

## COURSE SLO ASSESSMENT 4-YEAR TIMELINE

| Unit Name  | Course SLO Assessment Cycle | Course ID           | Course Name                                    | Course SLO Title  | Course SLO Statement  |
|--|-----------------------------|---------------------|--|---|---|
| El Camino: Course SLOs (NSC) - Earth Sciences (Geography, Geology, Oceanography) | 2013-14 (Spring 2014)       | ECC: GEOG 1         | Physical Elements                              | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOG 2         | Cultural Geography                             | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOG 5         | World Regional Geography                       | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOG 7         | Geography of California                        | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOG 8         | Introduction to Geographic Information Systems | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions /interpretation of observations) when using maps and GIS to analyze and manipulate geographic data.       |
|  | 2013-14 (Spring 2014)       | ECC: GEOL 1         | Physical Geology                               | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOL 15        | Natural Disasters                              | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|  | 2013-14 (Spring 2014)       | ECC: GEOL 34        | Geology Laboratory of Southeastern California  | SLO #1 Basic Knowledge  | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|  | 2013-14 (Spring 2014)       | ECC: OCEA 10        | Introduction to Oceanography                   | SLO #3 Nature of Science  | Students can identify the key elements of the scientific method in popular accounts of scientific research in magazines, newspapers, etc.   |
|  | 2013-14 (Summer 2014)       | ECC: GEOG 20        | Geography Field Studies                        | SLO #1 Basic Knowledge  | Students can identify the salient features of the basic concepts of geography. (This includes the ability to recall the definitions of the specialized vocabulary of geography.)  |
| 2014-15 (Fall 2014)  | ECC: GEOG 9                 | Weather and Climate | SLO #3 Nature of Science                       | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |   |

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|-----------|-----------------------------|--------------|--|--|---|
|           | 2014-15 (Fall 2014)         | ECC: GEOL 2  | History of Planet Earth                              | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2014-15 (Fall 2014)         | ECC: GEOL 32 | Geology Laboratory of Owens Valley and Sierra Nevada | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2014-15 (Fall 2014)         | ECC: GEOL 4  | History of Planet Earth Laboratory                   | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2014-15 (Spring 2015)       | ECC: GEOG 1  | Physical Elements                                    | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their physical environment affects humans' lives and how human activities affect their physical environment.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOG 2  | Cultural Geography                                   | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their cultural environment affects humans' lives and how human activities affect their cultural environment.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOG 5  | World Regional Geography                             | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their cultural environment affects humans' lives and how human activities affect their cultural environment.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOG 7  | Geography of California                              | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their physical environment affects humans' lives and how human activities affect their physical environment.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOG 8  | Introduction to Geographic Information Systems       | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate the manner in which maps and GIS are used to show both how human activities affect their environment and how human lives are affected by their environment.            |
|           | 2014-15 (Spring 2015)       | ECC: GEOL 1  | Physical Geology                                     | SLO #2 Relationship with Their Environment | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2014-15 (Spring 2015)       | ECC: GEOL 15 | Natural Disasters                                    | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOL 3  | Physical Geology Laboratory                          | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2014-15 (Spring 2015)       | ECC: GEOL 30 | Geology Laboratory of Death Valley                   | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2014-15 (Spring 2015)       | ECC: OCEA 10 | Introduction to Oceanography                         | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the ocean affects humans' lives and how human activities affect the ocean.   |
|           | 2015-16 (Fall 2015)         | ECC: GEOG 9  | Weather and Climate                                  | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how weather and climate affect humans' lives and how human activities affect weather and climate.  |

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|-----------|-----------------------------|--------------|--|--|---|
|           | 2015-16 (Fall 2015)         | ECC: GEOL 2  | History of Planet Earth                  | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2015-16 (Fall 2015)         | ECC: GEOL 36 | Geology Laboratory of Coastal California | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2015-16 (Fall 2015)         | ECC: GEOL 4  | History of Planet Earth Laboratory       | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2015-16 (Spring 2016)       | ECC: GEOG 1  | Physical Elements                        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                      |
|           | 2015-16 (Spring 2016)       | ECC: GEOG 2  | Cultural Geography                       | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of cultural geography. (This includes the ability to recall the definitions of the specialized vocabulary of cultural geography.)                      |
|           | 2015-16 (Spring 2016)       | ECC: GEOG 5  | World Regional Geography                 | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of cultural geography.)                      |
|           | 2015-16 (Spring 2016)       | ECC: GEOG 6  | Physical Geography Laboratory            | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                      |
|           | 2015-16 (Spring 2016)       | ECC: GEOG 7  | Geography of California                  | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                      |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 1  | Physical Geology                         | SLO #1 Basic Knowledge                     | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 15 | Natural Disasters                        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 3  | Physical Geology Laboratory              | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 6  | Earth Science in Education               | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 6  | Earth Science in Education               | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2015-16 (Spring 2016)       | ECC: GEOL 6  | Earth Science in Education               | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2015-16 (Spring 2016)       | ECC: OCEA 10 | Introduction to Oceanography             | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of oceanography. This includes the ability to recall the definitions of  |

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|           | 2015-16 (Spring 2016)       | ECC: OCEA 10 | Introduction to Oceanography                   | SLO #1 Basic Knowledge   | the specialized vocabulary of oceanography.  |
|           | 2016-17 (Fall 2016)         | ECC: GEOG 9  | Weather and Climate                            | SLO #1 Basic Knowledge   | Students can identify the salient features of the basic concepts of meteorology and climate science. (This includes the ability to recall the definitions of the specialized vocabulary of meteorology and climate science.) |
|           | 2016-17 (Fall 2016)         | ECC: GEOL 2  | History of Planet Earth                        | SLO #1 Basic Knowledge   | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2016-17 (Fall 2016)         | ECC: GEOL 4  | History of Planet Earth Laboratory             | SLO #1 Basic Knowledge   | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2016-17 (Spring 2017)       | ECC: GEOG 8  | Introduction to Geographic Information Systems | SLO #1 Basic Knowledge   | Students can identify the salient features of the basic concepts of mapping and Geographic Information Systems (GIS). This includes the ability to recall the definitions of the specialized vocabulary of maps and GIS.     |
|           | 2017-18 (Spring 2018)       | ECC: GEOG 1  | Physical Elements                              | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.      |
|           | 2017-18 (Spring 2018)       | ECC: GEOG 2  | Cultural Geography                             | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.      |
|           | 2017-18 (Spring 2018)       | ECC: GEOG 5  | World Regional Geography                       | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.      |
|           | 2017-18 (Spring 2018)       | ECC: GEOG 7  | Geography of California                        | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.      |
|           | 2017-18 (Spring 2018)       | ECC: GEOG 8  | Introduction to Geographic Information Systems | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions /interpretation of observations) when using maps and GIS to analyze and manipulate geographic data.            |
|           | 2017-18 (Spring 2018)       | ECC: GEOL 1  | Physical Geology                               | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc.      |
|           | 2017-18 (Spring 2018)       | ECC: GEOL 3  | Physical Geology Laboratory                    | SLO #3 Nature of Science | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in                                  |

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|           | 2017-18 (Spring 2018)       | ECC: GEOL 3  | Physical Geology Laboratory                          | SLO #3 Nature of Science                   | magazines, newspapers, etc.   |
|           | 2017-18 (Spring 2018)       | ECC: GEOL 34 | Geology Laboratory of Southeastern California        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2017-18 (Spring 2018)       | ECC: GEOL 6  | Earth Science in Education                           | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2017-18 (Spring 2018)       | ECC: OCEA 10 | Introduction to Oceanography                         | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method in popular accounts of scientific research in magazines, newspapers, etc.   |
|           | 2017-18 (Summer 2018)       | ECC: GEOG 20 | Geography Field Studies                              | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geography. (This includes the ability to recall the definitions of the specialized vocabulary of geography.)  |
|           | 2018-19 (Fall 2018)         | ECC: GEOG 9  | Weather and Climate                                  | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2018-19 (Fall 2018)         | ECC: GEOL 32 | Geology Laboratory of Owens Valley and Sierra Nevada | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2018-19 (Spring 2019)       | ECC: GEOG 1  | Physical Elements                                    | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their physical environment affects humans' lives and how human activities affect their physical environment.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOG 2  | Cultural Geography                                   | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their cultural environment affects humans' lives and how human activities affect their cultural environment.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOG 5  | World Regional Geography                             | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their cultural environment affects humans' lives and how human activities affect their cultural environment.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOG 8  | Introduction to Geographic Information Systems       | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate the manner in which maps and GIS are used to show both how human activities affect their environment and how human lives are affected by their environment.            |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 1  | Physical Geology                                     | SLO #2 Relationship with Their Environment | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 15 | Natural Disasters                                    | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 15 | Natural Disasters                                    | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of   |

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|           | 2018-19 (Spring 2019)       | ECC: GEOL 15 | Natural Disasters                        | SLO #3 Nature of Science                   | observations) in popular accounts of scientific research in magazines, newspapers, etc.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 3  | Physical Geology Laboratory              | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 30 | Geology Laboratory of Death Valley       | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2018-19 (Spring 2019)       | ECC: GEOL 6  | Earth Science in Education               | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2018-19 (Spring 2019)       | ECC: OCEA 10 | Introduction to Oceanography             | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the ocean affects humans' lives and how human activities affect the ocean.   |
|           | 2019-20 (Fall 2019)         | ECC: GEOG 9  | Weather and Climate                      | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how weather and climate affect humans' lives and how human activities affect weather and climate.  |
|           | 2019-20 (Fall 2019)         | ECC: GEOL 2  | History of Planet Earth                  | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2019-20 (Fall 2019)         | ECC: GEOL 2  | History of Planet Earth                  | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2019-20 (Fall 2019)         | ECC: GEOL 36 | Geology Laboratory of Coastal California | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)  |
|           | 2019-20 (Fall 2019)         | ECC: GEOL 4  | History of Planet Earth Laboratory       | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.   |
|           | 2019-20 (Fall 2019)         | ECC: GEOL 4  | History of Planet Earth Laboratory       | SLO #3 Nature of Science                   | Students can identify the key elements of the scientific method (hypotheses, tests, observations, conclusions/interpretation of observations) in popular accounts of scientific research in magazines, newspapers, etc. |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 1  | Physical Elements                        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                      |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 2  | Cultural Geography                       | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of cultural geography. (This includes the ability to recall the definitions of the specialized vocabulary of cultural geography.)                      |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 5  | World Regional Geography                 | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of cultural geography.)                      |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 6  | Physical Geography Laboratory            | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                      |

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|           | 2019-20 (Spring 2020)       | ECC: GEOG 7  | Geography of California                        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of physical geography. (This includes the ability to recall the definitions of the specialized vocabulary of physical geography.)                           |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 7  | Geography of California                        | SLO #2 Relationship with Their Environment | Students recognize and can accurately articulate how their physical environment affects humans' lives and how human activities affect their physical environment.  |
|           | 2019-20 (Spring 2020)       | ECC: GEOG 8  | Introduction to Geographic Information Systems | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of mapping and Geographic Information Systems (GIS). This includes the ability to recall the definitions of the specialized vocabulary of maps and GIS.     |
|           | 2019-20 (Spring 2020)       | ECC: GEOL 1  | Physical Geology                               | SLO #1 Basic Knowledge                     | Students recognize and can accurately articulate how the Earth affects humans' lives and how human activities affect the Earth.  |
|           | 2019-20 (Spring 2020)       | ECC: GEOL 15 | Natural Disasters                              | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2019-20 (Spring 2020)       | ECC: GEOL 3  | Physical Geology Laboratory                    | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2019-20 (Spring 2020)       | ECC: GEOL 4  | History of Planet Earth Laboratory             | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2019-20 (Spring 2020)       | ECC: GEOL 6  | Earth Science in Education                     | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |
|           | 2019-20 (Spring 2020)       | ECC: OCEA 10 | Introduction to Oceanography                   | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of oceanography. This includes the ability to recall the definitions of the specialized vocabulary of oceanography.   |
|           | 2020-21 (Fall 2020)         | ECC: GEOG 9  | Weather and Climate                            | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of meteorology and climate science. (This includes the ability to recall the definitions of the specialized vocabulary of meteorology and climate science.) |
|           | 2020-21 (Fall 2020)         | ECC: GEOL 2  | History of Planet Earth                        | SLO #1 Basic Knowledge                     | Students can identify the salient features of the basic concepts of geology. (This includes the ability to recall the definitions of the specialized vocabulary of geology.)   |