					
ssca	MUS.665SD					
ssca	MUS.665SE					
ssca	MUS.665SF					
ssca	MUS.665SG					
ssca	MUS.665SH					
ssca	MUS.665SI					
ssca	MUS.665SJ					
ssca	MUS.665SK					
ssca	MUS.665SL					
ssca	MUS.665SM					
ssca	MUS.665SN					
ssca	MUS.665SO					

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	MUS.665SP	s		c			
ssca	MUS.665SQ	s		c			
ssca	MUS.665SR	s		c			
ssca	MUS.665ST	s		c			
ssca	MUS.665SU	s		c			
ssca	MUS.665SV	s		c			
ssca	MUS.665SW	s		c			
ssca	MUS.680	???Not in catalog					
ssca	MUS.690						
ssca	PHIL100	c	c	c	c	c	
ssca	PHIL103	c	c	c	c	c	c
ssca	PHIL109						
ssca	PHIL160	s					
ssca	PHIL175	s					
ssca	PHIL200	s	c	c			c
ssca	PHIL240	c	s	c	s	s	
ssca	PHIL280	c	s	c	c	c	
ssca	PHIL300					s	
ssca	PHIL320	s					
ssca	PHIL680						
ssca	PLSC115	C	C	C	C	S	S
ssca	PLSC130	C	C	C	C	S	S
ssca	PLSC200	C	C	C	C	S	S
ssca	PLSC210	C	C	C	C	S	S

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	MUS.665SP	C	S		C	C	C	
ssca	MUS.665SQ	C	S		C	C	C	
ssca	MUS.665SR	C	S		C	C	C	
ssca	MUS.665ST	C	S		C	C	C	
ssca	MUS.665SU	C	S		C	C	C	
ssca	MUS.665SV	C	S		C	C	C	
ssca	MUS.665SW	C	S		C	C	C	
ssca	MUS.680							
ssca	MUS.690							
ssca	PHIL100	S	C	S		C		
ssca	PHIL103	C	C	S		S		
ssca	PHIL109							
ssca	PHIL160	S	S			C		
ssca	PHIL175	S	S			C		
ssca	PHIL200							
ssca	PHIL240	S	C		S	S	S	
ssca	PHIL280	S	C			S	S	C
ssca	PHIL300	S	S		C	C		
ssca	PHIL320	S	S		C	C		
ssca	PHIL680							
ssca	PLSC115	C	C	C	C	C	C	C
ssca	PLSC130	C	C	C	C	C	C	C
ssca	PLSC200	C	C	C	C	C	C	C
ssca	PLSC210	C	C	C	C	C	C	C

Column1	Column4	Column18	Column19	Column20	Column21	Column22
		Information & Computer Technology Literacy: Effectively locate and access information in numerous formats using a variety of appropriate search tools.	Information & Computer Technology Literacy: Use computer technology to organize, manage, integrate, synthesize, create, and communicate information and ideas in order to solve problems and function effectively in an information society.	Information & Computer Technology Literacy: Evaluate the relevance, quality, and credibility of a wide variety of information sources using critical thinking and problem solving skills.	Lifelong Wellness: Demonstrate an understanding of physical fitness and its role in lifelong wellness.	Lifelong Wellness: Take personal responsibility for identifying academic and psycho-social needs, determining resources, and accessing appropriate services.
ssca	MUS.665SP					
ssca	MUS.665SQ					
ssca	MUS.665SR					
ssca	MUS.665ST					
ssca	MUS.665SU					
ssca	MUS.665SV					
ssca	MUS.665SW					
ssca	MUS.680					
ssca	MUS.690					
ssca	PHIL100					
ssca	PHIL103					
ssca	PHIL109					
ssca	PHIL160					
ssca	PHIL175					
ssca	PHIL200					
ssca	PHIL240					
ssca	PHIL280					
ssca	PHIL300					
ssca	PHIL320					
ssca	PHIL680					
ssca	PLSC115	C	S	C		
ssca	PLSC130	C	S	C		
ssca	PLSC200	C	S	C		
ssca	PLSC210	C	S	C		

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
		Critical Thinking: Raise vital questions, formulate responses (or solutions) to problems, evaluate the reasonableness of a solution and provide a justification.	Critical Thinking: Analyze and compose arguments; assess the validity or strength or an argument using appropriate deductive and inductive techniques.	Critical Thinking: Think creatively and open mindedly within alternative systems of thought; communicate, either artistically, graphically, symbolically, or verbally, a complete and clear solution to a given problem.	Critical Thinking: Make effective use of evidence in an argument; evaluate the truth or value of the premises using reliable sources of information.	Critical Thinking: Demonstrate understanding of diverse disciplinary perspectives and use appropriate inquiry, including the scientific method.	Critical Thinking: Analyze multiple representations of quantitative information, including graphical, formulaic, numerical, and verbal.
ssca	PLSC280	C	C	C	C	C	
ssca	PLSC301	C	C	C	C	C	C
ssca	PLSC320						
ssca	PLSC330						
ssca	PLSC335						
ssca	PSYC100	C	C	C	C	C	C
ssca	PSYC105	C	C	C	C	C	C
ssca	PSYC110	C	C	C	C	C	C
ssca	PSYC171	C	C	C	C	C	C
ssca	PSYC200	C	C	C	C	C	C
ssca	PSYC201	C	C	C	C	C	C
ssca	PSYC268	C	C	C	C	C	C
ssca	PSYC300	C	C	C	C	C	C
ssca	PSYC301	C	C	C	C	C	C

Column1	Column4	Column11	Column12	Column13	Column14	Column15	Column16	Column17
		Effective Communication: Comprehend, analyze, and respond appropriately to oral, written, and visual information.	Effective Communication: Effectively express ideas through speaking and writing.	Citizenship: Demonstrate scientific literacy concerning a range of global issues;	Citizenship: Articulate similarities and contrasts among cultures, demonstrating knowledge of and sensitivity to various cultural values and issues.	Citizenship: Develop attitudes central to lifelong learning: openness, flexibility, intellectual curiosity, and a broad perspective that values diversity of thought.	Citizenship: Demonstrate appropriate social skills in group settings, listening and being receptive to others' ideas and feelings, effectively contributing ideas, and demonstrating leadership by motivating others.	Citizenship: Demonstrate commitment to active citizenship.
ssca	PLSC280	C	C	C	C	C	C	C
ssca	PLSC301	C	C	C	C	C	C	C
ssca	PLSC320							
ssca	PLSC330							
ssca	PLSC335							
ssca	PSYC100	C	C	S	C	C	C	
ssca	PSYC105	C	C	S			C	
ssca	PSYC110	C	C	S			C	
ssca	PSYC171	C	C	S			C	
ssca	PSYC200	C	C	S	C	C	C	
ssca	PSYC201	C	C	S			C	
ssca	PSYC268	C	C	S			C	
ssca	PSYC300	C	C	S	C	S	C	
ssca	PSYC301	C	C	S			C	

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ssca	PLSC280					
ssca	PLSC301	C	S	C		
ssca	PLSC320					
ssca	PLSC330					
ssca	PLSC335					
ssca	PSYC100	S	S	S		
ssca	PSYC105		S	S		
ssca	PSYC110					
ssca	PSYC171					
ssca	PSYC200	S	S	S		
ssca	PSYC201					
ssca	PSYC268					
ssca	PSYC300	S	S	S		S
ssca	PSYC301					

Column1	Column4	Column5	Column6	Column7	Column8	Column9	Column10
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ssca	PSYC390	C	C	C	C	C	C
ssca	PSYC410	C	C	C	C	C	C
ssca	PSYC665						
ssca	PSYC690						
ssca	SGOV111	S		S			
ssca	SGOV112	S		S			
ssca	SGOV115	s		s		s	
ssca	SGOV690						
ssca	SOCI100	C	C	C	C	C	S
ssca	SOCI105	C	C	C	C	C	S
ssca	SOCI108	C	C	C	C	C	S
ssca	SOCI110	C	C	C	C	C	S
ssca	SOCI141	C	C	C	C	C	S
ssca	SOCI142						
ssca	SOCI201	C	C	C	C	C	S
ssca	SOCI665	C	C	C	C	C	S
ssca	SOCI665SA	C	C	C	C	C	S
ssca	SOCI690	C	C	C	C	C	S
ssca	SOSC110		NO	LONGER	IN	CATALOG	
ssca	SOSC115		NO	LONGER	IN	CATALOG	
ssca	SOSC150	C	S	C	C	C	S
ssca	SOSC160	S		S		S	
ssca	SOSC665						
ssca	SOSC680						

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ssca	PSYC390	C	C	S				
ssca	PSYC410	C	C	S	C	C	C	
ssca	PSYC665							
ssca	PSYC690							
ssca	SGOV111	S	C			C	C	C
ssca	SGOV112	S	C			C	C	C
ssca	SGOV115	s	c	c	c	c	c	c
ssca	SGOV690							
ssca	SOCI100	C	C	C	C	C	S	S
ssca	SOCI105	C	C	C	C	C	S	S
ssca	SOCI108	C	C	C	C	C	S	S
ssca	SOCI110	C	C	C	C	C	S	S
ssca	SOCI141	C	C	C	C	C	S	S
ssca	SOCI142							
ssca	SOCI201	C	C	C	C	C	S	S
ssca	SOCI665	C	C	C	C	C	S	S
ssca	SOCI665SA	C	C	C	C	C	S	S
ssca	SOCI690	C	C	C	C	C	S	S
ssca	SOSC110							
ssca	SOSC115							
ssca	SOSC150	C	S		C	C	C	
ssca	SOSC160	C	S			C	C	S
ssca	SOSC665							
ssca	SOSC680							

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ssca	PSYC390					
ssca	PSYC410	S	S	S		
ssca	PSYC665					
ssca	PSYC690					
ssca	SGOV111					
ssca	SGOV112					
ssca	SGOV115	s		s		s
ssca	SGOV690					
ssca	SOCI100	C	C	C	S	
ssca	SOCI105	C	C	C	S	
ssca	SOCI108	C	C	C	S	
ssca	SOCI110	C	C	C	S	
ssca	SOCI141	C	C	C	S	
ssca	SOCI142					
ssca	SOCI201	C	C	C	C	C
ssca	SOCI665	C	C	C	S	
ssca	SOCI665SA	C	C	C	S	
ssca	SOCI690	C	C	C	S	
ssca	SOSC110					
ssca	SOSC115					
ssca	SOSC150					
ssca	SOSC160					C
ssca	SOSC665					
ssca	SOSC680					

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**Program Review - Resource Needs Summary Table**

**Program Political Science Department\_\_\_\_\_**

	<b>Needs</b>	<b>Notes</b>
<b>Personnel</b>	<ol style="list-style-type: none"> <li>1. None.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>Given the current enrollment trends, this Program does not need additional personnel in the near foreseeable future.</p>
<b>Equipment</b>	<ol style="list-style-type: none"> <li>1. None.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>The two instructors, one full time and one part time in this Program use the same available equipment as currently provided for in the class-rooms at Skyline College.</p>
<b>Facilities</b>	<ol style="list-style-type: none"> <li>1. None.</li> <li>2.</li> <li>3.</li> <li>4.</li> </ol>	<p>The two instructors, one full time one part time in this program do not need additional Facilities separate and apart from those that are now available at Skyline College.</p>

**Program Review - Resource Needs Summary Table**

**Program Political Science Department\_\_\_\_\_**