

Outcomes Mapping

KINESIOLOGY DIVISION

| | | | | | | | |
|----------|--------------------|-------------------------------|--|----------|---------|---------------|----------|
| Program: | AA-KIN Emphasis | # Courses: (if applicable) | | Updated: | 8/25/15 | Submitted by: | Liz Ward |
|----------|--------------------|-------------------------------|--|----------|---------|---------------|----------|

Institutional Level Outcomes (ILOs): *As a result of an educational experience with any aspect of the college, students will develop the following knowledge, skills, abilities, and attitudes:*

| 1. Communication | 2. Critical Thinking | 3. Information and Technology Literacy | 4: Personal, Social, Civic, & Environmental Responsibility | | | |
|---|--|--|--|---|---|---|
| Connect PLOs with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated following the completion of the program or educational experience. | | | PLO to ILO Alignment | | | |
| PLO Name | PLO Defined: Upon successful completion of this program, students will be able to: | | 1 | 2 | 3 | 4 |
| 1. Kinesiology Pedagogy | Upon completion of the AA with KIN Emphasis, students will have an understanding of kinesiology, health promotion, and the mechanics of human bodily movement. | | P | P | P | P |
| 2. Kinesiology Related Pedagogy | Upon completion of the AA with KIN Emphasis, students will have an understanding of Anatomy, Nutrition as well as Behavior Development as it applies to Kinesiology. | | P | P | P | P |
| 3. Movement Skills | Upon completion of the AA with KIN Emphasis, students will be able to demonstrate competence in several activities. | | | P | | P |
| 4. Career Preparation | Upon completion of the AA with KIN Emphasis, students will be provided with an opportunity to prepare for transfer or a career in the field of human movement and wellness. | | P | P | P | P |
| 5. Personal Wellbeing | Upon completion of the AA with KIN Emphasis, students will be able to examine personal health-related behavioral patterns, select goals and formulate appropriate health and fitness strategies. | | P | P | | P |

See the Outcomes Assessment website for definitions and examples of Mt. SAC's ILOs: <http://www.mtsac.edu/instruction/outcomes/ilos.html>

Key for Level of Learning

(Use for Mapping SLOs/MOs to PLOs to ILOs)

I = Knowledge/Skill Introduced

P = Knowledge/Skill Practiced/Applied

M = Knowledge/Skill Mastered

Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: Dance-T 18 Intro to Dance | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will gain an appreciation of dance as a performing art. | P | | P | | | | | | | | P | | | |
| SLO 2. Students will be able to demonstrate an understanding of various multicultural dance forms. | P | | P | P | P | | | | | | P | P | | |
| MO 1. Identify basic dance forms. | I | | I | I | | | | | | | P | | | |
| MO 2. Demonstrate knowledge of various dance forms. | P | | P | P | P | | | | | | P | | | |
| MO 3. Compare and contrast different dance forms through performance and written evaluation. | P | | | P | P | | | | | | P | P | | I |
| MO 4. Understand criteria to critique dance performances. | P | | | P | | | | | | | P | P | | |
| MO 5. Improve general physical condition through participation in the dance activities. | P | | P | | P | | | | | | | | | P |

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|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: DN-T 20 History and Appreciation of Dance | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to demonstrate an understanding of the chronological overview of western theoretical dance from Renaissance period to the present. | | | | P | | | | | | | P | | | I |
| SLO 2. Students will gain an appreciation of dance as a performing art. | | | | P | | | | | | | P | | | I |
| SLO 3. Students will demonstrate meaningful self-evaluation related to increasing their lifelong personal wellbeing. | P | | P | | P | | | | | | P | | | I |
| MO 1. Identify a chronological overview of theatrical dance from renaissance court to present time. | | | | P | | | | | | | P | I | | I |
| MO 2. Identify major artists of dance periods. | | | | P | | | | | | | P | I | | I |
| MO 3. Analyze dance in film and live performance. | | | | P | | | | | | | P | I | | I |
| MO 4. Compare and contrast classical and contemporary periods of theatrical dance. | P | | | P | | | | | | | P | I | | I |
| MO 5. Assess the cross-cultural influences that have shaped theatrical dance. | | | | P | | | | | | | P | | | I |

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|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 3 FIRST AID and CPR | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will improve skills necessary for controlling bleeding, immobilization techniques and care for sudden illness. | P | P | | P | | | | | | | P | P | | P |
| SLO 2. Students will meet the CPR standards, which includes CPR, rescue breathing and obstructed airway, as required by the American Red Cross for certification of the Adult, Child and Infant population. | P | P | | P | | | | | | | P | P | | P |
| MO 1. Develop a scenario for the identification, care and treatment of a sudden illness. | P | P | | P | | | | | | | P | P | | P |
| MO 2. With a classmate demonstrate the proper technique of controlling severe bleeding. | P | P | | P | | | | | | | P | P | | P |
| MO 3. Complete the study questions at the conclusion of each chapter. | P | P | | P | | | | | | | P | P | | |
| MO 4. Using the mannequin, perform the necessary one-person intervention for a rescue-breathing scenario. | P | P | | P | | | | | | | P | P | | P |

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|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 5 Advanced First Aid/CPR/Emergency Response | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. 80% of the students will meet the CPR standards which include Adult, Infant and Child CPR Techniques as required by the American Red Cross Certification. | P | P | | P | | | | | | | P | P | | P |
| MO 1. Compare and contrast the difference between manual compressions and using an AED. | P | P | | P | | | | | | | P | P | | P |
| MO 2. Perform with competency, the techniques used for immobilization. | P | P | | P | | | | | | | P | P | | P |
| MO 3. Identify and analyze the different body systems. | P | P | | P | | | | | | | P | P | | P |
| MO 4. Recognize scenarios that require CPR and First Aid skills. | P | P | | P | | | | | | | P | P | | P |
| MO 5. Assess the signs and symptoms of various life threatening conditions and demonstrate the appropriate actions to provide care. | P | P | | P | | | | | | | P | P | | P |
| MO 6. Identify skills necessary for certification in American Red Cross Emergency Medical Response. | I | I | | I | | | | | | | P | P | | P |

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|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 13 Sports Officiating | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to identify the four essential objectives of a sports official. | | | | P | | | | | | | P | P | | I |
| SLO 2. Students will be able to read and evaluate sport rule books and codes of conduct. | | | | P | | | | | | | P | P | | |
| MO 1. Identify the rules, mechanics and techniques of the officiating role. | | I | | I | | | | | | | P | P | | I |
| MO 2. Identify the differences between an effective and an ineffective official. | | | | P | | | | | | | P | P | | I |
| MO 3. Describe the financial components of officiating. | | | | P | | | | | | | P | P | | I |
| MO 4. Describe the rules to the sports presented. | | | | I | | | | | | | P | | | |
| MO 5. Evaluate the performance of officials. | | | | P | | | | | | | P | P | | I |
| MO. 6 Describe the legal responsibilities of a sports official. | | | | P | | | | | | | P | P | | I |

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|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 17 Introduction to Kinesiology | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to list and define ten of the fifteen successful coaching characteristics from John Wooden's Pyramid | P | | | P | | | | | | | P | | | I |
| SLO 2. Students will be able to teach their given skill in a three step teaching progression at a minimum score of 70% | P | | | P | | | | | | | P | P | | |
| MO 1. Identify the basic concepts of kinesiology. | I | | | I | I | | | | | | P | | | |
| MO 2. Investigate the scope and breadth of the field and the variety of career opportunities in kinesiology. | P | P | | P | | | | | | | P | P | P | P |
| MO 3. Describe the historical, ethical, and philosophical foundations of kinesiology. | P | | | P | | | | | | | P | | | |
| MO 4. Identify the pathways and requirements for career opportunities. | I | | | I | | | | | | | P | P | | P |
| MO 5. Investigate current issues and problems in physical education and athletics | P | P | | P | | | | | | | P | P | P | P |
| MO 6. Identify the relationship between performance in the movement forms of sport, dance, and exercise and the conceptual foundations of the sub-disciplines. | P | P | | P | P | | | | | | P | P | | P |

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|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 19 Introduction to Care/Prevention of Activity/Sports-Related Injuries | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will demonstrate proper injury evaluation techniques. | P | P | | P | I | | | | | | P | P | | P |
| SLO 2. Students will demonstrate proficiency in supportive tape and wrap techniques. | P | P | | P | I | | | | | | P | P | | P |
| MO 1. Understand the roles and responsibilities of the certified athletic trainer. | I | I | | I | I | | | | | | P | | | P |
| MO 2. Demonstrate the knowledge of ankle injuries by participating in rehabilitation exercises and athletic taping. | P | P | | P | I | | | | | | P | P | | P |
| MO 3. Demonstrate the ability to assess lower leg injuries by watching and noting each others biomechanics during standing and walking. | P | P | | P | I | | | | | | P | P | | P |
| MO 4. Assess flexibility and understand injury predisposition. | P | P | | P | I | | | | | | P | P | | P |
| MO 5. Describe overhead throwing patterns after reviewing the text and video on proper throwing mechanics. | P | P | | P | I | | | | | | P | P | | P |
| MO 6. Analyze the involvement of the elbow during throwing and how it predisposes young athletes to injury. | P | P | | P | I | | | | | | P | P | | P |
| MO 7. Assess spine injury and observe the importance of preventing further injury during spine boarding. | P | P | | P | I | | | | | | P | P | | P |
| MO 8. Identify various Southern California weather conditions and how they impact physical activity and athletic health. | P | P | | P | I | | | | | | P | P | | P |
| MO 9. Apply therapeutic modalities and how they affect athletic injury treatment. | P | P | | P | I | | | | | | P | P | | P |

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| Course: KIN 34 Fitness for Living | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to define and identify the Five Components of Health Related Fitness and their appropriate assessment tools for each. | P | P | | P | P | | | | | | P | P | | P |
| SLO 2. Students will be able to read and evaluate a nutritional food label. | P | P | | P | P | | | | | | P | P | | P |
| MO 1. Examine the six dimensions of fitness and wellness. | P | P | | P | P | | | | | | P | P | | P |
| MO 2. Develop personal fitness programs using the F.I.T.T. principles. | P | P | | P | P | | | | | | P | P | | P |
| MO 3. Describe safe and effective exercise programs. | P | P | | P | P | | | | | | P | P | | P |
| MO 4. Identify common assessments for components of fitness. | I | I | | I | I | | | | | | P | P | | P |
| MO 5. Analyze current levels of stress and identify appropriate types of stress management and relaxation techniques. | P | P | | P | P | | | | | | P | P | | P |
| MO 6. Identify common treatment procedures for exercise related injuries. | I | I | | I | I | | | | | | P | P | | P |
| MO 7. Identify the relationship of exercise on disease prevention. | P | P | | P | P | | | | | | P | P | | P |
| MO 8. Compare nutritional habits with federal nutritional guidelines. | P | P | | P | P | | | | | | P | P | | P |

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| Course: KIN 39 Techniques of Fitness Testing | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will demonstrate knowledge of the importance and purpose(s) of performing fitness testing | P | P | | P | P | | | | | | P | P | | P |
| SLO 2. Students will demonstrate knowledge of risk factors and thresholds for stratifying level of risk for fitness testing. | P | P | | P | P | | | | | | P | P | | P |
| MO 1. Use a health appraisal screening tool prior to exercise. | P | P | | P | P | | | | | | P | P | | |
| MO 2. Identify positive coronary risk factors associated with cardiovascular disease. | I | I | | I | I | | | | | | P | P | | P |
| MO 3. Evaluate and stratify the health status of potential clients. | P | P | | P | P | | | | | | P | P | | P |
| MO 4. Explain the purpose of performing physical assessments on clients. | P | P | | P | P | | | | | | P | P | | P |
| MO 5. Identify the protocols for selected fitness tests | I | I | | I | I | | | | | | P | P | | |
| MO 6. Administer test protocols properly and safely. | P | P | | P | P | | | | | | P | P | | |
| MO 7. Apply components of fitness and develop fitness programs based on an individual's tests results | P | P | | P | P | | | | | | P | P | | P |

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| Course: KIN 44 Theory of Coaching | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to identify and comprehend the ASEP Coaching Philosophy. | I | I | | I | | | | | | | P | P | | |
| SLO 2. Students will be able to understand the concept of goal setting and how it relates to coaching. | P | P | | P | | | | | | | P | P | | |
| MO 1. Compare and contrast coaching styles and philosophies. | | P | | P | | | | | | | P | P | | |
| MO 2. List and apply coaching principles, rules and skills. | | | | P | | | | | | | P | P | | |
| MO 3. Discuss coaching theory and principle of training. | P | P | | P | | | | | | | P | P | | |
| MO 4. Develop coaching activity units and seasonal plans. | P | P | | P | | | | | | | P | P | | |
| MO 5. Demonstrate teaching component of sport skills. | P | | | P | | | | | | | P | | | |

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| Course: DNCE 1 Ballet Fundamentals | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
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| SLO 1. Students will be able to define fundamentals ballet techniques. | I | | I | I | | | | | | | P | | | |
| SLO 2. Students will be able to define fundamental ballet dance terms. | I | | P | P | | | | | | | P | | | |
| MO 1. Demonstrate proper alignment in first position. | P | I | P | P | | | | | | | P | | | |
| MO 2. . Demonstrate the five basic arm positions. | P | | P | P | | | | | | | P | | | |
| MO 3. Demonstrate proper timing on floor progressions | P | | P | P | | | | | | | P | P | | |
| MO 4. Use fundamental ballet terminology. | I | | I | I | | | | | | | P | | | |
| MO 5. Compare and contrast the differences in fundamental barre technique, center floor technique and floor progression technique. | P | | P | P | | | | | | | P | P | | |

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| Course: DNCE 10 Modern Fundamentals | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to execute fundamental modern dance techniques. | P | | P | P | | | | | | | P | P | | |
| SLO 2. Students will be able to define fundamental modern dance terminology. | I | | I | P | | | | | | | P | | | |
| MO 1. Demonstrate strength, flexibility, endurance and coordination through Modern Dance. | P | | P | P | P | | | | | | P | | | |
| MO 2. Perform contractions, curves and spirals in across the floor combinations | | | P | P | | | | | | | P | | | |
| MO 3. Demonstrate effort and dynamics through Modern Dance warm-up. | P | | P | P | | | | | | | P | | | |
| MO 4. Perform the techniques of putting fundamental steps together in a specific combination using rhythmic perception, dynamics, and musicality. | | | P | P | | | | | | | P | P | | |
| MO 5. Improve endurance and conditioning through participation in Modern Dance. | P | | P | P | P | | | | | | P | | | P |

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| Course: DNCE 17 Jazz Fundamentals | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
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| SLO 1. Students will be able to define fundamental jazz dance terms. | | | I | I | | | | | | | P | | | |
| SLO 2. Students will be able to execute fundamental jazz techniques. | P | | P | P | | | | | | | P | | | |
| MO 1. Perform body isolations with proper alignment. | P | | P | P | | | | | | | P | P | | |
| MO 2. Perform fundamental jazz techniques, progressions and routines. | P | | P | P | | | | | | | P | | | |
| MO 3. Use fundamental jazz terminology. | P | | P | P | | | | | | | P | | | |
| MO 4. Demonstrate proper timing on floor progressions. | P | | P | P | | | | | | | P | | | |
| MO 5. Improve strength, endurance, flexibility and conditioning through participation in jazz dance. | P | | P | P | P | | | | | | P | | | P |
| MO 6 Compare and contrast the differences in fundamental jazz technique, floor progression technique and center floor combinations. | P | | P | P | | | | | | | P | P | | |

Key for Level of Learning
 (Use for Mapping SLOs/MOs to PLOs to ILOs)
 I = Knowledge/Skill Introduced
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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: DNCE 28 Theatre Dance | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to execute basic theoretical dance variations/excerpts from various musicals and movies. | P | | P | P | | | | | | | P | | | |
| SLO 2. Students will perform six fundamental jazz and musical theatre dance exercises and skills. | P | | P | P | | | | | | | P | | | |
| MO 1. Demonstrate basic locomotor skills to improve mind/body coordination. | P | | P | P | | | | | | | P | | | P |
| MO 2. Develop strength, endurance, flexibility and general physical condition through participation in theater dance. | P | | P | P | P | | | | | | P | | | P |
| MO 3. Illustrate knowledge of musical theater terminology, movement fundamentals and style. | | | P | P | | | | | | | P | | | |
| MO 4. Apply stage principles through the experience of expression. | | | P | P | | | | | | | P | P | | |
| MO 5. Identify critical components of theatre dance as a performing arts discipline. | | | | I | | | | | | | P | | | |
| MO 6. Compare and contrast theatre dance styles and techniques. | | | | P | | | | | | | P | P | | |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: DNCE 41 Pilates | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to execute 2 beginning and 2 intermediate mat exercises, beginning Reformer and 1 Pilatesstick exercise. | P | | P | P | | | | | | | P | | | |
| SLO 2. Students will identify Pilates principles. | I | | I | I | | | | | | | P | | | |
| MO 1. Perform beginning and intermediate Mat exercises. | P | | P | P | | | | | | | P | | | |
| MO 2. Perform beginning Reformer exercises. | P | | P | P | | | | | | | P | | | |
| MO 3. Use safety protocols. | P | | P | P | | | | | | | P | | | |
| MO 4. Perform beginning Pilatesstick exercises. | P | | P | P | | | | | | | P | | | |
| MO 5. Utilize the Magic Circle in Mat work. | P | | P | P | | | | | | | P | | | |
| MO 6. Demonstrate improved body alignment. | P | P | P | P | | | | | | | P | P | | P |
| MO 7. Describe the application of Pilates principles in daily activities. | P | | P | P | I | | | | | | P | P | | P |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINA 8A Swimming - Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will increase the number of laps completed in a timed 20 minute swim. | P | | P | P | P | | | | | | P | | | P |
| SLO 2. Students will be able to design a workout plan which includes a warm up, pre main set, main set and warm down. | P | | P | P | | | | | | | P | P | | |
| MO 1. Apply basic aquatics skills. | P | | P | P | | | | | | | P | P | | |
| MO 2. Improve endurance, flexibility, and overall fitness. | P | | P | P | P | | | | | | P | | | P |
| MO 3. Demonstrate proficiency in various swimming strokes. | P | | P | P | | | | | | | P | | | |
| MO 4. Compare fitness level throughout semester with timed swim. | P | | P | P | P | | | | | | P | P | | P |
| MO 5. Apply a drill to improve weak areas of stroke. | P | | P | P | | | | | | | P | P | | P |

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|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINF 10A Weight Training - Beginning | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students meeting exercise guidelines will show an improvement in muscular strength. | P | | P | P | P | | | | | | P | | | P |
| SLO 2. Students will demonstrate knowledge of the five components of fitness. | P | | P | P | P | | | | | | P | | | P |
| MO 1. Practice safe and effective weight training techniques | P | P | P | P | P | | | | | | P | | | P |
| MO 2. Identify primary muscle groups used in weight training exercises | I | I | I | P | I | | | | | | P | | | I |
| MO 3. Define guidelines for achieving fitness (frequency, intensity, time, and | P | | P | P | P | | | | | | P | | | I |
| MO 4. Identify components of fitness. | I | | I | I | I | | | | | | P | | | I |
| MO 5. Create workout programs based on individual goals. | P | | P | P | P | | | | | | P | P | | I |

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| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINF 34A Carsdiorespiratory Training - Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will show an understanding of the recommended Fitness Guidelines | P | | P | P | P | | | | | | P | P | | I |
| SLO 2. Students will show improvement in their cardiovascular fitness and muscular strength. | P | P | P | P | P | | | | | | P | | | P |
| MO 1. Identify ACSM exercise guidelines for basic cardiorespiratory fitness. | I | | I | I | I | | | | | | P | | | I |
| MO 2. Identify personal target heart (low to moderate level) rate training zones on three different cardio training machines (stationary bikes, treadmills, elliptical trainers, step climbers and/or rowing machines) | I | | I | I | I | | | | | | P | | | I |
| MO 3. Identify cardiorespiratory fitness goals that lead to a healthier lifestyle | P | | P | P | P | | | | | | P | | | I |
| MO 4. Apply Theory of Progression to workouts. | P | | P | P | P | | | | | | P | P | | P |
| MO 5. Comprehend fundamentals of proper warm-up, aerobic activity and cool down. | P | | P | P | P | | | | | | P | | | I |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINF 36A Circuit Training – Beginning | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will show an understanding of the recommended Fitness Guidelines | P | | P | P | P | | | | | | P | | | I |
| SLO 2. Students will show improvement in their cardiovascular fitness and muscular strength. | P | P | P | P | P | | | | | | P | | | P |
| MO 1. Identify ACSM exercise guidelines for basic cardiorespiratory fitness. | I | | I | P | I | | | | | | P | | | I |
| MO 2. Identify personal strength training zones on eight different circuit machines outlined in Level 1 exercises | I | | I | P | I | | | | | | P | P | | I |
| MO 3. Identify cardiorespiratory fitness goals that lead to a healthier lifestyle | P | | P | P | P | | | | | | P | | | I |
| MO 4. Perform basic circuit exercises outlined in Level 1 exercises | P | | P | P | P | | | | | | P | | | P |
| MO 5. Demonstrate fundamentals of proper warm-up, circuit training routine and cool down. | P | | P | P | P | | | | | | P | | | P |

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|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 38A Aerobics – Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will show an understanding of the recommended Fitness Guidelines. | P | | P | P | P | | | | | | P | | | I |
| SLO 2. Students will show improvement in their Cardiovascular Fitness and Muscular Strength. | P | P | P | P | P | | | | | | P | | | P |
| MO 1. Identify ACSM exercise guidelines for basic fitness. | I | | I | P | P | | | | | | P | | | I |
| MO 2. Identify target heart rate training zones. | I | | I | P | P | | | | | | P | | | I |
| MO 3. Identify fitness goals that lead to a healthier lifestyle. | I | | I | P | P | | | | | | P | | | I |
| MO 4. Perform beginning aerobic exercise (fitness walking/jogging, basic aerobic dance movement) utilizing low to moderate target heart rate training zone. | P | | P | P | P | | | | | | P | | | P |
| MO 5. Utilize fundamentals of proper warm-up, aerobic activity (fitness walking/jogging, basic aerobic dance movement) and cool-down. | P | | P | P | P | | | | | | P | P | | P |
| MO 6. Identify the components of basic group aerobic fitness programs. | I | | I | P | P | | | | | | P | | | I |
| MO 7. Apply proper training methods of group fitness activities. | P | | P | P | P | | | | | | P | P | | P |

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| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINI 4A Badminton - Beginning | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will show an improvement in serving skills. | P | | P | P | | | | | | | P | | | |
| SLO 2. Students improve fitness through activity. | P | | P | P | P | | | | | | P | | | |
| MO 1. Explain the following shots: serve, clear, drive, smash, and drop skills to improve badminton play. | P | | P | P | | | | | | | P | | | |
| MO 2. Know equipment, court etiquette, rules, court coverage, and history of game. | I | | I | P | | | | | | | P | | | |
| MO 3. Identify strategies between singles and doubles play | I | | I | P | | | | | | | P | | | |
| MO 4. Know the benefits of physical fitness through activity. | P | | P | P | P | | | | | | P | I | | I |
| MO 5. Perform drills and fundamental skills to improve badminton play. | P | | P | P | | | | | | | P | | | |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINI 18A Golf - Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to make a 3 foot putt 7 out of 10 times. | P | | P | P | | | | | | | P | | | |
| SLO 2. Students will be able to hit a chip shot within 10 feet of their target 7 out of 10 times. | P | | P | P | | | | | | | P | | | |
| MO 1. Identify the fundamentals of a functional golf swing. | I | | I | P | | | | | | | P | | | |
| MO 2. Develop the correct grip and swing path of a golf club. | P | | P | P | | | | | | | P | | | |
| MO 3. Recognize the correct club for shot selection. | P | | P | P | | | | | | | P | I | | |
| MO 4. Demonstrate the basic technique for a putting stroke. | P | | P | P | | | | | | | P | | | |
| MO 5. Explain course management strategies. | P | | P | P | | | | | | | P | P | | |

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| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINI 29 Self Defense/Martial Arts | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be assessed on footwork and techniques | I | | P | P | | | | | | | P | | | |
| MO 1. Identify control positions in the grappling range. | I | | P | P | | | | | | | P | | | |
| MO 2. Memorize techniques for punching/kicking range | I | | P | P | P | | | | | | P | | | I |
| MO 3. Perceive basic strategies for armed and unarmed scenarios | P | | P | P | P | | | | | | P | P | | I |
| MO 4. List different martial arts and the diverse cultures they represent | P | | P | P | | | | | | | P | | | |
| MO 5. State personal strategies and awareness for self-protection | P | | P | P | P | | | | | | P | P | | I |

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|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KIN 33A Kickboxing – Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be assessed on kickboxing related skills | P | | P | P | | | | | | | P | | | |
| MO 1. Apply basic punching skills. | P | | P | P | P | | | | | | P | | | |
| MO 2. Apply basic kicking skills. | P | | P | P | | | | | | | P | | | |
| MO 3. Apply basic elbow and knee striking skills. | P | | P | P | P | | | | | | P | | | |
| MO 4. Utilize defense for punching, kicks, elbow & knee strikes. | P | | P | P | P | | | | | | P | | | P |
| MO 5. Demonstrate basic kickboxing strategy. | P | | P | P | | | | | | | P | P | | |
| MO 6. Improve cardiovascular fitness. | P | | P | P | P | | | | | | P | | | P |

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|---|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINI 50A Yoga - Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will identify yoga terminology. | I | | I | P | | | | | | | P | | | |
| SLO 2. Students will perform basic yoga poses. | P | | P | P | | | | | | | P | | | P |
| MO 1. Identify principles and philosophy of yoga. | I | I | I | P | | | | | | | P | | | I |
| MO 2. Practice flexibility, balance, strength, and coordination in yoga movement patterns. | P | | P | P | P | | | | | | P | | | P |
| MO 3. Employ relaxation techniques. | P | | P | P | P | | | | | | P | | | P |
| MO 4. . Demonstrate correct breathing techniques. | P | | P | P | P | | | | | | P | | | P |
| MO 5. List the health benefits related to yoga practice. | I | | I | P | I | | | | | | P | | | I |

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|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINS 2A Basketball – Beginning | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. 90% of students will be able to execute a 3 man wave fast break drill. | P | | P | P | | | | | | | P | | | |
| SLO 2. 90% of students will be able to explain and demonstrate the man to man principles defense. | P | | P | P | | | | | | | P | | | |
| SLO 3. 90% of students will be able to execute a 3 on 2 to 2 on 1 fast break drill. | P | | P | P | | | | | | | P | | | |
| MO 1. Identify key events in the history of basketball. | | | | P | | | | | | | P | | | |
| MO 2. Apply correct rules within game play. | | | P | P | | | | | | | P | | | |
| MO 3. Perform offensive and defensive strategies and techniques accurately. | P | | P | P | | | | | | | P | P | | |
| MO 4. Integrate offensive and defensive strategies. | P | | P | P | | | | | | | P | P | | |
| MO 5. Improve cardiovascular endurance through participation. | P | | P | P | P | | | | | | P | | | P |
| MO 6. Repeat shooting skills from designated court positions. | P | | P | P | | | | | | | P | | | |

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|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINS 10A Soccer – Beginning | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will improve basic soccer skills. | P | | P | P | | | | | | | P | | | |
| SLO 2. Students will identify soccer terminology. | P | | I | P | | | | | | | P | | | |
| MO 1. Use safety precautions -for proper warm-up and cool-down. | P | | P | P | P | | | | | | P | | | P |
| MO 2. Define rules, terms and field markings (center circle, corner kick, goal kick, penalty box). | I | | P | P | | | | | | | P | | | |
| MO 3. Show proper technical skills in dribbling, passing, receiving, and shooting using cone technical exercises | P | | P | P | | | | | | | P | | | |
| MO 4. Practice offensive and defensive tactics in small-sided games 1v1, 2v2, and 3v3 and up to 8v8. | P | | P | P | | | | | | | P | P | | |
| MO 5. Identify proper technical skills observed in games. | P | | P | P | | | | | | | P | | | |

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| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINS 24A – Beginning Volleyball | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. 80% of students will show improvement in basic volleyball skills and team play. | P | | P | P | | | | | | | P | | | |
| SLO 2. 70% of students will improve fitness through activity. | P | | P | P | P | | | | | | P | | | P |
| MO 1. Demonstrate volleyball skills including passing, setting, hitting, and serving. | P | | P | P | | | | | | | P | | | |
| MO 2. Improve components of fitness that support volleyball proficiency. | P | | P | P | P | | | | | | P | | | P |
| MO 3. . Explain rules and strategies of volleyball. | I | | P | P | | | | | | | P | I | | |
| MO 4. Experiment with different offense systems. | P | | P | P | | | | | | | P | P | | |
| MO 5. Assess volleyball offense and defense strategies. | P | | P | P | | | | | | | P | P | | |

Key for Level of Learning
 (Use for Mapping SLOs/MOs to PLOs to ILOs)
 I = Knowledge/Skill Introduced
 P = Knowledge/Skill Practiced/Applied
 M = Knowledge/Skill Mastered

Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINX 88 Pre-Season Athletics | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will demonstrate a working knowledge of safety precautions relevant to the competition and practice environment. | P | | P | P | P | | | | | | P | P | | P |
| SLO 2. Students will demonstrate improvement and gains in the five components of fitness. | P | | P | P | P | | | | | | P | | | P |
| MO 1. Determine and develop heart rate training zones. | P | | P | P | P | | | | | | P | | | P |
| MO 2. Develop a total body strength routine. | P | | P | P | P | | | | | | P | | | I |
| MO 3. Apply safety precautions to training modes and game play. | P | | P | P | P | | | | | | P | P | | P |
| MO 4. Improve sport-specific speed, endurance and/or agility. | P | | P | P | P | | | | | | P | | | P |
| MO 5. Comprehend the importance of various fitness assessments. | P | | P | P | I | | | | | | P | | | I |
| MO 6. Use sport-specific rules for strategic competitiveness. | P | | P | P | | | | | | | P | | | |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINX 99 Off-Season Athletics | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will improve in muscular strength. | P | | P | P | P | | | | | | P | | | P |
| SLO 2. Students will improve in cardiovascular endurance. | P | | P | P | P | | | | | | P | | | P |
| MO 1. 1. Identify individual areas of weakness. | I | | P | P | P | | | | | | P | I | | I |
| MO 2. Develop a plan for off-season power improvement. | I | | P | P | P | | | | | | P | I | | I |
| MO 3. Apply safe and effective technique to power training. | P | | P | P | P | | | | | | P | P | | P |
| MO 4. Improve baseline agility and power. | P | | P | P | P | | | | | | P | | | P |
| MO 5. Analyze off-season program success in order to transition into pre-season training program. | P | | P | P | P | | | | | | P | P | | I |

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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|--|--|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINL 2 Physical Fitness for the Physically Limited | Connect Outcomes with an I , P , or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will show improved Cardiovascular fitness. | P | | P | | P | | | | | | P | | | P |
| SLO 2. Students will learn how to monitor their heart rate at rest and during exercise. | P | | P | | P | | | | | | P | P | | P |
| MO 1. Identify five components of fitness. | I | | I | | P | | | | | | P | | | P |
| MO 2. Utilize safe and effective training techniques. | P | | P | | P | | | | | | P | | | P |
| MO 3. Develop cardiovascular endurance. | P | | P | | P | | | | | | P | | | P |
| MO 4. Explain the relationship between nutrition and exercise and physical activity on weight management. | P | P | P | | P | | | | | | P | P | | P |
| MO 5. Identify general muscle anatomy. | P | P | I | | P | | | | | | P | | | P |
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Outcomes Mapping

| Student Learning Objectives (SLOs), Measureable Objectives (MOs), Administrative Unit Objectives (AUOs) | | | | | | | | | | | | | | |
|---|---|-------|-------|-------|-------|-------|-------|-------|-------|--------|-------|-------|-------|-------|
| Course: KINL 18 Weight Training for the Physically Limited | Connect Outcomes with an I, P, or M (see Key in Footer) identifying the level to which knowledge or a skill can be demonstrated in that portion of the course or service. | | | | | | | | | | | | | |
| SLOs, MOs, AUOs | PLO 1 | PLO 2 | PLO 3 | PLO 4 | PLO 5 | PLO 6 | PLO 7 | PLO 8 | PLO 9 | PLO 10 | ILO 1 | ILO 2 | ILO 3 | ILO 4 |
| SLO 1. Students will be able to identify six basic muscle groups. | P | I | P | P | I | | | | | | P | | | I |
| SLO 2. Students will show progress in their resistance exercise program. | P | | P | P | P | | | | | | P | | | P |
| MO 1. Utilize safe and effective weight training techniques. | P | | P | P | P | | | | | | P | | | P |
| MO 2. Identify the role of weight training in overall fitness. | P | | P | P | I | | | | | | P | P | | I |
| MO 3. Develop muscular strength. | P | | P | P | P | | | | | | P | | | P |
| MO 4. Develop muscular endurance. | P | | P | P | P | | | | | | P | | | P |
| MO 5. Identify muscle groups in specific strength training exercises. | P | I | P | P | I | | | | | | P | | | P |
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