

Exhibit IIA.51
General Education
Course Outlines
(upper division)

Humanities

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: HUM 325
Course Name: Cross Cultural Communication

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course is designed to provide students with a broader understanding of cross cultural communication theories, styles, and leadership techniques to find success in a diverse, global economy. The course will introduce related texts to help create a cultural worldview for students to apply to their field. The course will outline intercultural theories and techniques used in various fields to allow students to find realistic approaches to everyday situations, as applicable to individual disciplines. Students will analyze and discuss fiction and non-fiction texts from a cross-cultural communications perspective.

Pre-requisites: Eng122

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify elements of cross-cultural communication
2. Identify cultural barriers
3. Define socio-economic diversity and describe how it creates barriers to effective communication.
4. Discuss how learning and developmental barriers to communication can be overcome in a work place setting.
5. Identify and analyze communication techniques and methods of interpretation
6. Identify and critically evaluate the major themes of intercultural communication
7. Analyze various theories in intercultural communication within the student's disciplines of study
8. Analyze and interpret fiction and non-fiction texts in relation to cross cultural communication.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College

Course Outline

Unit Objectives

Unit 1: Understanding Cultural Diversity – Cultural Context and Interaction

Upon successful completion of this unit of instruction the student will be able to:

1.1 Cultural Context and Interaction

- a. Identify two themes of cultural context and interaction (CLO 1, 3, and 5)
- b. Identify cultural diversity within individual disciplines of study (CLO 7)
- c. Analyze 2 communication techniques used across cultural boundaries (CLO 6 and 7)

1.2 Objectives

- a. Respond to discussion forum question related to text
- b. Be able to identify 2 themes of cultural context and interaction
- c. Be able to respond to short answer response questions regarding communication techniques within individual disciplines of study

Unit 2: Communication across Paradigms, Understanding Communication in the Workplace and Around the World

Upon successful completion of this unit of instruction the student will be able to:

2.1 Unit CLO's

- a. Understanding labels (CLO 2 and 3)
- b. Identifying recent trends in intercultural communication (CLO 6 and 8)

2.2 Objectives

- a. Respond to discussion forum question related to reading
- b. Analyze current trends in intercultural communication through researched short answer responses
- c. Create visual representation of trends in intercultural communication

Unit 3: Leadership Styles within the Workforce – Tolerance at Work and Understanding Tolerance towards Intercultural Differences

Upon successful completion of this unit of instruction the student will be able to:

3.1 Unit CLO's

- a. Identifying cultural differences within immediate society and social interactions (CLO 2 and 3)
- b. Define cultural adaptation (CLO 4)

3.2 Objectives

- a. Respond to discussion forum questions related to reading
- b. Analyze cultural adaptation within two specific groups present in the student's surrounding area
- c. Respond to short essay question regarding cultural adaptation in modern American society

Unit 4: Understanding Intercultural Practices and Overcoming the Golden Rule: Understanding Sympathy and Empathy across Cultural Lines

Upon successful completion of this unit of instruction the student will be able to:

4.1 Unit CLO's

San Joaquin Valley College

Course Outline

- a. Identifying 2 cultural responses to sympathy (CLO 1, 2 and 5)
 - b. Identifying 2 cultural responses to empathy (CLO 1, 2 and 6)
 - c. Identifying 2 common practices across two cultures (CLO 7)
- 4.2 Objectives
- a. Respond to discussion forum questions related to reading
 - b. Compose short (5-8 paragraph) research paper to be submitted in Unit 5 comparing and contrasting two common practices and two different practices from two cultures, ie cultural practices pertaining to funerals and weddings; the role of women in one culture versus another, the role of education in one culture versus another ROUGH DRAFT due

Unit 5: Summary of Communication Styles

Upon successful completion of this unit of instruction the student will be able to:

- 5.1 Unit CLO's
- a. Identify one trend across intercultural communication (CLO 7)
 - b. Identify one area of weakness across intercultural communication (CLO 7)
- 5.2 Objectives
- a. Respond to discussion forum post related to reading
 - b. Submit short research analysis paper FINAL draft

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:

San Joaquin Valley College

Course Outline

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
* <i>No Credit Awarded</i>				

History

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: HST 301
Course Name: American Political Thought from Reconstruction to the Present

Total Semester Units: 3.0
Total Hours: 45
Theory/Lecture Hours: 45
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course explores various social, diplomatic, and economic philosophies in American politics from Reconstruction to the Present. Special consideration is given to the development and inter-connectedness of the philosophies while also considering their historical context. Students are encouraged to make connections between these philosophies and their own beliefs.

Pre-requisites: Eng122

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Define the competing economic philosophies of Laissez-Faire Capitalism and Marxism and explain their relationship to the Industrial Revolution, Social Darwinism, the formation of labor unions, and the anti-trust policies of the late 19th and early 20th centuries.
2. Articulate the key tenets of Progressivism and their connection to The New Deal, The Great Society, *Brown v. The Board of Education*, and the Civil Rights Acts of the 1964 and 1968.
3. Summarize the social and political grievances that led to Feminism, Counterculture, Black Power, and the Chicano Movement.
4. Explain the general characteristics of Fascism and the threat they posed to western-style democracy.
5. Evaluate and explain the various Cold War philosophies and policies.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College

Course Outline

Unit Objectives

Unit 1: Laissez-Faire Capitalism and Marxism

Upon completion of this unit of instruction the student will be able to:

- 1.1 Define Laissez-Faire Capitalism and Marxism
- 1.2 Explain how Marxism came to be a popular theory during the Industrial Revolution
- 1.3 Define Social Darwinism and explain the similarities between it and Laissez-Faire Capitalism
- 1.4 Discuss the philosophical similarities and differences between labor unions and Marxism and Laissez-Faire Capitalism
- 1.5 Articulate the connection between Laissez-Faire Capitalism and anti-trust policies

Unit 2: Progressivism

Upon completion of this unit of instruction the student will be able to:

- 2.1 Define the key tenets of early Progressivism
- 2.2 Explain the philosophical foundations and intent of The New Deal
- 2.3 Compare and contrast the moral and intellectual foundations of The New Deal and The Great Society
- 2.4 Explain the connection between Progressivism and the Civil Rights Acts of 1964 and 1968
- 2.5 Compare and Contrast *Brown v. The Board of Education* and *Plessy v. Ferguson*

Unit 3: Sub-Cultures

Upon completion of this unit of instruction the student will be able to:

- 3.1 Explain the connection between early-20th-century ideas toward sexual freedom and the rise of Feminism
- 3.2 Compare and contrast Counterculture and other sub-cultures, such as Feminism
- 3.3 Describe the similarities and differences between Black Power and Martin Luther King Jr. and Malcom X.
- 3.4 Discuss the Chicano Movement as an identity for the Mexican people living in 20th-century America

Unit 4: Fascism

Upon completion of this unit of instruction the student will be able to:

- 4.1 Define Fascism as a philosophy of government
- 4.2 Compare and Contrast the fascism of WWII and American Democracy
- 4.3 Explain how the American fight against the fascism of WWII shaped American foreign policy.
- 4.4 Discuss the differences and similarities between American Progressivism and Fascism

Unit 5: The Cold War

Upon completion of this unit of instruction the student will be able to:

- 5.1 Define The Cold War and explain the basic political philosophy of the U.S.S.R. and how it compares to American democracy
- 5.2 Compare and Contrast The Truman Doctrine, The Eisenhower Doctrine, and the Nixon Doctrine

San Joaquin Valley College

Course Outline

5.3 Discuss and evaluate the philosophies behind the Marshall Plan, Massive Retaliation, and Containment

5.4 Analyze and explain McCarthyism

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
* No Credit Awarded				

Writing for Research

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: ENG 321
Course Name: Writing for Research

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course is designed to provide students with the framework necessary for research writing; the course will provide guidance in creating a literary review, allowing students to focus on research pertaining to their discipline of study. The course will outline the research process, APA formatting for research writing, and the literary review process. Students will utilize peer-reviewed journals to synthesize data pertaining to their studies in preparation for their Senior Capstone Project.

Pre-requisites: Eng122

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Identify peer reviewed, scholastic publications
2. Master APA formatting for research writing
3. Demonstrate understanding of peer reviewed publications by proper summarization and analyses of information presented
4. Discuss through analysis the importance of peer reviewed publications as it pertains to the discipline in question
5. Identify needs for further research in a subject or discipline as presented through a literary review
6. Demonstrate synthesis of peer reviewed information as it pertains to a single subject, career, or technique by composing a literary review
7. Use persuasive arguments with appropriate research to justify a proposed research project in chosen area of specialty.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College

Course Outline

Unit Objectives

Unit 1: Introduction to Research and Writing

Upon successful completion of this unit of instruction the student will be able to:

- 1.1 Describe key elements of APA guidelines for research writing, including proper citations and references
- 1.2 Explain the hierarchy of evidence and its importance in conducting research
- 1.3 Find multiple peer-reviewed journals and articles that relate to a specific topic or discipline

Unit 2: Summarizing Research

Upon successful completion of this unit of instruction the student will be able to:

- 2.1 Find and summarize individual articles to demonstrate an understanding of the key concepts presented
- 2.2 Create an annotated bibliography according to APA format guidelines

Unit 3: Discussing Research Findings

Upon successful completion of this unit of instruction the student will be able to:

- 3.1 Identify key elements of the conclusions of peer-reviewed articles as it pertains to the student's chosen field
- 3.2 Contextualize the findings of a peer-reviewed article within the history of the given field
- 3.3 Explain why these conclusions are significant to the student's career field

Unit 4: Synthesizing Peer-Reviewed Publications and Identifying the Need for Further Research

Upon successful completion of this unit of instruction the student will be able to:

- 4.1 Find peer-reviewed articles to be used in a literary review pertaining to a single topic or discipline
- 4.2 Synthesize the peer-reviewed articles and discuss their importance to the selected discipline
- 4.3 Identify areas for further research or discussion within the topic

Unit 5: Completing a Literary Review

Upon successful completion of this unit of instruction the student will be able to:

- 5.1 Create a Literary Review of a topic within the student's discipline, written according to APA formatting guidelines and in accordance with the accepted practices of research, analysis, and synthesis.

Unit 6: Persuasive argument

Upon successful completion of this unit of instruction the student will be able to:

San Joaquin Valley College

Course Outline

- 6.1 Develop a hypothesis and apply scientific method to prove the need for further research.
- 6.2 Use facts in evidence to write a formal argument that can inform a presentation.
- 6.3 Present or facilitate information via a debate or activity to persuade your audience of your point of view.

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

San Joaquin Valley College
Course Outline

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
<i>* No Credit Awarded</i>				

Psychology

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: PSY 302
Course Name: Group Dynamics

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course presents concepts of behavior related to group activity for the purpose of developing skill in interpersonal relationships in professional settings. Topics include the discussion, analysis and application of concepts related to group process, conflict management and leadership in professional environments.

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Utilize respectful, culturally inclusive language in group settings.
2. Evaluate and explain conflict management in group settings.
3. Describe the skills needed for high stakes conversations.
4. Demonstrate the ability to provide effective feedback to others.
5. Evaluate types of problem-solving skills and communication techniques needed in a variety of group settings.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

San Joaquin Valley College

Course Outline

Unit Objectives

Unit 1: Introduction to Group Dynamics

Upon successful completion of this unit of instruction the student will be able to:

- 1.1 Recognize types and characteristics of groups
- 1.2 Summarize the benefits and challenges of group membership
- 1.3 Identify the phases of group formation
- 1.4 Describe reasons for and types of group norms
- 1.5 Explain the function and importance of group norms

Unit 2: Culturally inclusive language in group settings

Upon successful completion of this unit of instruction the student will be able to:

- 2.1 Describe inclusive, culturally-appropriate language used in group settings
- 2.2 Identify communication strategies in working with diversity in small groups
- 2.3 Utilize diverse experiences and perspectives in groups
- 2.4 Recognize challenges surrounding the use of technology in diverse groups

Unit 3: Group Communication, high-stake conversations, and conflict management.

Upon successful completion of this unit of instruction the student will be able to:

- 3.1 Recognize the value of different perspectives in professional and personal settings
- 3.2 Identify verbal and nonverbal group communication strategies
- 3.3 Describe effective communication techniques in high stakes conversations
- 3.4 Recognize the role technology plays in group communication

Unit 4: Listening and Feedback in Groups

Upon successful completion of this unit of instruction the student will be able to:

- 4.1 Explain the importance of active listening skills in group settings
- 4.2 Describe barriers to effective listening skills
- 4.3 Identify strategies for providing constructive feedback
- 4.4 Identify strategies for responding to others' feedback

Unit 5: Conflict Management and Problem Solving in Groups

Upon successful completion of this unit of instruction the student will be able to:

- 5.1 Describe problem-solving stages in group settings
- 5.2 Identify group process techniques that lead to solutions
- 5.3 Describe styles of conflict management
- 5.4 Identify ethical issues in decision making
- 5.5 Develop a plan to implement decisions

San Joaquin Valley College

Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
* No Credit Awarded				

Statistics

San Joaquin Valley College

Course Outline

Division: Health Studies
Program: Respiratory Care, Bachelors

Course Number: STS 301
Course Name: Introduction to Statistics

Total Semester Units: 4.0
Total Hours: 60
Theory/Lecture Hours: 60
Application/Lab Hours: 0
Externship/Clinical Hours: 0

Course Description:

This course will provide a practical foundation in statistical concepts and practice with emphasis on acquiring the skills necessary to collect, interpret, describe and present sample data in a clear and focused manner. This course will cover how to obtain and interpret basic descriptive statistics, and how to calculate commonly used statistics.

Pre-requisites: None

Course Learning Outcomes

Upon completion of this course the student will be able to:

1. Describe the various data sets that are used in the calculation of statistics
2. Calculate basic statistics
3. Compare and contrast the most common methods of analyzing statistical data
4. Utilize quantitative and qualitative methods to interpret basic statistics
5. Analyze statistics, vital statistics, descriptive statistics, data validity, and reliability.

Grade Item Weights

- 15% Quizzes
- 20% Discussion
- 40% Projects/Homework
- 25% Exams

Unit Objectives

Unit 1: Introduction to Statistics and Calculating Basic Statistics

Upon successful completion of this unit of instruction the student should be able to:

1. Begin basic math review
2. Define statistics and data.
3. Define variables and demography.
4. Distinguish between primary and secondary data
5. Distinguish between populations and samples
6. Define descriptive and inferential statistics
7. Apply levels of measurement to data sets [nominal, ordinal, interval, ratio]

San Joaquin Valley College

Course Outline

Unit 2: Frequency Distributions and Tables

Upon successful completion of this unit of instruction the student should be able to:

1. Complete basic math review
2. Distinguish between frequency and cumulative frequency
3. Define and apply range, class limits, frequency, and cumulative frequency
4. Compare / contrast the advantages and weakness of percentiles
5. Determine the percentile rank for a given score
6. Critique and apply data from tables.

Unit 3: Assessing and presenting vital statistics and graphic representation

Upon successful completion of this unit of instruction the student should be able to:

1. Identify the major vital statistics and governmental agencies that track this data.
2. Define morbidity, mortality, epidemic, prevalence, and incidence.
3. Computer rates for prevalence and incidence of disease.
4. Computer population mortality rates and cause specific morbidity rates.
5. Determine the type of chart or graph appropriate for presenting different types of data.
6. Interpret statistical graphs.
7. Construct base charts/graphs.

Unit 4: Discussing measures of central tendency and dispersion

Upon successful completion of this unit of instruction the student should be able to:

1. Distinguish between the measures of central tendency
2. Distinguish normal [bell] curve from an asymmetrical skewed curve.
3. Describe positive and negative skewness
4. Describe the effects of skewness on measures of central tendency.
5. Define and identify the measures of dispersion [range, variance, and standard deviation].
6. Compute range, median, mode, mean from group and ungrouped data, variance, and standard deviation.
7. Identify the empirical rule; the relationship of standard deviation to the area under the normal curve.

Unit 5: Analyzing statistical methods used in published research

Upon successful completion of this unit of instruction the student should be able to:

1. Distinguish between basic and applied research
2. Compare and contrast quantitative and qualitative approaches to research.
3. Discuss inductive and deductive reasoning.
4. Describe and apply factors in common research designs.
5. Explain random sampling techniques.
6. Distinguish between validity and reliability
7. Distinguish between correlation, significant, confidence, null hypotheses, and alternative hypothesis

San Joaquin Valley College

Course Outline

Instructional Strategy and Methods for Assessing Student Learning Outcomes:

1. Critical Thinking Tasks and Assignments:

Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. Required Reading, Writing, Projects, and Outside of Class Assignments:

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. Methods to Measure Achievement of Student Learning Outcomes:

Students in this course will be graded in the following categories:

a) Writing Assignments:

- Written homework
- Research papers
- Term or other papers

b) Computational or Non-Computational Problem Solving Demonstrations:

- Exams
- Homework problems
- Quizzes

c) Skill Demonstration:

- Individual and group presentations
- Discussion threads
- Case studies

d) Objective Examinations:

- Multiple choice
- True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F
* No Credit Awarded				