

| Participating Area | Outcome (Combined) |
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| ACCT 100 Introduction to Accounting | Students will be able to complete the accounting cycle for a service-oriented business. |
| ACCT 100 Introduction to Accounting | Students will be able to prepare financial statements from an adjusted trial balance. |
| ACCT 100 Introduction to Accounting | Students will be able to recognize and apply concepts and procedures of a double-entry accounting system. |
| ACCT 101 Financial Accounting | Students are able to apply critical thinking skills derived from knowledge of accounting theory, to financial analysis and management decision making by analyzing and evaluating financial ratios and measurements. |
| ACCT 101 Financial Accounting | Students are able to demonstrate an understanding of basic accounting principles and procedures, as well as the role of accounting and bookkeeping within various business organizations. |
| ACCT 101 Financial Accounting | Students are able to recognize and understand the importance of ethics and social responsibility in the accounting profession. |
| ACCT 101 Financial Accounting | Upon successful completion of this course, the students will be able to apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements. |
| ACCT 101H Financial Accounting Honors | Students are able to apply critical thinking skills derived from knowledge of accounting theory, to financial analysis and management decision making. |
| ACCT 101H Financial Accounting Honors | Students are able to demonstrate an understanding of basic accounting principles and procedures, as well as the role of accounting and bookkeeping within various business organizations. |
| ACCT 101H Financial Accounting Honors | Students are able to recognize and understand the importance of ethics and social responsibility in the accounting profession. |
| ACCT 101H Financial Accounting Honors | Students will be able to apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements. |
| ACCT 102 Managerial Accounting | Students are able to apply critical thinking skills derived from knowledge of accounting theory, to financial analysis and management decision making. |
| ACCT 102 Managerial Accounting | Students are able to define and illustrate various cost terms, concepts, and behaviors, and evaluate their relevancy for different decision-making purposes. |
| ACCT 102 Managerial Accounting | Students are able to prepare traditional and contribution-margin income statements and define related terms. |
| ACCT 102 Managerial Accounting | Students are able to recognize and understand the importance of ethics and social responsibility in the accounting profession. |
| ACCT 102 Managerial Accounting | Upon successful completion of this course, the students will be able to explain cost-volume-profit analysis, degree of operating leverage, and safety margin and employ each as an analytical tool. |
| ACCT 103 Payroll Accounting | Student is able to recognize and understand the importance of ethics and social responsibility in the accounting profession. |
| ACCT 103 Payroll Accounting | Students are able to calculate and record a complete payroll cycle within established normal and computerized protocols. |
| ACCT 104 Intro to Govern and Not for Pr | Students are able to analyze and interpret governmental and not-for-profit economic transactions and related financial statement reporting disclosures. |
| ACCT 104 Intro to Govern and Not for Pr | Students are able to describe and analyze how accounting information is used by users to make decisions and/or meet reporting requirements for governmental and not-for-profit entities. |
| ACCT 104 Intro to Govern and Not for Pr | Students are able to identify, compare, and explain the basic fund types and net asset types for state and local governmental accounting. |
| ACCT 105 Income Tax Accounting | Students are able to conduct tax research and assist in identifying economic transactions that minimize income tax obligations for individuals and small business entities. |
| ACCT 105 Income Tax Accounting | Students are able to prepare the Federal and California State tax returns for individuals and small businesses entities. |
| ACCT 105 Income Tax Accounting | Students are able to recognize the ethical obligations of both the tax preparer and the taxpayer. |

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| ACCT 105 Income Tax Accounting | Students are able to record and analyze inclusions and exclusions to gross income, itemized deductions, exemptions, and tax obligations for individuals. |
| ACCT 107 Accounting Ethics | Analyze the consequences for various stakeholders and develop an acceptable resolution |
| ACCT 107 Accounting Ethics | Identify the ethical issues or problems in accounting case studies based on the AICPA's Code of Professional Conduct |
| ACCT 107 Accounting Ethics | Understand how accounting and ethics intersect and identify the sources of professional rules that govern accountants' conduct. |
| ACCT 107 Accounting Ethics | Understand how ethical viewpoints vary throughout the world, apply the core elements of virtue ethics and develop a personal viewpoint about ethical situations in accounting |
| ACCT 108 Volunteer Income Tax I | Upon successful completion of this course, the students will be able to prepare specific tax forms including the 1040EZ's, 1040A's, and 1040's with schedules A, B, and C-EZ. |
| ACCT 109 Volunteer Income Tax II | Upon successful completion of this course, the students will be able to utilize tax software to accurately file individual federal and state income tax returns within the scope of the VITA program. |
| ACCT 110 Excel for Business and Accounting | Analyze company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools. |
| ACCT 110 Excel for Business and Accounting | Demonstrate an understanding of how to perform vertical and horizontal analysis and how it is used in business. |
| ACCT 110 Excel for Business and Accounting | Explain how and why Excel is used for analyzing data, managing budgets, forecasting and modeling financial performance in business. |
| ACCT 110 Excel for Business and Accounting | Explain the purpose of and apply the functionality of Pivot tables, Vlookup, and Hlookup in Excel. |
| ACCT 110 Excel for Business and Accounting | Prepare and analyze accounting reports using Excel, such as financial statements, bank reconciliation reports, depreciation schedules, and payroll registers. |
| ACCT 110 Excel for Business and Accounting | Use functions in formulas in Excel to perform calculations and manipulate text. |
| ACCT 203 Intro to Cost Accounting | Students are able to demonstrate an understanding of the basic cost accounting data used by management for decision-making purposes. |
| ACCT 203 Intro to Cost Accounting | Students are able to describe the traditional types of product costing systems (including job-order and process), illustrate the flow of costs in each, and prepare related accounting records and reports. |
| ACCT 203 Intro to Cost Accounting | Students are able to prepare flexible budgets and evaluate the discrepancies between actual and standard costing. |
| ACCT 290 Cooperative Work Experience | Upon successful completion of this course given the environment of the workplace, the students will be able to perform activities and responsibilities of the job to a professional level of performance. |
| ACCT 299 Directed Study: Accounting | Students will be able to complete the objectives and educational goals set between the student and the instructor. |
| ADN 075 LVN Trans/ADN Prog | EBP-The student will explain and identify the role that evidence based research plays in the transition from LVN to RN in practice. |
| ADN 075 LVN Trans/ADN Prog | IT-The student will perform satisfactorily in the clinical simulation session. |
| ADN 075 LVN Trans/ADN Prog | PCC- The student will be able to recognize the theoretical concepts of the nursing process with a variety of medical surgical disorders. |
| ADN 075 LVN Trans/ADN Prog | QI-The student will identify and actively assess areas that increase quality of care to a patient requiring medical surgical care. |
| ADN 075 LVN Trans/ADN Prog | SAFETY-The student will identify patient safety concerns when calculating medication dosages and IV solutions using dimensional analysis. |
| ADN 075 LVN Trans/ADN Prog | T/C-The student will actively demonstrate participation in group discussion of the weekly case study based on theory content |
| ADN 150 Medical/Surgical Nursing I | EBP-The student will explain and identify the role that evidence based research plays on nursing practice. |
| ADN 150 Medical/Surgical Nursing I | IT-The student will come prepared for class with completion of pre-lecture activities. |
| ADN 150 Medical/Surgical Nursing I | PCC - The student will be able to recognize the theoretical concepts for patients with disturbances in the digestive, and renal systems, fluid and electrolyte status and acid/base balance, endocrine, cardiovascular and respiratory systems. |

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| ADN 150 Medical/Surgical Nursing I | QI-The student will describe the role of the nurse in the community care setting and its importance to quality patient care. |
| ADN 150 Medical/Surgical Nursing I | SAFETY-The student will identify patient safety concerns for patients with disturbances in the digestive, and renal systems, fluid and electrolyte status and acid/base balance, endocrine, cardiovascular and respiratory systems. |
| ADN 150 Medical/Surgical Nursing I | T/C-The student will actively participate in group discussion of the weekly case study based theory content. |
| ADN 150L Medical/Surgical Nursing I Lab | EBP-The students will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| ADN 150L Medical/Surgical Nursing I Lab | IT-The student will perform satisfactorily in the clinical simulation session. |
| ADN 150L Medical/Surgical Nursing I Lab | PCC-The student will be able to apply the nursing process in providing quality patient care. |
| ADN 150L Medical/Surgical Nursing I Lab | QI-The student will be able to apply the nursing process in providing quality patient care. |
| ADN 150L Medical/Surgical Nursing I Lab | SAFETY-The students will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| ADN 150L Medical/Surgical Nursing I Lab | T/C-The student will recognize the importance of teamwork and collaboration while completing and presenting the community research project. |
| ADN 151 Clinical Nursing Concepts | EBP - The student will demonstrate the ability to effectively utilize current nursing research in order to relate the findings to current safety issues in healthcare. |
| ADN 151 Clinical Nursing Concepts | IT - The student will identify the impact of documentation as well as various methods of documentation. |
| ADN 151 Clinical Nursing Concepts | PCC- The student will be able to identify the basic components of the nursing process. |
| ADN 151 Clinical Nursing Concepts | QI - The student will recognize the impact quality improvement has on the role of a nurse. |
| ADN 151 Clinical Nursing Concepts | SAFETY- The student will recognize the importance of safety in all aspects of their role as a nurse. |
| ADN 151 Clinical Nursing Concepts | T/C - Students will describe the concept of teamwork and collaboration in healthcare. |
| ADN 151L Clinical Nursing Concepts Lab | EBP- The student will perform skills according to Rio Hondo College & hospital procedure guidelines. |
| ADN 151L Clinical Nursing Concepts Lab | IT- The student will document correctly in a timely manner according to hospital policy. |
| ADN 151L Clinical Nursing Concepts Lab | PCC- The student will be able to provide basic nursing care while adopting it to the individual patient. |
| ADN 151L Clinical Nursing Concepts Lab | QI - The student will identify areas for improvement through reflective journaling. |
| ADN 151L Clinical Nursing Concepts Lab | SAFETY- The student will provide safe basic nursing care throughout their clinical rotation. |
| ADN 151L Clinical Nursing Concepts Lab | T/C-The student will demonstrate the ability to collaborate with peers on case studies in post conference. |
| ADN 154 Pharmacology | EBP-The student will demonstrate an accurate assessment of a patient's core health variables in relationship to prescribed pharmacotherapy. |
| ADN 154 Pharmacology | IT- The student will complete written essays and submit through Canvas |
| ADN 154 Pharmacology | PCC- The student will apply the nursing process to basic pharmacological principles which influence a patient's response to drug therapy. |
| ADN 154 Pharmacology | QI- The student will demonstrate safe medication administration skills with 100% accuracy which includes technique, rights, and checks. |
| ADN 154 Pharmacology | SAFETY- The student will demonstrate accurate dosage calculations with 100% accuracy. |
| ADN 154 Pharmacology | T/C-The students will perform and complete a peer evaluation in a medication simulation scenario |
| ADN 155 Nursing Process Childbearing | EBP- The student will identify safe practices for the maternal-newborn patient population based on EBP. |
| ADN 155 Nursing Process Childbearing | IT-The student will analyze important information required for an appropriate assessment for the maternal-child pt population. |
| ADN 155 Nursing Process Childbearing | PCC- The student will be able to demonstrate use of the nursing process and its application to OB/Women's Health. |

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| ADN 155 Nursing Process Childbearing | QI-The student will describe a process or procedure and its importance in OB/Women's health. |
| ADN 155 Nursing Process Childbearing | SAFETY-The student will pass the medication calculation test within two attempts. |
| ADN 155 Nursing Process Childbearing | T/C-The student will recognize the importance of working as a team to accomplish in class activities. |
| ADN 155L Nurs Process Childbearing Lab | EBP-The student will perform skills according to the Rio Hondo College and hospital procedure guidelines. |
| ADN 155L Nurs Process Childbearing Lab | IT- The student will demonstrate use of the electronic health record system to access relevant patient information, including accessing and interpreting patient history, diagnostic and laboratory findings. |
| ADN 155L Nurs Process Childbearing Lab | PCC -The student will provide safe patient care and apply the nursing process to the maternal-child patient population. |
| ADN 155L Nurs Process Childbearing Lab | QI- The student will describe a potential process that can be implemented on the LDRP unit. |
| ADN 155L Nurs Process Childbearing Lab | SAFETY- The student will administer medications without error. |
| ADN 155L Nurs Process Childbearing Lab | T/C- The student will collaborate and communicate in a respectful manner. |
| ADN 156 Nursing Process | EBP-The student will apply evidence based practices for influencing healthy eating behaviors and food choices in children. |
| ADN 156 Nursing Process | IT-The student will analyze important information required for an appropriate assessment on the pediatric patient. |
| ADN 156 Nursing Process | PCC-The student will be able to apply the nursing process in caring for children with normal growth and developmental patterns of the growing child and developmental, biological, interpersonal, and intrapersonal stressors affecting children and their families |
| ADN 156 Nursing Process | QI-The student will identify the correct guidelines for pediatric medication administration based on the class textbook |
| ADN 156 Nursing Process | SAFETY-The student will demonstrate accuracy with medication calculation with no more than 3 attempts. |
| ADN 156 Nursing Process | T/C-The student develop a plan of care for an assigned case study and recognize the importance of collaboration. |
| ADN 156L Nursing Process Lab | EBP-The student will prepare and implement a teaching project based on assigned Chronic Disease Process. |
| ADN 156L Nursing Process Lab | IT-The student will demonstrate use of the electronic medical record system to access relevant patient information. |
| ADN 156L Nursing Process Lab | PCC: Student will engage in patient centered care to provide safe, age-specific, culturally congruent care to the pediatric population. |
| ADN 156L Nursing Process Lab | QI-The student will complete the ONE MINUTE QSEN SAFETY CHECKS on their assigned patient when assigned in the clinical area. |
| ADN 156L Nursing Process Lab | SAFETY-Student will demonstrate accurate pediatric dosage calculation and safe medication administration to the pediatric population in the hospital setting. |
| ADN 156L Nursing Process Lab | T/C-The student will collaborate and communicate with the primary nurse and provide safe nursing care to the pediatric patients. |
| ADN 250 ADV Pharmacology | Compute IV drug dosing accurately. |
| ADN 250 ADV Pharmacology | EBP-The student will identify the prioritization for medications based on EBP with specific case studies. |
| ADN 250 ADV Pharmacology | IT-The student will demonstrate proficiency with online webinars related to IV therapy, venipuncture, and treatment complications. |
| ADN 250 ADV Pharmacology | PCC-The student will describe advanced pharmacological principles which influence a patient's response to drug therapy. |
| ADN 250 ADV Pharmacology | QI-The student will assess a patient's core health variables in relationship to prescribed pharmacotherapy and IV therapy. |
| ADN 250 ADV Pharmacology | SAFETY-The student will initiate the appropriate nursing interventions to maximize the therapeutic effects of drug and IV therapy. |
| ADN 250 ADV Pharmacology | T/C-The student will verbalize the correlation between medical diagnosis and medication in small groups. |
| ADN 251 Medical/Surgical Nursing II | Given a clinical scenario, the student will correctly describe the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and patient/family values. |

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| ADN 251 Medical/Surgical Nursing II | Given a specific clinical situation, the student is able to describe the nursing roles, responsibilities and contributions for improving care. |
| ADN 251 Medical/Surgical Nursing II | Provided with a client care scenario, the student will correctly identify the contributions of other individuals and groups in helping patients and families achieve health goals. |
| ADN 251 Medical/Surgical Nursing II | Provided with a client case scenario, the student will correctly identify appropriate interventions to demonstrate patient centered care involving patient/family/community preferences, values, coordination and integration of care, information, communication, and education, physical comfort and emotional support, involvement of family and significant other, and care transition and continuity. |
| ADN 251 Medical/Surgical Nursing II | Provided with a clinical scenario, the student is able to identify human factors and basic safety design principles that affect safety. |
| ADN 251 Medical/Surgical Nursing II | When provided with a case scenario, the student is able to identify the importance of information and technology skills for the professional nurse. |
| ADN 251L Medical/Surgical Nurs II Lab | In the clinical setting, the student bases individualized care interventions on best current evidence, patient values, and clinical expertise. |
| ADN 251L Medical/Surgical Nurs II Lab | In the clinical setting, the student functions competently within own scope of practice as a member of the health care team. |
| ADN 251L Medical/Surgical Nurs II Lab | When in the clinical setting, the student provides priority-based nursing care to individuals, families, and groups through independent and collaborative application of the nursing process. |
| ADN 251L Medical/Surgical Nurs II Lab | While in the clinical setting, the student demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others. |
| ADN 251L Medical/Surgical Nurs II Lab | While in the clinical setting, the student implements best practices for preventing harm and providing safe client care. |
| ADN 251L Medical/Surgical Nurs II Lab | While in the clinical setting, the student uses data, as presented through the Electronic Health Record (E.H.R.), to inform clinical decisions and deliver safe and quality patient care. |
| ADN 252 Psych/ Mental Health Nursing | EBP-The student will recognize the importance of EBP on current medication administration for a variety of mental illness by researching and discussing articles from scholarly journals |
| ADN 252 Psych/ Mental Health Nursing | IT-The student will be able to explain the use of informatics and why information and technology skills are important in the safe care of the patient with psychiatric/mental health issues. |
| ADN 252 Psych/ Mental Health Nursing | PCC- The student will be able to apply the nursing process to patients with major psychiatric/mental health disorders. |
| ADN 252 Psych/ Mental Health Nursing | QI-The student will design an appropriate therapeutic group activity for a patient with a psychiatric mental illness. |
| ADN 252 Psych/ Mental Health Nursing | SAFETY-The student will recognize the patient as a source of control and full partner to provide safe patient care with respect to preferences, values, and needs. |
| ADN 252 Psych/ Mental Health Nursing | T/C-The student will identify the various therapeutic techniques used with the variety of psychiatric mental health illnesses. |
| ADN 252L Psych/ Mental Health Nurs Lab | EBP -The student will recognize the importance of EBP on current medication administration for a variety of mental illness by researching and discussing articles from scholarly journals. |
| ADN 252L Psych/ Mental Health Nurs Lab | IT-The student will recognize the importance of informatics and the necessity of the electronic medical record in caring for patients with psychiatric/mental health disorders |
| ADN 252L Psych/ Mental Health Nurs Lab | PCC-The student will be able to utilize the nursing process in: assessment, planner of care, provider of safe skilled care, communicator, and member of the profession. |
| ADN 252L Psych/ Mental Health Nurs Lab | QI-The student will create a patient care summary, including a nursing diagnosis, interventions, and appropriate outcomes for their patient. |
| ADN 252L Psych/ Mental Health Nurs Lab | SAFETY-The student will demonstrate knowledge of safety and is able to describe common clues related to patient escalation and steps needed to ensure all patients and staff are safe |

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| ADN 252L Psych/ Mental Health Nurs Lab | T/C-The student will demonstrate teamwork and collaboration skills while caring for patients in the clinical setting |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario of a critically ill client, the student demonstrates an understanding of the multiple dimensions of patient-centered care including: patient/family/community preferences, values, coordination and integration of care, information, communication, and education, physical comfort and emotional support, involvement of family and significant other, and care transition and continuity. |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario, the student describes the concept of evidence-based practice (EBP), including the components of research evidence, clinical expertise, and patient/family values in the care of a critically ill client. |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario, the student describes the nursing context for improving care of the critically ill client. |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario, the student explains why information and technology skills are essential for the professional nurse working in the critical care specialty. |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario, the student identifies contributions of other individuals and groups in helping patients and families achieve health goals related to recovery or rehabilitation from a critical illness. |
| ADN 253 Medical/Surgical Nursing III | Given a clinical scenario, the student identifies human factors and basic safety design principles that affect safety when caring for the critically ill client. |
| ADN 253L Medical/Surgical Nurs III Lab | In the clinical setting demonstrates effective use of strategies at the individual and systems levels to reduce risk of harm to self and others while providing care to multiple patients. |
| ADN 253L Medical/Surgical Nurs III Lab | In the clinical setting the student bases individualized care on best current evidence, patient values, and clinical expertise in the care of multiple patients. |
| ADN 253L Medical/Surgical Nurs III Lab | In the clinical setting the student functions competently within own scope of practice as a member of the health care team while providing care to multiple patients. |
| ADN 253L Medical/Surgical Nurs III Lab | In the clinical setting the student implements best practices for preventing harm and providing safe care to multiple patients. |
| ADN 253L Medical/Surgical Nurs III Lab | In the clinical setting the student uses data, as presented through the Electronic Health Record (E.H.R.), to inform clinical decisions and deliver safe, quality patient care to multiple patients. |
| ADN 253L Medical/Surgical Nurs III Lab | While in the clinical setting the student is assigned to multiple patients and demonstrates the provision of priority-based nursing care to individuals, families, and groups through independent and collaborative application of the nursing process. |
| ADN 254 Leadership Mang Nur | EBP-Students will successfully integrate EBP in their group assignment. |
| ADN 254 Leadership Mang Nur | IT- Students will organize and present an interview portfolio and resume that is reflective of their preparation to enter the work force |
| ADN 254 Leadership Mang Nur | PCC-Student will integrate and analyze broad trends in management techniques in healthcare and nursing. |
| ADN 254 Leadership Mang Nur | QI-Students will formulate a clinical procedure based on current evidence. |
| ADN 254 Leadership Mang Nur | SAFETY- Students will analyze correct safety methods appropriate to patient care. |
| ADN 254 Leadership Mang Nur | Student will be able to utilize the nursing process in the provision of patient care while applying the principles of leadership and management in the clinical setting. |
| ADN 254 Leadership Mang Nur | T/C- Students will demonstrate effective teamwork and collaboration skills. |
| ADN 254L Leadership & Mgmt in Nurs Lab | EBP-Students will analyze clinical experiences through reflective journals. |
| ADN 254L Leadership & Mgmt in Nurs Lab | IT- Students will perform and organize their documentation according to clinical site parameters. |
| ADN 254L Leadership & Mgmt in Nurs Lab | PCC- Students will be able to apply the nursing process to a team of patients with a variety of health disorders. |
| ADN 254L Leadership & Mgmt in Nurs Lab | QI-Students will assess a policy/procedure and research EBP for improvements or changes for that current policy/procedure. |
| ADN 254L Leadership & Mgmt in Nurs Lab | SAFETY- Students will consistently implement all safety protocols/procedures while in the clinical setting. |

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| ADN 254L Leadership & Mgmt in Nurs Lab | T/C-Students will demonstrate the ability to delegate appropriately in collaboration with other healthcare team members. |
| ADN 290 CWE/RN Transition | Students will be able to apply registered nursing skills to patient populations in multiple settings. |
| ADN 290 CWE/RN Transition | Students will maintain and strengthen their knowledge and skills expected of the new registered nurse so that as a position is available, they will be more prepared for hire. |
| AET 120 Intro to Altern Energy Tech | Students in the alternative energy program will have the knowledge to pass the specific industry safety exam. |
| AET 120 Intro to Altern Energy Tech | Students will define the areas of study and demonstrate an understanding of the fundamental alternative energy systems and their impact on the world. |
| AET 120 Intro to Altern Energy Tech | Students will design and build a renewable energy system from recycled or trash components. |
| AET 120 Intro to Altern Energy Tech | Students will identify and discuss the technical, professional and social responsibilities of alternative energy technicians. |
| AET 121 Photovoltaic Sys Des & Install | Safe and proper use of hand tools, power tools and service equipment used by industry. |
| AET 121 Photovoltaic Sys Des & Install | Students will be able to successfully research applicable alternative energy systems, subsystems, service information, system operation, and technical service bulletins. |
| AET 121 Photovoltaic Sys Des & Install | Students will have the knowledge to pass the Specific Industry Safety Test. |
| AET 121 Photovoltaic Sys Des & Install | Students will have the knowledge to successfully discuss and demonstrate the concepts and theory of a photovoltaic system. |
| AET 122 Adv. Photovoltaic Sys Des & In | Students will be able to research applicable photovoltaic energy systems, subsystems, service information, system operation, and technical service bulletins. |
| AET 122 Adv. Photovoltaic Sys Des & In | Students will be able to successfully identify and describe operation of different photovoltaic energy systems and subsystems. |
| AET 122 Adv. Photovoltaic Sys Des & In | Students will successfully design a complete photovoltaic energy system portfolio and give a sales presentation to the class. |
| AET 122 Adv. Photovoltaic Sys Des & In | Successfully complete the Safety Exam |
| AET 123 Wind Energy Sys Des and Instal | Students will be able to complete and pass the specific industry safety exam. |
| AET 123 Wind Energy Sys Des and Instal | Students will be able to identify, describe and perform basic services and repairs of different wind energy systems. |
| AET 123 Wind Energy Sys Des and Instal | Students will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins pertaining to wind energy systems. |
| AET 123 Wind Energy Sys Des and Instal | Students will demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment. |
| AET 124 Adv. Wind Energy Sys Des and In | Students will be able to research applicable wind energy systems, subsystems, service information, system operation, and technical service bulletins. |
| AET 124 Adv. Wind Energy Sys Des and In | Students will be able to successfully identify and describe operation of different wind energy systems and subsystems. |
| AET 124 Adv. Wind Energy Sys Des and In | Students will successfully complete the industry specific safety exam |
| AET 124 Adv. Wind Energy Sys Des and In | Students will successfully design a complete wind energy system portfolio and give a sales presentation to the class. |
| AET 125 Energy Storage Systems | Students will have the knowledge to pass the Specific Industry Safety Test. |
| AET 125 Energy Storage Systems | Students will have the knowledge to successfully discuss and demonstrate the concepts and theory of an energy storage system |
| AET 181 Home Energy Mgmt & Auditing | Students will be able to identify the types of environmental health and safety hazards that may be encountered during energy audits. |
| AET 181 Home Energy Mgmt & Auditing | Students will describe the standard procedures required to perform energy audits. |
| AET 181 Home Energy Mgmt & Auditing | Students will design simple energy saving techniques for their own homes. Designs will adhere to and be evaluated based on accepted standards of industry. |
| AET 181 Home Energy Mgmt & Auditing | Students will have the knowledge to pass the specific industry safety exam. |
| AET 182 Industrial Energy Mgmt & Audit | Students will be able to identify the types of environmental health and safety hazards that may be encountered during industrial energy audits. |

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| AET 182 Industrial Energy Mgmt & Audit | Students will define the areas of study and demonstrate an understanding of the fundamental concepts of industrial energy audits. |
| AET 182 Industrial Energy Mgmt & Audit | Students will describe the standard procedures required to perform industrial energy audits. |
| AET 182 Industrial Energy Mgmt & Audit | Students will have the knowledge to pass the specific industry safety exam. |
| AET 280 Green Bldg Design Principles | Students will define the areas of study and demonstrate an understanding of the fundamental concepts of green building design. |
| AET 280 Green Bldg Design Principles | Students will design simple energy saving techniques for green buildings. Designs will adhere to and be evaluated based on accepted standards of industry. |
| AET 280 Green Bldg Design Principles | Students will have the knowledge to pass the specific industry safety exam. |
| AET 280 Green Bldg Design Principles | Students will identify and discuss the technical, professional and social responsibilities of green building design. |
| AET 299 D.S. Alternative Energy Tech. | Students in the electronics program will be able to build and test electrical circuits. |
| AET 299 D.S. Alternative Energy Tech. | Students will be able to determine the resistance of a conductor as function of temperature and nonlinear resistance. |
| AET 299 D.S. Alternative Energy Tech. | Students will be able to state Ohm's law and its applications. |
| AET 299 D.S. Alternative Energy Tech. | Students will have the knowledge to pass the specific industry safety exam. |
| AJ 041 Effective Written Comm | 1. Given an example crime, students will correctly identify the elements that are facts and those that are information |
| AJ 041 Effective Written Comm | 2. Given an example real-life problem, the students will correctly explain the proper sentence structure |
| AJ 041 Effective Written Comm | 3. Provided with an example complaint, the students will select the correct report forms for press releases. |
| AJ 060 Basic Firearms | 1. Upon completion the student will be able to demonstrate knowledge of firearms safety. |
| AJ 060 Basic Firearms | 2. The student will understand basic firearm maintenance. |
| AJ 060 Basic Firearms | 3. The student will demonstrate basic shooting skills. |
| AJ 070 Advanced Firearms | 1. Upon completion of this course the student will display firearms safety and use in a real world setting. |
| AJ 070 Advanced Firearms | 2. The student will display knowledge of multiple firearms. |
| AJ 070 Advanced Firearms | 3. The student will display several different shooting techniques. |
| AJ 101 Intro to Admin of Justice | 1. Given a scenario the students will correctly identify how the principles of law enforcement, the courts, or corrections apply. |
| AJ 101 Intro to Admin of Justice | 2. Presented with a narrative the students will correctly document the information with proper punctuation and grammar. |
| AJ 101 Intro to Admin of Justice | 3. Presented with a real-life problem the students will effectively analyze the ethical issues involved. |
| AJ 101 Intro to Admin of Justice | 4. Adapt to the diverse and multicultural nature of American society in the criminal justice system. |
| AJ 102 Criminal Procedures | 1. Given an example of a courtroom procedures students will correctly determine if it is appropriate for the circumstance. |
| AJ 102 Criminal Procedures | 2. -Presented with a narrative the students will correctly document the information with proper punctuation and grammar. |
| AJ 102 Criminal Procedures | 3. Presented with an example of criminal conduct students will correctly identify how case law applies. |
| AJ 102 Criminal Procedures | 4. Contrast the court procedures that occur from arrest through appeal. |
| AJ 104 Legal Aspects of Evidence | 1. Presented with an example of criminal conduct the students will correctly identify which course of action is appropriate. |
| AJ 104 Legal Aspects of Evidence | 2. Communicate information in a clear and organized manner. |
| AJ 104 Legal Aspects of Evidence | 2. Given a real-life problem the students will correctly identify which statute(s) has/have been violated. |
| AJ 104 Legal Aspects of Evidence | 3. Presented with items gathered at a crime scene the students will correctly identify the type of evidence and its admissibility. |
| AJ 104 Legal Aspects of Evidence | 5. Discuss the various types of evidence presented in court. |
| AJ 105 Community Relations | 1. Given an example of a community problem the students will correctly identify which policing strategy is most appropriate. |

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| AJ 105 Community Relations | 2. Presented with a narrative the students will correctly document the information with proper punctuation and grammar. |
| AJ 105 Community Relations | 3. Given an example of police officer behavior the students will correctly identify the appropriate action to be taken. |
| AJ 105 Community Relations | 4. Adapt to the diverse and multicultural nature of American society in the criminal justice setting. |
| AJ 106 Criminal Law I | 2. Presented with a narrative the students will correctly identify the elements of the a crime , and document the information with proper punctuation and grammar. |
| AJ 106 Criminal Law I | 3. Given a set of facts the students will correctly identify which of the Constitutional Amendments are applicable in the laws of arrest. |
| AJ 106 Criminal Law I | 4. Explain constitutional limits on criminal laws. |
| AJ 106 Criminal Law I | Demonstrate a broad range of the multiple crime classification used in the criminal justice system. Presented with criminal behavior the students will correctly determine whether a felony, misdemeanor, or infraction has been committed. |
| AJ 107 Criminal Law II | 1. Presented with examples of criminal behavior the students will correctly identify which crime(s) was/were committed. |
| AJ 107 Criminal Law II | 2. Communicate information in a clear and organized manner. |
| AJ 107 Criminal Law II | 2. Presented with examples of criminal behavior the students will correctly identify whether felonies or misdemeanors were committed. |
| AJ 107 Criminal Law II | 3. Presented with examples of protected behavior the students will correctly identify which Constitutional Amendments from the Bill of Rights are applicable. |
| AJ 107 Criminal Law II | 4. Apply constitutional, statutory, procedural, and case law to real-life criminal justice situations. |
| AJ 107 Criminal Law II | 5. Classify crimes. |
| AJ 207 Juvenile Law and Procedure | Students will be able to prepare an organization chart of the Juvenile Division of the Department of Corrections. Students will identify the function of juvenile probations officers in the criminal justice system. |
| AJ 207 Juvenile Law and Procedure | Students will be able to review a hypothetical situation involving a juvenile offender, and prepare recommendations for diversion of that juvenile offender, providing facts that would support diversion in lieu of incarceration and the court case associated with the sentencing option. |
| AJ 207 Juvenile Law and Procedure | Students will identify how a juvenile enters the justice system from point of law enforcement contact/detention through adjudication using correct legal terms, and list each step and include the unique characteristics of the juvenile process as distinct from the adult process |
| AJ 208 Principles of Investigation | 1. Presented with an example crime scene, the students will correctly identify the legal issues of the criminal investigation. |
| AJ 208 Principles of Investigation | 2. Given an example crime scene, the students will effectively analyze evidence related to the crime in a clear and organized manner. |
| AJ 208 Principles of Investigation | 3. Provided with an example crime report, the students will choose applicable investigative resources. |
| AJ 215 Vice and Narcotics Control | Given a description and symptoms of drug use the students will correctly identify which drug is likely the cause. |
| AJ 215 Vice and Narcotics Control | Presented with an example of various behaviors the students will correctly identify which crime has been committed. |
| AJ 215 Vice and Narcotics Control | Presented with information the students will analyze and determine if the elements are present for specific violations of applicable vice and narcotic statutes. |
| AJ 228 Police Field Operations | Given an example of various patrol procedures the students will correctly identify which is most appropriate for the circumstances. |
| AJ 228 Police Field Operations | Presented with a narrative the students will correctly document the information with proper punctuation and grammar. |
| AJ 228 Police Field Operations | Presented with examples of community policing strategies the students will correctly identify which are applicable to a uniformed officer's responsibilities. |
| AJ 250 Contemporary Issues in CJ | 1. Given a real world situation the student will correctly identify if escalation or deescalation of force is appropriate. |

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| AJ 250 Contemporary Issues in CJ | 2. Presented with a variety of options the student will correctly identify the proper ethical choice. |
| AJ 250 Contemporary Issues in CJ | 3. Given a real life scenario the student will correctly identify the importance of diversity in public safety. |
| AJ 275 Intro to Forensic Science | Students apply critical, creative and analytical skills to identify and solve problems, analyze information, synthesize and evaluate ideas, and transform existing ideas into new forms. |
| AJ 275 Intro to Forensic Science | Upon completion of this course and by participating in the learning process, the students will achieve a basic level of proficiency and an ability to demonstrate the fundamental skills and knowledge necessary to conduct a basic crime scene investigation. |
| AJ 275 Intro to Forensic Science | Upon completion of this course and by participating in the learning process, the students will recognize evidence at the crime scene and understand the value of crime scene evidence as it relates to crime scene investigation and providing investigative leads. |
| AJ 290 CWE/Internship for AJ | 1. Give a example Justice issue, the student will correctly demonstrate knowledge and understanding of subject area. |
| AJ 290 CWE/Internship for AJ | 2. Given a list of correct job related improvements, the student will correctly identify how their work has improved as a result of the program. |
| AJ 290 CWE/Internship for AJ | 3. Given a case study of a diversity issue, the student will correctly identify each diversity issue in the case. |
| AJ 299 Directed Study: AJ | 1. Presented with a real world incident the student will correctly identify the implications on society. |
| AJ 299 Directed Study: AJ | 2. Given a complex set of facts of facts the student will correctly complete a report with proper grammar and spelling. |
| AJ 299 Directed Study: AJ | 3. Presented with a set of facts the student will correctly identify the importance of equity and diversity in the public sector. |
| ANIM 101 Intro to Digital 3D Animation | Given a set of orthographic template drawings of an object, students will construct a virtual 3D model by correctly visualizing its shape, accurately dimensioning its proportions and using efficient construction techniques. |
| ANIM 101 Intro to Digital 3D Animation | Given a specific type of material the student will be able to correctly create and accurately apply the appropriate the shading network to a 3D asset. |
| ANIM 101 Intro to Digital 3D Animation | Given a virtual 3-D model of a character or a man made object, the student should choose the appropriate approach to projecting an accurate and efficient UV layout. |
| ANIM 105 Principles of 3-D Animation | Given a rigged virtual 3-D model students should be able to create a convincing bouncing ball animation that clearly demonstrates an understanding of weight. |
| ANIM 105 Principles of 3-D Animation | Student will demonstrate a comprehensive understanding of drag and overlapping action as it pertains to animation. |
| ANIM 105 Principles of 3-D Animation | The student will create a convincing idle animation that clearly demonstrates the personality of a given character. |
| ANIM 110 Digital Character Animation | Student will be able to create convincing character animations. |
| ANIM 110 Digital Character Animation | Student will be able to create efficient, effective animation rigs. |
| ANIM 110 Digital Character Animation | Student will demonstrate a comprehensive understanding of the Maya interface as it pertains to animation. |
| ANIM 120 Lighting and Rendering | Given a virtual 3-D model students should be able to competently produce a lighting scenario that creates mood and emphasizes the form of the virtual model. |
| ANIM 120 Lighting and Rendering | Given a virtual 3-D model students should be able to correctly texture map the surface details of a 3D asset with a given convincing shading network. |
| ANIM 120 Lighting and Rendering | The student will be able to efficiently render static and animated image sequences. |
| ANIM 130 Modeling for Games | The student will be able to construct a virtual 3D model from a 2D environmental layout drawing. |
| ANIM 130 Modeling for Games | The student will be able to efficiently texture a virtual 3D model intended for interactive games. |
| ANIM 130 Modeling for Games | The student will be able to generate an original background layout appropriate for an interactive environment. |

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| ANIM 133 Character Design | Apply art and design principles to create visually captivating characters intended for Games, Film or TV. 1. Silhouette – Quickly generate a variety of design possibilities through the use of silhouette thumbnails. 2. Thumbnails- Quick, unlabored, sketches that explore the basic shape of a design encompassing gesture, structure, proportion, action and attitude. 3. Function – Define the character shape through a clear and logical form. 4. Basic Shape – Focus the initial design on the basic shape of the character and be able to filter it down to simple shapes. 5. Variation of scale – Create interest within the characters’ design by using a variety of contrasting proportions. 6. Details – Carefully craft the details of the design so that they support and strengthen the overall basic shape of the character. 7. Color – Help solidify the character’s personality visually through the use of specific color palettes, such as dark colors can suggest a bad or malevolent character. |
| ANIM 133 Character Design | Demonstrate and understanding of how to develop the soul of a character. 1. Back-story – Completely round out the character by describing its history, how it came about and any life changing events it has experienced. 2. Empathy - Imbuing the character with humanity to help the viewer connect with it. 3. Character - Exaggerate the defining attributes of the character’s personality 4. Create Goals – Define the characters wants and needs, what does it want to achieve. 5. Power center -Define the character’s power center, what part of the character has the most gravitational force or dominant mass 6. Relationships – How does the character relate to other characters within its world. |
| ANIM 133 Character Design | Solid drawing conveying basic 3D forms in a 2D virtual space by employing 3-D structure, weight and perspective. 1. Staying on Model -The ability to draw the character accurately from any angle. 2. Silhouette ' Create a clear readable silhouette that is not cluttered the legs, arms head and hands are seen clearly. 3. Contrapposto ' Hips are at an opposite angle than the shoulders adding weight to the figure. 4. Contrast in line ' Balancing straight lines against curved lines to strengthen a design. 5. Perspective 'drawing system of representing the way that objects appear to get smaller and closer together, the further way they are. 6. Structure - Simplify an organic object into three basic forms or a combination of them, the sphere, cube, cylinders. 7. Anatomy ' Comprehensive understanding of the muscular and skeletal systems that make up the human figure allowing the energy of the figure to be captured. |
| ANIM 134 Mech and Vehicle Design | Apply the principles of traditional drawing and painting to 2D digital media 1. Light logic – An orderly system that visually represent the reflection, absorption and occlusion of light on a surface with tones or values. 2. Shadow shape – Absence of light on an object comprised of the core shadow and cast shadow. 3. Core Shadow- Most concentrated area of dark on an object that helps define its form, comprised of the terminator and bounced light. 4. Cast Shadow- Darkest part of the shadow, the shadow cast by an object on a surface it is sitting on. (Occlusion is the darkest part of the cast shadow and is located where the object and the surface touch) 5. Color theory basics – guide to color mixing and visual effects of color combinations. 6. Observational Drawing- Use of Visual measuring, contour and cross contour lines and linear block in to visually describe an object. |
| ANIM 134 Mech and Vehicle Design | Choosing the best design. 1. Elegance – Strive for a simple design that is clever or unique. 2. Innovation – Lean towards designs that combine ideas in a new way or have A completely fresh perspective. 3. Time – Can the Design idea be completed in the allotted time frame. 4. Skill – Do you currently have the skill to create a finished design from the proposed idea. 5. Emotion – Does the design draw an emotional response from viewer. 6. Creativity and Reality – look for the design that demonstrates the most harmony between style and practicality. |

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| ANIM 134 Mech and Vehicle Design | Solid drawing conveying basic 3D forms in a 2D virtual space by employing 3-D structure and perspective. 1. Staying on Model -The ability to draw the Mech or vehicle accurately from any angle. 2. Silhouette – Create a clear readable silhouette that is not cluttered and can be filtered down to basic shapes. 3. Contrast in line – Balancing straight lines against curved lines to strengthen a design. 4. Perspective – Utilize the drawing system of 1 and 2-point perspective that represent the way that objects appear to get smaller and closer together, the further way they are. (Horizontal line and 1 and 2 vanishing points) 5. Structure - Simplify an object into three basic forms or a combination of them, the sphere, cube, cylinders. 6. Paint over – Utilize 3D application to generate basic block model for the purpose of painting over it in 2D application. |
| ANIM 135 Environment Design | Given the limitations of a real-time game level, plan out the development and design of modular environment pieces. 1. Scale- Det. by the scope of the level det. the scale of the modularity the level will require. 2. Grid ' Using game mechanics, scope of the project and game engine det. and use a grid system to construct the level. 3. Planning ' working with level Designers and Artists det. what assets will be required. 4. Initial construction given a grid system begin with simple base units that variations can be constructed from then move to unique assets. 5. Mirror ' Utilize a line a symmetry through assets where possible for better flexibility. 6. Unique assets ' Gen. unique assets to break up tiling. 7. Custom pieces ' After base and unique pieces are created begin work on custom areas that are called for in the design. 8. Level assembly ' Using basic and custom units snap together level, remembering to improvise and strive to remove evidence of the modularity where ever possible. |
| ANIM 135 Environment Design | Students will master the process of world building for games. 1. Pre-Visualization- Base environmental composition on traditional Concept Art (color, light, form) 2. White box ' Block out basic GEO as placeholder assets. 3. Export ' export basic GEO into Game engine. 4. Play Test ' Test the blocked-out version of the level for strength and weak-nesses. 5. Look and Feel - Create Real-time Lighting scenario. 6. Polish ' Generate secondary assets to make the level look and feel lived in. 7. Kit-Bashing ' Create new assets from components and textures of existing ones. 8. Terrain editor ' Perform world-building tasks using game engine terrain editor tool in addition to 3D application. |
| ANIM 135 Environment Design | Students will master the research and development process. 1. Exploration-Strong use of research and reference material that supports idea generation and problem solving. 2. Thumbnails ' Quick sketches used to develop multiple basic compositions, and the placement of major design elements. 3. Perspective 'The basic principles of 1, 2 and 3point perspective (i.e. ability to represent in a 2D format the way objects appear to get smaller and closer together the further away they are.) 4. Mood 'Create an emotional response using descriptive sketches and drawings. 5. Tonal Sketches ' Use of light and shadow to block in shapes and form. 6. Concept Art - Captivating illustration that draws the desired emotional response from the viewer. 7. Deadline 'Design is achievable in allotted time. |
| ANIM 140 Entertainment Art Portfolio | Animating a digital character or man-made object successful students will exhibit a knowledge and understanding of the principals of animation. |
| ANIM 140 Entertainment Art Portfolio | Successful students will be able to develop and communicate a concept design that is original and engaging by using both digital and traditional methods such as quick sketching, perspective drawing and digital sculpture. |
| ANIM 140 Entertainment Art Portfolio | Using the latest digital visualization tools and given a concept design describing an environment, character or man-made object successful students will competently create a project appropriate for a portfolio in the entertainment industry. |
| ANTH 101 Intro to Physical Anthropology | Students will be able to describe the relationship between human adaptations and various environments. |
| ANTH 101 Intro to Physical Anthropology | Students will be able to identify the elements of natural selection. |
| ANTH 101 Intro to Physical Anthropology | Students will be able to identify the major milestones in human evolution. |
| ANTH 101 Intro to Physical Anthropology | Students will be able to identify the major processes associated with inheritance and variation. |

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| ANTH 101 Intro to Physical Anthropology | Students will be able to identify the significant features of the major primate groups. |
| ANTH 101H Intro to Physical Anthro H | Students will be able to describe the relationship between human adaptations and various environments. |
| ANTH 101H Intro to Physical Anthro H | Students will be able to identify the elements of natural selection. |
| ANTH 101H Intro to Physical Anthro H | Students will be able to identify the major milestones in human evolution. |
| ANTH 101H Intro to Physical Anthro H | Students will be able to identify the major processes associated with inheritance and variation. |
| ANTH 101H Intro to Physical Anthro H | Students will be able to identify the significant features of the major primate groups. |
| ANTH 101L Physical Anthropology Lab | Students should be able to analyze cranial material. This should include the ability to distinguish between different extant primate groups as well as hominin groups. |
| ANTH 101L Physical Anthropology Lab | Students will be able to analyze skeletal materials. This should include identifying differences between males and females, especially in humans, as well as the differences between bipeds and quadrupeds. |
| ANTH 101L Physical Anthropology Lab | Students will be able to identify patterns influencing human physical and physiological variation. |
| ANTH 101L Physical Anthropology Lab | Students will demonstrate an understanding of molecular and Mendelian genetics. |
| ANTH 101L Physical Anthropology Lab | Students will demonstrate knowledge of human osteology. |
| ANTH 102 Intro to Cultural Anthropology | Given a cultural practice, students will be able to apply the concepts of cultural relativism and ethnocentrism. |
| ANTH 102 Intro to Cultural Anthropology | Students will be able to describe the different types of social organization including marriage and kinship systems. |
| ANTH 102 Intro to Cultural Anthropology | Students will be able to describe the major theoretical perspectives of cultural anthropology. |
| ANTH 102 Intro to Cultural Anthropology | Students will be able to identify the basic types of economic, political, and religious systems found throughout the world. |
| ANTH 102 Intro to Cultural Anthropology | Students will demonstrate an understanding of the components of culture and the process of cultural change. |
| ANTH 102 Intro to Cultural Anthropology | Students will demonstrate an understanding of the holistic perspective in anthropology. |
| ANTH 102H Intro to Cultural Anthro H | Given a cultural practice, students will be able to apply the concepts of cultural relativism and ethnocentrism. |
| ANTH 102H Intro to Cultural Anthro H | Students will be able to describe the different types of social organization including marriage and kinship systems. |
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| ANTH 102H Intro to Cultural Anthro H | Students will demonstrate an understanding of the holistic perspective in anthropology. |
| ANTH 103 Introduction to Archaeology | Students will be able to describe the issues that archaeologists confront when engaging in investigations today. This outcome should be measured with NAGPRA as a backdrop. |
| ANTH 103 Introduction to Archaeology | Students will be able to describe the major steps in the archaeological process. |
| ANTH 103 Introduction to Archaeology | Students will be able to explain how subsistence patterns affect political and economic organization and other elements of past cultures. |
| ANTH 103 Introduction to Archaeology | Students will be able to identify and explain the different areas of specialization in the field of archaeology. |
| ANTH 103 Introduction to Archaeology | Students will be able to identify the major areas of early cultural development around the world. |
| ANTH 103 Introduction to Archaeology | Students will be able to identify the major changes that correspond to the shift to agricultural lifestyles. |

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| ANTH 104 Intro to Language and Culture | In tests, discussions, or assignments students will recognize the role of globalization and technology in the development of new communication forms and problems in communication around the world. |
| ANTH 104 Intro to Language and Culture | On tests, discussions, or assignments students will identify the structural properties of language including key terms and analyze non-verbal communication across cultures. |
| ANTH 104 Intro to Language and Culture | Provided the anthropological approach to study language and communication, students will identify and explain the different theoretical approaches and analyze language loss on tests, discussions, or assignments. |
| ANTH 110 Human Sex Cross-Cult Pers | Students will be able to describe birth control options. |
| ANTH 110 Human Sex Cross-Cult Pers | Students will be able to describe frequency rates, symptoms, and treatments for sexually transmitted diseases. |
| ANTH 110 Human Sex Cross-Cult Pers | Students will be able to identify the anatomical structures related to male and female reproductive systems. |
| ANTH 110 Human Sex Cross-Cult Pers | Students will be able to identify the factors that impact a person's sexuality in forming a sexual identity. These should include social, historical, and cultural factors. |
| ANTH 110 Human Sex Cross-Cult Pers | Students will be able to identify the social, historical, and cultural factors impacting individuals' sex, gender, and orientation. |
| ANTH 115 Intro to Medical Anth | Students will be able to describe symptoms, diagnosis, and therapies of different medical systems across cultures. |
| ANTH 115 Intro to Medical Anth | Students will be able to describe the role of culture, biology, and ecology in the origins and social constructions of illness or disease. |
| ANTH 115 Intro to Medical Anth | Students will be able to describe the work of applied medical anthropology to world health problems. |
| ANTH 115 Intro to Medical Anth | Students will be able to evaluate the role of poverty in health and access to medical care |
| ANTH 115 Intro to Medical Anth | Students will be able to identify perceptions of stress and mental health across cultures. |
| ANTH 115 Intro to Medical Anth | Students will demonstrate an understanding of the training and authority of healing professionals around the world. |
| ANTH 115 Intro to Medical Anth | Students will demonstrate knowledge of theories and methods used in medical anthropology. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will be able to apply the concepts of ethnocentrism and cultural relativism to the study of religion. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will be able to identify the roles played by religious practitioners and types of rituals used throughout the world. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will demonstrate an understanding of how and why new religious movements happen. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will demonstrate an understanding of the universal functions magical and witchcraft practices around the world have for societies. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will identify different ways the term religion is defined between the different theoretical approaches to the study of religion. |
| ANTH 125 Rel, Magic, Witcft, & Super | Students will utilize anthropological methods to study religion to conduct fieldwork and write a report. |
| ARCH 110 Constr Doc Read & Estimating | Based on determined material quantities, construction labor, and other project requirements, students will be able to prepare preliminary cost estimates for building construction projects. |
| ARCH 110 Constr Doc Read & Estimating | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| ARCH 110 Constr Doc Read & Estimating | Given a set of construction documents for a building project, students will be able to extract relevant information and prepare basic calculations as needed to approximate quantities of construction materials. |
| ARCH 110 Constr Doc Read & Estimating | Given a set of construction documents for a building project, students will read and effectively interpret architectural drawings including plans, elevations, and sections. |

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| ARCH 110 Constr Doc Read & Estimating | Given a set of construction documents for a building project, students will read and effectively interpret MEP (mechanical, electrical, plumbing) drawings including plans, notes, and details. |
| ARCH 110 Constr Doc Read & Estimating | Given a set of construction documents for a building project, students will read and effectively interpret structural drawings including plans, notes, details and specifications. |
| ARCH 115 Intro to Residential Arch | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| ARCH 115 Intro to Residential Arch | Given drafting tools and a case study of a proven single story residential design project that includes a project site with established property lines, and only a preliminary exterior elevation design and floor plan without kitchen or bathroom layouts or door and window location and sizes, student will be able to create 1/4" and/or 1/8" = 1'-0" scaled construction drawings with accurate and complete information based on architectural drawing conventions in accordance with the local International Residential Code. The construction documents would include the following drawings using acceptable architectural line and dimensioning conventions, line and lettering quality, and proper symbology and notations: 1.) Floor Plan with Door and Window Schedules; 2.) Plot Plan with Roof Plan; 3.) Exterior Elevations; and 4.) Electrical Plan with legend. |
| ARCH 115 Intro to Residential Arch | Given drafting tools and a case study of a proven single story residential design project that includes a project site with established property lines, and only a preliminary exterior elevation design and floor plan without kitchen or bathroom layouts or door and window location and sizes, student will be able to create 1/4" and/or 1/8" = 1'-0" scaled construction drawings with accurate and complete information based on architectural drawing conventions in accordance with the local International Residential Code. The construction documents would include the following drawings using acceptable architectural line and dimensioning conventions, line and lettering quality, and proper symbology and notations: 1.) Floor Plan with Door and Window Schedules; 2.) Plot Plan with Roof Plan; 3.) Exterior Elevations; and 4.) Electrical Plan with legend |
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| ARCH 115 Intro to Residential Arch | Given drafting tools and a case study of a proven single story residential design project that includes a project site with established property lines, and only a preliminary exterior elevation design and floor plan without kitchen or bathroom layouts or door and window location and sizes, student will be able to create 1/4" and/or 1/8" = 1'-0" scaled construction drawings with accurate and complete information based on architectural drawing conventions in accordance with the local International Residential Code. The construction documents would include the following drawings using acceptable architectural line and dimensioning conventions, line and lettering quality, and proper symbology and notations: 1.) Floor Plan with Door and Window Schedules; 2.) Plot Plan with Roof Plan; 3.) Exterior Elevations; and 4.) Electrical Plan with legend. |
| ARCH 115 Intro to Residential Arch | Given parameters of an established case study, students will prepare a scaled Floor Plan for a single-family, single-story residential development project. Students shall apply appropriate drafting standards to the drawing with respect to lettering, linetypes, linestyles, and symbols. |
| ARCH 115 Intro to Residential Arch | Given parameters of an established case study, students will prepare a scaled Site/Plot Plan for a single-family, single-story residential development project. Students shall apply appropriate drafting standards to the drawing with respect to lettering, linetypes, linestyles, and symbols. |
| ARCH 115 Intro to Residential Arch | Given parameters of an established case study, students will prepare scaled Exterior Elevations for a single-family, single-story residential development project. Students shall apply appropriate drafting standards to the drawing with respect to lettering, linetypes, linestyles, and symbols. |
| ARCH 115 Intro to Residential Arch | Students shall identify all components of dimensions to be applied to architectural drawings and details. Students shall correctly place all necessary dimensions on architectural plans to fully convey requirements of the proposed plan layout with respect to wall locations, door/window locations, grade/floor/ceiling/roof heights, and/or other appropriate items. |
| ARCH 115 Intro to Residential Arch | Students shall identify and exhibit correct use of common drafting tools such as pencils of varying widths & lead types, erasers and accessory items, straight & curved-edge tools, templates & similar guides, and architectural scales. |
| ARCH 125 Residential Architecture | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| ARCH 125 Residential Architecture | Students will identify and define Planning Code criteria that may limit or affect a proposed residential development project. |
| ARCH 125 Residential Architecture | Students will identify Building (Residential) Code criteria and parameters that dictate required elements for appropriate use as well as safety and comfort of occupants. |
| ARCH 125 Residential Architecture | Students will prepare construction drawings to industry standards that convey the architectural and structural requirements needed for a multi-story single-family residential structure. |
| ARCH 125 Residential Architecture | Students will utilize Building (Residential) Code verbiage, charts, tables, and diagrams to identify appropriate prescribed framing required for a multi-story single-family residential structure. |

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| ARCH 125 Residential Architecture | Students will utilize Building (Residential) Code verbiage, charts, tables, and diagrams to identify appropriate prescribed lateral force-resisting elements required for a multi-story single-family residential structure. |
| ARCH 215 Arch Perspct & Rendering | Students will create 1 and 2-point perspective drawings of architectural content. |
| ARCH 215 Arch Perspct & Rendering | Students will create drawings and renderings incorporating various constructions materials. |
| ARCH 215 Arch Perspct & Rendering | Students will identify and use entourage such as, natural surroundings, building materials, figures, and furniture within renderings. |
| ARCH 215 Arch Perspct & Rendering | Students will represent architectural elements using a variety of medium such as pencil, ink, color pencil, and marker. |
| ARCH 215 Arch Perspct & Rendering | Students will verbally present design concepts to classmates clearly and succinctly. |
| ARCH 225 Commer Wood & Mason | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| ARCH 225 Commer Wood & Mason | Students will analyze and design site parking based on established and provided criteria for minimum sizing. |
| ARCH 225 Commer Wood & Mason | Students will calculate occupancy (loads) of commercial spaces and identify appropriate building egress components for such spaces including determination of minimum quantity and sizes of components. |
| ARCH 225 Commer Wood & Mason | Students will calculate or otherwise identify maximum allowable building heights and areas as dependent on variables dictated by the Building Code. |
| ARCH 225 Commer Wood & Mason | Students will classify the uses of building spaces in accordance with the occupancy categories as defined by the Building Code. |
| ARCH 225 Commer Wood & Mason | Students will describe and differentiate between building types as defined by the Building Code. |
| ARCH 225 Commer Wood & Mason | Students will identify building and site components as required by Building Code for accessibility. |
| ARCH 225 Commer Wood & Mason | Students will prepare a series of architectural drawings for a commercial structure utilizing appropriate drafting standards. |
| ARCH 225 Commer Wood & Mason | Students will prepare structural drawings/details as appropriate for a commercial structure utilizing common building materials. |
| ARCH 235 Arch Design Studio | Students will assess abstract ideas, find alternatives, consider diverse points of view, and reach well-reasoned design conclusions. |
| ARCH 235 Arch Design Studio | Students will construct concept models using basic architectural principles of building design. |
| ARCH 235 Arch Design Studio | Students will discuss critically, analytically, and logically about spatial design through model making |
| ARCH 235 Arch Design Studio | Students will employ materials ranging from cardboard, plaster, wood, metal, and plastic using various tools. |
| ARCH 235 Arch Design Studio | Students will express their design concepts verbally and graphically using presentation drawings |
| ARCH 235 Arch Design Studio | Students will investigate variety of construction techniques and their appropriate application through the design process. |
| ARCH 235 Arch Design Studio | Students will recall the vocabulary and graphic skills associated with design development |
| ARCH 235 Arch Design Studio | Students will test their design concepts against relevant criteria and standards. |
| ARCH 236 Architecture Design Studio II | Students will assess abstract ideas, find alternatives, consider diverse points of view, and reach well-reasoned design conclusions. |
| ARCH 236 Architecture Design Studio II | Students will construct concept models using basic architectural principles of building design |
| ARCH 236 Architecture Design Studio II | Students will discuss critically, analytically, and logically about spatial design through model making |
| ARCH 236 Architecture Design Studio II | Students will employ materials ranging from cardboard, plaster, wood, metal, and plastic using various tools. |
| ARCH 236 Architecture Design Studio II | Students will express their design concepts verbally and graphically using presentation drawings. |

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| ARCH 236 Architecture Design Studio II | Students will investigate variety of construction techniques and their appropriate application through the design process. |
| ARCH 236 Architecture Design Studio II | Students will recall the vocabulary and graphic skills associated with design development. |
| ARCH 236 Architecture Design Studio II | Students will test their design concepts against relevant criteria and standards. |
| ARCH 260 Residential Arch using Revit | Creation of 3-dimensional (3D) building information model (BIM) to industry standards for level of detail and content. This shall include the use of and compliance with state and local building codes and the ADA codes for disabled person's access to buildings. |
| ARCH 260 Residential Arch using Revit | Develop an understanding for the need of and adherence to common architectural office standards including both electronic and manual file organization including file naming, project template items and project folders |
| ARCH 260 Residential Arch using Revit | Develop visualization capabilities using digital perspectives, rendering and animation components of the BIM software to illustrate the design project and provide for clash detection of major building components |
| ARCH 260 Residential Arch using Revit | Develop visualization capabilities using digital perspectives, rendering and animation components of the BIM software to illustrate the design project and provide for clash detection of major building components |
| ARCH 260 Residential Arch using Revit | Generation of 2-dimensional drawings from an electronic 3-Dimensional Building Information Model (BIM) for simulation of the preparation of construction documents following American Institute of Architects standards of sheet naming, sheet content and sheet organization |
| ARCH 260 Residential Arch using Revit | Given three-dimensional computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to visually experience the design intent. The electronic model will be developed such that other persons can experience the design model and understand the solutions based on the project requirements. |
| ARCH 260 Residential Arch using Revit | Utilize electronic data and programs to extract information from 3D BIM models to generate schedules of doors, windows, building areas and room finishes for building cost and construction estimations |
| ARCH 260 Residential Arch using Revit | Work in team environment for an assignment to provide group organizational and collaborative solutions to a given set of requirements |
| ARCH 261 Commercial Arch using Revit | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| ARCH 261 Commercial Arch using Revit | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| ARCH 261 Commercial Arch using Revit | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |

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| ARCH 261 Commercial Arch using Revit | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| ARCH 261 Commercial Arch using Revit | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| ARCH 280 Adv. MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ARCH 280 Adv. MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ARCH 280 Adv. MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ARCH 280 Adv. MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |

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| ARCH 280 Adv. MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ARCH 290 Cooperative Work Experience/In | As required for the (internship) position, students will collaborate with fellow employees to accomplish group tasks as required by the employer/supervisor. |
| ARCH 290 Cooperative Work Experience/In | Students will establish and maintain an appropriate work schedule as agreed upon with the (internship) employer/supervisor. |
| ARCH 290 Cooperative Work Experience/In | Students will exhibit appropriate and professional behavior at the workplace with respect for fellow employees. |
| ARCH 290 Cooperative Work Experience/In | Students will receive direction from the employer/supervisor and carry out appropriate work tasks as related to the nature of the (internship) position. |
| ARCH 299 D.S. Architecture Design | Student will complete all tasks as determined by student and faculty member for their directed studies topic |
| ART 101 Intro to Studio Arts | Students will create a project that demonstrates a basic understanding of color relationships. |
| ART 101 Intro to Studio Arts | Students will create images or objects that demonstrate a working knowledge of value. |
| ART 101 Intro to Studio Arts | Students will create images that demonstrate a working knowledge of visual balance. |
| ART 104 Ancient Americas | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Ancient American art and architecture in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 104 Ancient Americas | Presented with representative work(s) of Ancient American art or architecture, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 104 Ancient Americas | Presented with unnamed images, students will correctly attribute representative examples of Ancient American art and architecture to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 105 Survey of Western Art | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Western art and architecture from the Prehistoric era through the Late Middle Ages in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 105 Survey of Western Art | Presented with representative work(s) of Western art and architecture from the Prehistoric era through the Late Middle Ages, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 105 Survey of Western Art | Presented with unnamed images, students will correctly attribute representative examples of Western art and architecture from the Prehistoric era through the Late Middle Ages to their origins—artist, time, place, culture-- while providing a rationale for their choices using relevant art historical terminology. |
| ART 105H Survey of Western Art H | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Western art and architecture from the Prehistoric era through the Late Middle Ages in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 105H Survey of Western Art H | Presented with representative work(s) of Western art and architecture from the Prehistoric era through the Late Middle Ages, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |

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| ART 105H Survey of Western Art H | Presented with unnamed images, students will correctly attribute representative examples of Western art and architecture from the Prehistoric era through the Late Middle Ages to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 106 Survey of Western Art | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Western art and architecture from the Renaissance through the present in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 106 Survey of Western Art | Presented with representative work(s) of Western art and architecture from the Renaissance through the present, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 106 Survey of Western Art | Presented with unnamed images, students will correctly attribute representative examples of Western art and architecture from the Renaissance through the present to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 106H Survey of Western Art H | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Western art and architecture from the Renaissance through the present in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 106H Survey of Western Art H | Presented with representative work(s) of Western art and architecture from the Renaissance through the present, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 106H Survey of Western Art H | Presented with unnamed images, students will correctly attribute representative examples of Western art and architecture from the Renaissance through the present to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 107 The Art of Asia | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Asian art and architecture from the Prehistoric through Modern eras in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 107 The Art of Asia | Presented with representative work(s) of Asian art and architecture from the Prehistoric through Modern eras, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 107 The Art of Asia | Presented with unnamed images, students will correctly attribute representative examples of Asian art and architecture from the Prehistoric through Modern eras to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 108 The Art of Mexico | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Mexican art and architecture from the Pre-Columbian through Modern eras in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 108 The Art of Mexico | Presented with representative work(s) of Mexican art and architecture from the Pre-Columbian through Modern eras, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 108 The Art of Mexico | Presented with unnamed images, students will correctly attribute representative examples of Mexican art and architecture from the Pre-Columbian through Modern eras to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 109 History of American Art | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of American art and architecture (Colonial period to the early 20th century) in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 109 History of American Art | Presented with representative work(s) of American art and architecture (Colonial period to the early 20th century), students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |

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| ART 109 History of American Art | Presented with unnamed images, students will correctly attribute representative examples of American art and architecture (Colonial period to the early 20th century) to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 110 Understanding Visual Art | Presented with a set of images, students will examine various methodologies of analyzing and interpreting works of art and architecture from diverse periods and cultures to demonstrate (using relevant terminology) how works of art communicate cultural, personal, historical, and/or symbolic meaning visually. |
| ART 110 Understanding Visual Art | Presented with representative work(s) of art and architecture from diverse periods and cultures, students will effectively describe and analyze the artists' style and use of formal elements, principles of design, media, materials, and processes. |
| ART 110 Understanding Visual Art | Presented with unnamed images, students will correctly attribute representative examples of art and architecture from diverse periods and cultures to the works' origins—artist, time, place, culture—and describe the roles and functions of these works within their societies. |
| ART 112 Visual Art in the Modern Era | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of Modern art and architecture from the early 19th through the 21st centuries in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 112 Visual Art in the Modern Era | Presented with representative work(s) of Modern art and architecture from the early 19th through the 21st centuries, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 112 Visual Art in the Modern Era | Presented with unnamed images, students will correctly attribute representative examples of Modern art and architecture from the early 19th through the 21st centuries to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 113 The History of Photography | Presented with a set of images, students will effectively analyze, interpret, and differentiate between photographs dating from the 1830s to the present in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 113 The History of Photography | Presented with representative photographs dating from the 1830s to the present, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |
| ART 113 The History of Photography | Presented with unnamed images, students will correctly attribute representative photographs dating from the 1830s to the present to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 115 The Art of Film | Given a film-still from a motion picture, students will be able to identify and describe—using relevant terminology—the basic elements of composition, including proximity, depth, camera angle and height, and scale. |
| ART 115 The Art of Film | Given a film-still or short film clip from a motion picture, students will be able to identify and describe (using relevant terminology) similarities and differences with respect to framing in movies, paintings, and photography. |
| ART 115 The Art of Film | Given a short film clip from a motion picture, students will be able to identify and describe (using relevant terminology) the type of camera movement used in making the shot. |
| ART 115 The Art of Film | Given a short film clip from a motion picture, students will be able to identify and describe (using relevant terminology) types of editing transitions between shots. |
| ART 117 History of World Ceramics | Presented with a set of images, students will effectively analyze, interpret, and differentiate between works of world ceramics across time in terms of their functions, roles in society, cultural value, historical context and iconography. |
| ART 117 History of World Ceramics | Presented with representative work(s) of world ceramics across time, students will effectively describe and analyze the artists' style and use of formal elements, media, materials, and processes. |

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| ART 117 History of World Ceramics | Presented with unnamed images, students will correctly attribute representative examples of world ceramics across time to the works' origins—artist, time, place, culture -- while providing a rationale for their choices using relevant art historical terminology. |
| ART 120 Two Dimensional Design | Create a project that shows an understanding of visual texture, demonstrating a clear understanding of the properties of light and shadow as they apply to visual texture |
| ART 120 Two Dimensional Design | Produce visual compositions that successfully incorporate basic elements and organizing principals of 2D art. |
| ART 120 Two Dimensional Design | Students will create a color wheel showing an understanding of hue, value, temperature and saturation. Or other work demonstrating a clear understanding of all four properties of color. |
| ART 121 Three Dimensional Design | Demonstrate the ability to formulate critical evaluations of three-dimensional art using the appropriate vocabulary and terminology pertaining to the basic elements and organizing principles of Three-dimensional art. |
| ART 121 Three Dimensional Design | Demonstrate the use of 3D materials, techniques, and tools |
| ART 121 Three Dimensional Design | Show an understanding of the basic concepts of plane, mass, space, line, texture repetition, emphasis balance and proportion. |
| ART 124 Color Theory | Demonstrate how to utilize and exhibit an understanding of limited parts of the color wheel (using color harmonies). |
| ART 124 Color Theory | Demonstrate the effective use of contrasting components of color: hue, light/dark, cold/warm, complementary, simultaneous contrast, and saturation. |
| ART 124 Color Theory | Students will demonstrate through class projects an understanding in the use Hue, Value & Saturation to create compositions that create the illusion of space and transparency. |
| ART 124 Color Theory | Through written or oral exams and/or art projects, students will demonstrate a knowledge of the perception of color and the brain's response to light. |
| ART 130 Freehand Drawing I | Correct use of linear (1point and 2 point) perspective. One or more completed drawings in any media using one and two point linear perspective. |
| ART 130 Freehand Drawing I | Demonstrate ability to use different values in a shadow system. Drawings in any media using light logic |
| ART 130 Freehand Drawing I | Demonstrate the ability to draw in any media using negative space around a subject or subjects. |
| ART 131 Freehand Drawing II | Correct understanding of basic color theory and competence using color media correctly in one or two assignments. |
| ART 131 Freehand Drawing II | Demonstrate ability to draw using three point perspective in one or more assignments. |
| ART 131 Freehand Drawing II | Demonstrate an advanced understanding of light logic in one or more evaluated assignments. |
| ART 135 Beginning Painting | Demonstrate an ability to paint from observation rendering three-dimensional objects in two dimensions with attention to local color. |
| ART 135 Beginning Painting | Demonstrate an ability to visually organize space on a canvas. |
| ART 135 Beginning Painting | Demonstrate an understanding of value in painting. |
| ART 136 Intermediate Painting | Demonstrate ability to use paint in various painting techniques such as texture and layering, glazing, scumbling, etc. |
| ART 136 Intermediate Painting | Demonstrate an understanding of abstraction in art. |
| ART 136 Intermediate Painting | Demonstrate the ability to build, stretch and gesso a canvas. |
| ART 140 Ceramics I | Demonstrate the ability to successfully attach pulled handles. Pulled handles must have a good design, with proper thickness and with and are in proportion to the cup. Handles are attached properly and show good craftsmanship. |
| ART 140 Ceramics I | Students should demonstrate the ability through tactile, visual and oral critiques , to evaluate their own work with an understanding of design principals and the historical / contemporary context ceramic work. |
| ART 140 Ceramics I | Students should show an understanding and ability to apply a glaze to a completed ceramic project. |
| ART 140 Ceramics I | The students will design and create shaped cups at least 5" in height using appropriate throwing techniques |

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| ART 141 Ceramics II | Students will demonstrate an understanding of and ability to create the following historical forms: casseroles, goblets, and plates. |
| ART 141 Ceramics II | Students will design and create several shaped covered containers with different lids using appropriate throwing techniques, measuring for exact fit of each to the vessel using the correct flange for each lid design. |
| ART 142 Intro to Ceramic Handbuilding | Demonstrate the ability to handbuild with clay using different techniques. |
| ART 142 Intro to Ceramic Handbuilding | Students create ceramic forms using a variety of different hand building techniques. All forms utilize a variety of surface design techniques including slip, glaze and oxide application. |
| ART 142 Intro to Ceramic Handbuilding | Students will research historical and contemporary ceramic art and recreate work using various historical handbuilding techniques. |
| ART 146 Introduction to Sculpture | Students will create original sculptures using sculptural materials including but not limited to clay, metal, plaster, stone, found objects etc. |
| ART 146 Introduction to Sculpture | Through critiques, written essays and original sculptural art students will show an appreciation, interpretation, and understanding of both Western and Non-Western artworks with an emphasis on the impact of historical, contemporary, cultural, and physical contexts of sculptural works. |
| ART 146 Introduction to Sculpture | Understanding of the major sculptural principles. Can include subtractive, additive, fabrication, construction, assemblage, substitution/casting, installation, and digitally based processes. |
| ART 150 Beginning Printmaking | Students will begin with their own designs and work through the process of a final block print that demonstrates good draftsmanship and design, correct use of the media, inking and is professionally presented. |
| ART 150 Beginning Printmaking | Students will begin with their own designs and work through the process of a final intaglio print that demonstrates good draftsmanship and design, correct use of the media, inking and wiping of the plate and is professionally presented. |
| ART 150 Beginning Printmaking | Through written, oral or creative projects students will demonstrate a understanding of the history and cultural influences of printmaking. |
| ART 151 Intermediate Printmaking | Create a printed artwork that evidences the ability to translate personal ideas in visual terms. |
| ART 151 Intermediate Printmaking | Create and correctly print an artist proof and an edition of at least ten intaglios, serigraph or relief prints. |
| ART 151 Intermediate Printmaking | Understand the characteristics and use of inks, ink modifiers, and materials used in relief, intaglio and serigraph prints in the creation of multiple images. |
| ART 170 Intro to Digital Painting | Given a specific subject matter, students will efficiently and effectively use professional image editing software to produce creative visua |
| ART 170 Intro to Digital Painting | Through the use of value students will describe the form of their subject and be able to work in harmony with the other art elements, such as line and shape to create a the illusion of depth, volume and mass on a 2D surface |
| ART 170 Intro to Digital Painting | Within a composition students will use forms and shapes to create positive and negative space and establish a clear focal point in the composition. |
| ART 190 Gallery and Exhibition Design (formerly ART 180) | Demonstrate an understanding of professional gallery display and exhibition design. Research and create layouts/mapping of gallery space for exhibitions. |
| ART 190 Gallery and Exhibition Design (formerly ART 180) | Students will demonstrate the ability to properly repair the surface of art gallery walls for gallery exhibitions. |
| ART 230 Beginning Life Drawing | Gesture drawings capturing correct proportions of the human figure in action with an understanding of balance and movement. |
| ART 230 Beginning Life Drawing | Given a professional model using an allotted time, student demonstrates an understanding of sighting and measuring to produce a figure drawing in accurate scale and proportion. |
| ART 230 Beginning Life Drawing | In the time allotted and using a professional art model, students demonstrated an understanding of the figure, its scale and proportion, through the ability to draw the negative space. |
| ART 230 Beginning Life Drawing | Successful completion of drawings from the live model that demonstrate the ability to see and render the figure in simplified forms (both geometric and skeletal) capturing the construction of the human figure . |

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| ART 231 Intermediate Life Drawing | Given a professional figure model students will create several pages of figure drawings demonstrating an understanding of an understanding of correct light logic on the human form. |
| ART 231 Intermediate Life Drawing | Student will create several figure drawings demonstrating an understanding of human proportions with foreshortening in all drawings. |
| ART 231 Intermediate Life Drawing | Student will demonstrate the use of "Bony Landmarks" to align, sight and measure the accurate placement of a figure in various poses including the foreshortened pose. Student will be able to apply simplified muscular and surface anatomy to longer (length of time) figure drawings. |
| ART 231 Intermediate Life Drawing | Using a professional artist model for 15 minutes to 1 hour students will create drawings using sighting and measuring that create demonstrate and understanding of form through contour line and the development of cross contour. |
| ART 232 Advanced Life Drawing | Demonstrates an advanced ability to use a given media to create a sustained, finished figure drawing composition, using light logic on a human form within a given environment. |
| ART 232 Advanced Life Drawing | Given a professional figure model doing a twenty-minute poses, students will create several pages of figure drawings demonstrating an understanding of human anatomy using both skeletal and muscular forms as revealed through the form's surface. |
| ART 232 Advanced Life Drawing | Student will demonstrate the ability to orchestrate the visual elements to produce expressive figure drawings rooted in consideration of strong design principles and conveying subjective meaning beyond objective fact |
| ART 233 Freehand Drawing III | Demonstrate ability to create one or more completed conceptual drawings. |
| ART 233 Freehand Drawing III | Demonstrate ability to draw form observation rendering 3-D objects and space in 2-D on a variety of substrates. |
| ART 233 Freehand Drawing III | Demonstrate the ability to visually organize space through the completion of one or more large scale drawings. |
| ART 234 Watercolor Painting | Ability to identify and mix color contrasts including hue, value and intensity in one or more evaluated paintings. |
| ART 234 Watercolor Painting | Ability to stretch and prepare watercolor paper correctly. |
| ART 234 Watercolor Painting | Demonstrate ability to use various watercolor techniques including wet into wet, wet into dry, dry brush and resist painting. |
| ART 235 Advanced Painting I | Demonstrate an ability to use color harmonies with the knowledge of color theory including: Complements, split complements, high key, low key, and analogous color. |
| ART 235 Advanced Painting I | Demonstrate through written work, critiques or completion of paintings an understanding of abstract and representational art. |
| ART 235 Advanced Painting I | Exhibit a knowledge of one or more painting techniques: Wet on wet, scumbling, hardedge, chiaroscuro, impasto, shaped canvas, collage and assemblage in painting. |
| ART 235 Advanced Painting I | Students will demonstrate and understanding of color and color space in the use of advancing and retreating colors. |
| ART 236 Advanced Painting II | Ability to create thematic body of work for a solo student exhibition including creation of artist statement, biography and press release. |
| ART 236 Advanced Painting II | Students will work toward harmonious compositions , using media correctly, demonstrating various techniques and processes which suit the students own concepts and visual statements. |
| ART 236 Advanced Painting II | Using personal research, sketches, and studies in the creation of an original painting and body of work. Student is able to bring together visual elements from various sources including images from texts, internet sources, photos and their own drawings to make studies for a original advanced level composition. |
| ART 242 Advanced Ceramics | Demonstrate an understanding of the following historical and decorative techniques: Mishima, Sgraffito, Faceting, Fluting, and Water Etching. |
| ART 242 Advanced Ceramics | Demonstrate good throwing techniques in large ceramic works including sectional throwing. |
| ART 242 Advanced Ceramics | Understanding and demonstrating the ability to use advanced glazing techniques |

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| ART 252 Advanced Printmaking | Students will be able to create advanced printed artwork that evidences the ability to translate personal ideas in visual terms. |
| ART 252 Advanced Printmaking | Students will be able to create and correctly print an advanced artist proof and an edition of at least ten intaglios, serigraph or relief prints. |
| ART 252 Advanced Printmaking | Students will be able to understand the advanced characteristics and use of inks, ink modifiers, and materials used in relief, intaglio and serigraph prints in the creation of multiple images. |
| ART 260 Figure Drawing for Animators | Create sequential figure drawings that demonstrate an understanding and awareness of human skeletal and muscular anatomy. |
| ART 260 Figure Drawing for Animators | Given a professional figure model doing one to five minute poses, students will create several pages of gesture figure drawings demonstrating correct proportions of the human figure, in a sequential movement. |
| ART 260 Figure Drawing for Animators | Given a professional model in a long pose, demonstrate the ability to construct a figure drawing of sequential movement through stages of development from the gesture, simplified geometric forms, contour and a full value drawing. |
| ART 260 Figure Drawing for Animators | Students will demonstrate the ability to draw and invented figure in a pose of sequential action and movement. |
| ART 290 CWE Internship in Art | Student will complete all tasks as determined by student and faculty member for their CWE/internship. |
| ART 299A D.S. Art History | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| ART 299A D.S. Art History | Students will expand their studies in Art History beyond the survey level. |
| ART 299C D.S. Ceramics | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| ART 299D D.S. Drawing | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| ART 299F D.S. Artistic Anatomy | Students will demonstrate a working knowledge of the human muscular system as seen in surface anatomy in artistic figure drawings. |
| ART 299F D.S. Artistic Anatomy | Students will demonstrate a working knowledge of the human skeletal system including tendons, ligaments and cartilage as seen in surface anatomy in artistic figure drawings. |
| ART 299F D.S. Artistic Anatomy | Students will demonstrate an understanding of artistic studies of human anatomy over the course of history i.e. Vesalius, da Vinci, and the écorches of Houdon, Eaton, and Bammes . |
| ART 299G D.S. Gallery & Museum Practice | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| ART 299P D.S. Painting | Student will demonstrate the ability to conduct research around their chosen subject to complete a body of work in Painting |
| ART 299PP D.S. Portfolio Preparation | Organize personal artwork and select the best pieces for portfolio inclusion, create justifications for the inclusion of this work. |
| ART 299PP D.S. Portfolio Preparation | Portfolio should demonstrate the exploration of breadth, concentration, concept, quality and technique in the execution and demonstrate a completion of a series of work completed in and out of class. |
| ART 299S D.S. Sculpture | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| ASL 101 American Sign Language I | 1: Students will demonstrate productive and receptive skills in the target language. |
| ASL 101 American Sign Language I | 2: Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. |
| ASL 101 American Sign Language I | 3: Students will demonstrate knowledge of cultural practices and products in the target language. |
| ASL 102 American Sign Language II | Students will accurately answer questions based on a narrative delivered in the target language |
| ASL 102 American Sign Language II | Students will accurately describe their surroundings using conceptually accurate ASL |
| ASL 102 American Sign Language II | Students will compose and perform a narrative using advanced beginner conceptually accurate ASL |

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| ASL 102 American Sign Language II | Students will engage in a basic discourse on topics with which they are not familiar |
| ASL 120 Introduction to Deaf Studies | Students will be able to describe several laws, both domestic and Internationally pertaining to the civil rights of deaf people. |
| ASL 120 Introduction to Deaf Studies | Students will be able to describe the difference between hearing loss and Cultural Deafness. |
| ASL 120 Introduction to Deaf Studies | Students will be able to describe the variety of career paths available to those who complete a Deaf Studies degree. |
| ASL 120 Introduction to Deaf Studies | Students will be able to list several accommodations available for D/deaf individuals and demonstrate appropriate decision making skills to determine the best fit for the D/deaf person. |
| ASL 124 Deaf Culture | 1. Students will develop an understanding of American Deaf culture that will allow them to interact in culturally appropriate ways with mem |
| ASL 124 Deaf Culture | 2. Students will discuss the American Deaf experience, past and present. |
| ASL 124 Deaf Culture | 3. Students will identify major events in Deaf history that has led to current practices, laws, and methods. |
| ASL 124 Deaf Culture | 4. Students will use appropriate terms and labels when interacting with Deaf individuals and the Deaf community. |
| ASL 124 Deaf Culture | 5. Students will discuss important historical and current issues that encompass the Deaf community. |
| ASL 201 American Sign Language III | Students will demonstrate complex discourse in Basic Interpersonal Communication Skills by instructing others on unique simple tasks |
| ASL 201 American Sign Language III | Students will demonstrate emerging skills for Cognitive Academic Language Proficiency by providing a lesson on a novel topic |
| ASL 201 American Sign Language III | Students will demonstrate emerging skills in acquiring novel information and skills through sole use of the target language by responding to current events stories in the target language. |
| ASL 201 American Sign Language III | Students will identify the main points of clear standard input on familiar matters regularly encountered in work, school, and leisure in the target language by providing appropriate comments on opinions presented by other students |
| ASL 201 American Sign Language III | Students will navigate interactions with Deaf individuals by demonstrating appropriate cultural behaviors. |
| ASL 202 American Sign Language IV | 1. Students will learn novel complex information on topics unfamiliar to them |
| ASL 202 American Sign Language IV | 2. Students will instruct others in complex tasks |
| ASL 202 American Sign Language IV | 3. Students will participate in discussion on unfamiliar current event items |
| ASL 202 American Sign Language IV | 4. Students will demonstrate cultural competence by involvement in Deaf community reciprocity |
| ASL 211 Beginning Interpreting + Ethics 1 | Apply ethical behavior, conduct, and decision-making, abiding by the Registry of Interpreters for the Deaf [RID] Code of Professional Conduct [CPC] to a variety of hypothetical ethical situations. |
| ASL 211 Beginning Interpreting + Ethics 1 | Describe and evaluate the history of the Interpreting Profession in the United States. |
| ASL 211 Beginning Interpreting + Ethics 1 | Describe the interpreting process and begin to assess how these processes are used in team-interpreting situations. |
| ASL 212 Beginning Interpreting + Ethics 2 | Demonstrate intermediate-level knowledge related to sign language interpreting processes, practices and the profession. |
| ASL 212 Beginning Interpreting + Ethics 2 | Identify ethical conflicts and provide potential resolutions. |
| ASL 212 Beginning Interpreting + Ethics 2 | Translate from written English to written ASL/CASE (Conceptually Accurate Signed English) glosses, at an advanced-basic level. |
| ASL 220 Pathways to Interpreting Careers | Choose an appropriate career path within the field of interpreting. |
| ASL 220 Pathways to Interpreting Careers | Identify certification goals for careers inside California and nationally. |
| ASL 220 Pathways to Interpreting Careers | Identify different employment opportunities within the local job market for interpreters. |
| ASL 220 Pathways to Interpreting Careers | Identify standard and unique business practices as they apply to the interpreting field. |
| ASL 250 ASL Linguistics | Students will apply linguistic science to compare, identify parts and relationships of all languages, spoken and signed |
| ASL 250 ASL Linguistics | Students will demonstrate morphemic structure in ASL |

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| ASL 250 ASL Linguistics | Students will describe and demonstrate rules for the ASL lexicon |
| ASL 250 ASL Linguistics | Students will document ASL signs using a phonetic notation system designed for ASL |
| ASL 270 ASL Literature | Students will analyze literary works in ASL from a linguistic perspective |
| ASL 270 ASL Literature | Students will be able to critique examples of ASL poetry |
| ASL 270 ASL Literature | Students will be able to identify multiple forms of poetry in ASL including ABC-123 Stories, Folklore, Rhythmic Signing, etc. |
| ASL 270 ASL Literature | Students will identify the cultural relevance of certain literary works in ASL as they relate to both the minority and majority cultures when applicable |
| ASL 280 ASL Storytelling | Students will create their own versions of well-known ASL stories |
| ASL 280 ASL Storytelling | Students will mimic well-known works of art in ASL stories. |
| ASL 280 ASL Storytelling | Students will produce original works in one of the story genres taught in the course. |
| ASTR 110 General Astronomy | Identify the structure, size and age of the Milky Way galaxy |
| ASTR 110 General Astronomy | Students will be able to compare and contrast novae and supernovae |
| ASTR 110 General Astronomy | Students will be able to compare and contrast terrestrial and Jovian planets |
| ASTR 110 General Astronomy | Students will be able to compare and contrast the refracting and reflecting telescopes |
| ASTR 110 General Astronomy | Students will be able to demonstrate an understanding of the scientific method and the methods of acquiring and analyzing astronomical data |
| ASTR 110 General Astronomy | Students will be able to describe and discuss stellar properties such as distance, motions, magnitudes, and multiple systems |
| ASTR 110 General Astronomy | Students will be able to describe the stellar evolution of stars based on their mass |
| ASTR 110 General Astronomy | Students will be able to explain how relativity and black holes are connected |
| ASTR 110 General Astronomy | Students will be able to identify apparent motions of the celestial objects as seen from Earth |
| ASTR 110 General Astronomy | Students will be able to identify the current methods employed by astronomers in the search of extraterrestrial life |
| ASTR 110 General Astronomy | Students will be able to identify the historical figures that have made significant contributions to astronomy |
| ASTR 110 General Astronomy | Students will be able to recognize the significance of the Copernican Revolution and its impact on our current view of the cosmos |
| ASTR 110H General Astronomy Honors | Students will be able to compare and contrast novae and supernovae |
| ASTR 110H General Astronomy Honors | Students will be able to compare and contrast terrestrial and Jovian planets |
| ASTR 110H General Astronomy Honors | Students will be able to compare and contrast the refracting and reflecting telescopes |
| ASTR 110H General Astronomy Honors | Students will be able to demonstrate an understanding of the scientific method and the methods of acquiring and analyzing astronomical data |
| ASTR 110H General Astronomy Honors | Students will be able to describe and discuss stellar properties such as distance, motions, magnitudes, and multiple systems |
| ASTR 110H General Astronomy Honors | Students will be able to describe the stellar evolution of stars based on their mass |
| ASTR 110H General Astronomy Honors | Students will be able to explain how relativity and black holes are connected |
| ASTR 110H General Astronomy Honors | Students will be able to identify apparent motions of the celestial objects as seen from Earth |
| ASTR 110H General Astronomy Honors | Students will be able to identify the current methods employed by astronomers in the search of extraterrestrial life |
| ASTR 110H General Astronomy Honors | Students will be able to identify the historical figures that have made significant contributions to astronomy |
| ASTR 110H General Astronomy Honors | Students will be able to identify the structure, size and age of the Milky Way galaxy |
| ASTR 110H General Astronomy Honors | Students will be able to recognize the significance of the Copernican Revolution and its impact on our current view of the cosmos |
| ASTR 112 Observational Astronomy | Students will be able to apply astronomical data reduction software to calculate Sun's rotation rate. |
| ASTR 112 Observational Astronomy | Students will be able to apply computer programs to investigate moon's phase cycle, rotation/orbital periods, and solar/lunar eclipses. |
| ASTR 112 Observational Astronomy | Students will be able to develop the skills needed to locate objects in sky visually with the use of astronomical coordinate systems |

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| ASTR 112 Observational Astronomy | Students will be able to develop the skills needed to operate a planetarium software to project night sky at any location and any time |
| ASTR 112 Observational Astronomy | Students will be able to identify and present archaeo-astronomical sites from various cultures |
| ASTR 299 Directed Study: Astronomy | Demonstrate self-motivation, responsibility, and work-ethic to complete the assigned task within the required time period. |
| ASTR 299 Directed Study: Astronomy | Demonstrate the ability to acquire, analyze and interpret the astronomical data. |
| ASTR 299 Directed Study: Astronomy | Demonstrate the ability to apply the process of scientific inquiry to the astronomical research project. |
| ASTR 299 Directed Study: Astronomy | Expand their studies in Astronomy beyond the classroom. |
| AUTO 045 Honda/Acura Express Service | Honda PACT students will complete assigned training modules from Honda's learning management online software. |
| AUTO 045 Honda/Acura Express Service | Honda PACT students will perform multiple Express Vehicle Services according to Honda's Express Service Choreograph publication. |
| AUTO 045 Honda/Acura Express Service | Honda PACT students will practice shop safety regularly to industry standards and complete a written safety examination. |
| AUTO 045 Honda/Acura Express Service | Honda PACT students will research appropriate vehicle service information and maintenance intervals to original manufacturer (OE) standards. |
| AUTO 0451 Honda/Acura Chassis Elect Sys | Honda PACT students will complete assigned advance electrical training modules from Honda's learning management online software. |
| AUTO 0451 Honda/Acura Chassis Elect Sys | Honda PACT students will identify, test, and evaluate semi-conductor function as they apply to Honda/ Acura electrical circuits. |
| AUTO 0451 Honda/Acura Chassis Elect Sys | Honda PACT students will practice shop safety regularly to industry standards and complete a written safety examination. |
| AUTO 0451 Honda/Acura Chassis Elect Sys | Students in the PACT program will test and evaluate CAN/ multiplex circuit operation on Honda/ Acura vehicles. |
| AUTO 046 Honda/Acura Auto Trans Systems | Honda PACT students will analyze scan-tool data and translate outcomes. |
| AUTO 046 Honda/Acura Auto Trans Systems | Honda PACT students will demonstrate gear train and clutch power flow. |
| AUTO 046 Honda/Acura Auto Trans Systems | Honda PACT students will identify automatic transmission components and planetary gear sets. |
| AUTO 046 Honda/Acura Auto Trans Systems | Honda PACT students will interpret hydraulic and electrical circuit diagrams. |
| AUTO 046 Honda/Acura Auto Trans Systems | Honda PACT students will practice shop safety regularly to industry standards and complete a written safety examination. |
| AUTO 065 Smog Tech Diag and Repair Proc | Given the (A6) final exam, students taking it will pass it in accordance with the industry standards. |
| AUTO 065 Smog Tech Diag and Repair Proc | Given the (A8) final exam, students taking it will pass it in accordance with the industry standards. |
| AUTO 065 Smog Tech Diag and Repair Proc | Given the (L1) final exam, students taking it will pass it in accordance with the industry standards. |
| AUTO 065 Smog Tech Diag and Repair Proc | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage and pass the Automotive Technology Safety Test. |
| AUTO 065 Smog Tech Diag and Repair Proc | Provided with a training vehicle, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, troubleshooting charts, and technical service bulletins applicable to emission control systems and components. |
| AUTO 065 Smog Tech Diag and Repair Proc | While participating in lab activities, students will correctly complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 101 Intro Auto Serv &Rpr Undr Hood | Students in Auto 101 will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 101 Intro Auto Serv &Rpr Undr Hood | Students will be able to complete repair orders pertaining to Under Hood Service. |
| AUTO 101 Intro Auto Serv &Rpr Undr Hood | Students will be able to identify and describe operation of different Under Hood automotive systems and sub-systems. |
| AUTO 101 Intro Auto Serv &Rpr Undr Hood | Students will be able to research applicable vehicle service information pertaining to Under Hood Service. |
| AUTO 101 Intro Auto Serv &Rpr Undr Hood | Students will demonstrate proper use of hand tools, power tools, and service equipment pertaining to Under Hood Service. |

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| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will complete job sheets specific to this course with a grade of C or better. |
| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will demonstrate the proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will pass the Automotive Technology Safety Test with a grade of A. |
| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will pass the final exam with a grade of C or better. |
| AUTO 103 Intro Auto Serv & Rpr Undrcar | Upon successful completion of this course, the students in the Automotive Technology Program will research applicable automotive service information such as service intervals, systems operation, and technical service bulletins. |
| AUTO 106 Auto Elec Tools & Diagnostics | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 106 Auto Elec Tools & Diagnostics | Students will complete repair orders to include customer information, vehicle information, customer concerns, cause and correction. |
| AUTO 106 Auto Elec Tools & Diagnostics | Students will have the knowledge to successfully demonstrate proper use of hand tools, power tools, and service equipment. |
| AUTO 106 Auto Elec Tools & Diagnostics | Students will possess knowledge to understand the fundamentals of electrical circuits, proper use of electrical tools, equipment to diagnosis |
| AUTO 106 Auto Elec Tools & Diagnostics | Students will research applicable vehicle service information, service intervals, systems operations, and technical service bulletins |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will complete job sheets specific to this course. |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will demonstrate the proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will pass the Automotive Technology Safety Test. |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will pass the final exam. |
| AUTO 106 Auto Elec Tools & Diagnostics | Upon successful completion of this course, the students in the Automotive Technology Program will research applicable automotive service information such as service intervals, systems operation, and technical service bulletins. |
| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will complete job sheets specific to this course with a grade of C or better. |
| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will demonstrate the proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will pass the Automotive Technology Safety Test. |
| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will pass the final exam with a grade of C or better. |

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| AUTO 107 Intro to Auto Light Service | Upon successful completion of this course, the students in the Automotive Technology Program will research applicable automotive service information such as service intervals, systems operation, and technical service bulletins. |
| AUTO 108 Intro to Auto Diesel Ser & Op | Student in the Automotive Technology program will research applicable vehicle area service information, such as service intervals, system operations, and technical service bulletins. |
| AUTO 108 Intro to Auto Diesel Ser & Op | Students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, concern, related service history, and cause and correction. |
| AUTO 108 Intro to Auto Diesel Ser & Op | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 108 Intro to Auto Diesel Ser & Op | Students in the Automotive Technology Program will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 108 Intro to Auto Diesel Ser & Op | Students in the Automotive Technology program will possess knowledge to understand the theory and operation of automotive diesel engines. |
| AUTO 110 Intro to Engine Diag & Tuneup | Demonstrate skills in Automotive engine system tune-up, repair and diagnostics. |
| AUTO 110 Intro to Engine Diag & Tuneup | Safe and proper use of hand tools, power tools and service equipment |
| AUTO 110 Intro to Engine Diag & Tuneup | Students will successfully complete filling out repair orders to comply with State of California BAR rules |
| AUTO 110 Intro to Engine Diag & Tuneup | Students will successfully complete the Automotive Safety Test |
| AUTO 110 Intro to Engine Diag & Tuneup | Students will successfully use automotive resource materials for diagnostics |
| AUTO 115 Comp Engine Contrl & Diagn | Rio Hondo College Automotive Transportation Technologies Program prepares students for optimal success in education and high tech careers. |
| AUTO 115 Comp Engine Contrl & Diagn | Students will be able to: Complete and pass the Auto Technology Department Safety Test |
| AUTO 115 Comp Engine Contrl & Diagn | Students will be able to: Research applicable vehicle service information, and technical service bulletins. |
| AUTO 115 Comp Engine Contrl & Diagn | Students will demonstrate proper fundamentals of computer control systems, controlled ignitions, fuel, charging, and starting systems. |
| AUTO 115 Comp Engine Contrl & Diagn | Students will demonstrate proper use of hand tools, power tools, and service equipment. |
| AUTO 118 Lt Duty Vehicle Diesel Fuel | Student in the Automotive Technology program will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 118 Lt Duty Vehicle Diesel Fuel | Students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 118 Lt Duty Vehicle Diesel Fuel | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 118 Lt Duty Vehicle Diesel Fuel | Students in the Automotive Technology Program will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 118 Lt Duty Vehicle Diesel Fuel | Students in the Automotive Technology program will possess knowledge to understand the theory and operation of automotive diesel engines. |
| AUTO 120 Engine Tune-Up/Performance | Student in the Automotive Technology program will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 120 Engine Tune-Up/Performance | Students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 120 Engine Tune-Up/Performance | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 120 Engine Tune-Up/Performance | Students in the Automotive Technology Program will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 120 Engine Tune-Up/Performance | Students in the Automotive Technology Program will possess knowledge to understand the OBD-I and OBD-II systems and components. |

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| AUTO 125 Power Train System Service | Honda PACT students will practice shop safety regularly to industry standards , and complete a written safety examination. |
| AUTO 125 Power Train System Service | Students in the Honda PACT program will disassemble a manual transmission, assess components for damage or wear and reassemble to a complete running unit. |
| AUTO 125 Power Train System Service | Students in the Honda PACT Program will manipulate precision tools and measure components. |
| AUTO 125 Power Train System Service | Students in the Honda PACT program will remove and replace a manual transmission from the vehicle. |
| AUTO 125 Power Train System Service | Students in the Honda PACT Program will research specifications, interpret diagrams, and follow repair procedures using Honda Interactive learning software. |
| AUTO 128 Fuel Injection Systems I | Student will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 128 Fuel Injection Systems I | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 128 Fuel Injection Systems I | Students in the Automotive Technology Program will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 128 Fuel Injection Systems I | Students in the Automotive Technology Program will possess knowledge to understand the advanced theory and operation of the emission control |
| AUTO 128 Fuel Injection Systems I | Students will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will be able to perform a BAR-EIS Functional Inspection as required by the Smog Inspection Procedures Manual. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will be able to perform a BAR-EIS Visual Inspection as required by the Smog Inspection Procedures Manual. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will pass the Automotive Technology Safety Test with a grade of A. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will pass the BAR-EIS final exam with a grade of C or better. |
| AUTO 130 Level I-Smog Tech Training | Upon successful completion of this course, the students will research applicable automotive service information such as service intervals, systems operation, and technical service bulletins. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will be able to perform a BAR-OIS Functional Inspection as required by the Smog Inspection Procedures Manual. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will be able to perform a BAR-OIS Visual Inspection as required by the Smog Inspection Procedures Manual. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will pass the Automotive Technology Safety Test with a grade of A. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will pass the BAR-OIS final exam with a grade of C or better. |
| AUTO 135 Level II Smog Tech Training | Upon successful completion of this course, the students will research applicable automotive service information such as service intervals, systems operation, and technical service bulletins. |
| AUTO 138 Fuel Injection Systems II | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 138 Fuel Injection Systems II | Students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 138 Fuel Injection Systems II | Students will possess knowledge to understand the advanced theory and operation of the emission control systems and components. |

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| AUTO 140 Body & Chassis Electrical Syst | Honda PACT students will complete assigned basic electrical training modules from Honda's learning management online software. |
| AUTO 140 Body & Chassis Electrical Syst | Honda PACT students will demonstrate electrical circuit testing proficiency using a variety of electrical circuit test equipment. |
| AUTO 140 Body & Chassis Electrical Syst | Honda PACT students will demonstrate how to analyze, comprehend, and interpret electrical circuits as well as apply OHM's Law theory to live circuits. |
| AUTO 140 Body & Chassis Electrical Syst | Honda PACT students will practice shop safety to industry standards and complete a written safety examination. |
| AUTO 140 Body & Chassis Electrical Syst | Honda PACT students will research electrical wiring diagrams, and apply electrical specification values to isolate vehicle electrical circuit faults. |
| AUTO 143 Alternative Fuels Technician | Students in the Light Duty Natural Gas Vehicle Service program will demonstrate acquired knowledge related to the components used on modern alternative fuel systems. |
| AUTO 143 Alternative Fuels Technician | Students in the Light Duty Natural Gas Vehicle Service program will perform electrical system diagnosis and repair procedures by using a Digital Volt/Ohm meter, Amp tester, and Digital Storage Oscilloscope |
| AUTO 143 Alternative Fuels Technician | Students in the Light Duty Natural Gas Vehicle Service will demonstrate the concepts of pressure, density, and volume in describing, measuring, and handling gaseous fuels. |
| AUTO 143 Alternative Fuels Technician | Students in the Light Duty Natural Gas Vehicle Service will understand personal and shop safety procedures associated with high pressure fuels. |
| AUTO 147 Intro to Hybrid & Electric | Upon successful completion of this course the student will demonstrate acquired knowledge related to the components used on modern Hybrid / Electric vehicle |
| AUTO 147 Intro to Hybrid & Electric | Upon successful completion of this course the student will demonstrate familiarity with reference materials such as schematics, flow charts, logic trees, and workshop manuals to aid in battery system troubleshooting. |
| AUTO 147 Intro to Hybrid & Electric | Upon successful completion of this course the student will demonstrate personal and shop safety procedures |
| AUTO 147 Intro to Hybrid & Electric | Upon successful completion of this course the student will demonstrate the electrical and computer skills required to repair and maintain Hybrid / Electronic vehicles |
| AUTO 147 Intro to Hybrid & Electric | Upon successful completion of this course the student will demonstrate the precautions needed to safely work with high voltage systems. |
| AUTO 148 Veh Safety/Comfrt/Convennc Sys | Student will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 148 Veh Safety/Comfrt/Convennc Sys | Student will research applicable vehicle area service information, such as service intervals, system operation |
| AUTO 148 Veh Safety/Comfrt/Convennc Sys | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 148 Veh Safety/Comfrt/Convennc Sys | Students will complete repair orders to include customer information, vehicle information, customer concerns |
| AUTO 150 Engine Electrical Systems | Students will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 150 Engine Electrical Systems | Students will be able to complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 150 Engine Electrical Systems | Students will be able to research applicable vehicle service information, service intervals, and technical service bulletins. |
| AUTO 150 Engine Electrical Systems | Students will demonstrate proper knowledge to describe Electrical theory, operation and diagnostics of to the engine electrical systems. |
| AUTO 150 Engine Electrical Systems | Students will demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 155 Automotive On-Board Diagnostic | Student will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 155 Automotive On-Board Diagnostic | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 155 Automotive On-Board Diagnostic | Students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |

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| AUTO 155 Automotive On-Board Diagnostic | Students will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 155 Automotive On-Board Diagnostic | Students will possess knowledge to understand the advanced theory and operation of the emission control systems and components. |
| AUTO 157 Automotive Specialized Elect | Student in the Automotive Specialized Electronics Training Course will have the knowledge to successfully demonstrate proper use of hand tools, power tools, and service equipment. |
| AUTO 157 Automotive Specialized Elect | Student in the Automotive Specialized Electronics Training Course will research applicable vehicle area service information, such as service intervals, systems operations, and technical service bulletins. |
| AUTO 157 Automotive Specialized Elect | Students in the Automotive Specialized Electronics Training Course will be able to demonstrate knowledge and service procedures for automotive service related to electrical and electronics-based vehicle preventative maintenance, diagnosis, and repair procedures. |
| AUTO 157 Automotive Specialized Elect | Students in the Automotive Specialized Electronics Training Course will complete repair orders to include customer information, vehicle information, customer concerns, related service history and cause and correction. |
| AUTO 157 Automotive Specialized Elect | Students will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 160 Upper End Engn Rebuild & Mach | Students will be able to diagnose engine mechanical failures, inspect engine components, and compare measurements with specifications . |
| AUTO 160 Upper End Engn Rebuild & Mach | Students will be able to identify internal combustion engine components. |
| AUTO 160 Upper End Engn Rebuild & Mach | Students will be able to identify precision tools and manipulate precision measuring equipment. |
| AUTO 160 Upper End Engn Rebuild & Mach | Students will be able to successfully complete and pass the Machine Shop Safety Test. |
| AUTO 170 Lower End Engn Rebuild & Mach | Student will research applicable engine service information and apply service standards to the engine repair process. |
| AUTO 170 Lower End Engn Rebuild & Mach | Students will demonstrate correct use of hand tools, motorized power equipment, and precision instruments |
| AUTO 170 Lower End Engn Rebuild & Mach | Students will demonstrate engine disassembly and reassembly; integrating measurements, specifications and special procedures to facilitate repair. |
| AUTO 170 Lower End Engn Rebuild & Mach | Students will demonstrate shop safety to industry standards and complete a written safety examination |
| AUTO 170 Lower End Engn Rebuild & Mach | Students will interpret precision instrument readings and apply data results to the assembly process. |
| AUTO 180 Adv Automotive Diag Procedures | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 180 Adv Automotive Diag Procedures | Students will complete repair orders to include customer information, vehicle information, customer concerns |
| AUTO 180 Adv Automotive Diag Procedures | Students will possess knowledge to understand advanced diagnostic theory and correctly perform proper diagnostic procedures |
| AUTO 190 Engine Blueprinting & Machinin | Students will be able to identify geometric sizes and tolerances from a blueprint or drawing. |
| AUTO 190 Engine Blueprinting & Machinin | Students will demonstrate precision measurements to accuracy of .0005 inches. |
| AUTO 190 Engine Blueprinting & Machinin | Students will demonstrate proper machinery set-up and operation. |
| AUTO 190 Engine Blueprinting & Machinin | Students will practice shop safety regularly to industry standards and complete a written safety examination. |
| AUTO 200 Suspension, Steering, & Alignm | Student will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 200 Suspension, Steering, & Alignm | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 200 Suspension, Steering, & Alignm | Students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 200 Suspension, Steering, & Alignm | Students will possess knowledge to identify and describe different suspension, steering and alignment systems. |
| AUTO 201 Automotive Brake and Susp Serv | Honda PACT students will complete assigned brake and suspension training modules from Honda's learning management online software |

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| AUTO 201 Automotive Brake and Susp Serv | Honda PACT students will demonstrate measurement proficiency on components using a variety of precision measuring instruments. |
| AUTO 201 Automotive Brake and Susp Serv | Honda PACT students will demonstrate proper use of alignment equipment, tire equipment, and brake service equipment. |
| AUTO 201 Automotive Brake and Susp Serv | Honda PACT students will practice shop safety regularly to industry standards and complete a written safety examination |
| AUTO 201 Automotive Brake and Susp Serv | Honda PACT students will research appropriate vehicles service information, and service/repair intervals according to original manufacturer (OE) standards |
| AUTO 210 Automotive Brake Systems | Students will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 210 Automotive Brake Systems | Students will be able to complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 210 Automotive Brake Systems | Students will be able to research applicable vehicle service information, service intervals, and technical service bulletins. |
| AUTO 210 Automotive Brake Systems | Students will demonstrate proper use of hand tools, power tools, and service equipment. |
| AUTO 211 Antilock Brakes/Traction Ctrl | Student will research applicable vehicle area service information, such as service intervals, systems operation, and technical service bulletins. |
| AUTO 211 Antilock Brakes/Traction Ctrl | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 211 Antilock Brakes/Traction Ctrl | Students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 211 Antilock Brakes/Traction Ctrl | Students will possess knowledge to identify and describe different anti-lock braking systems. |
| AUTO 220 Manual Drive Trains and Axles | Students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 220 Manual Drive Trains and Axles | Students will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 220 Manual Drive Trains and Axles | Students will be able to identify and describe various transmission / transaxle and clutch systems. |
| AUTO 220 Manual Drive Trains and Axles | Students will demonstrate proper use of hand tools, power tools, and service equipment. |
| AUTO 230 Automotive Transmission/Transaxl | Students in the Automotive Technology Program will complete repair orders to include customer information, vehicle information, customer concern, related service history, and cause and correction. |
| AUTO 230 Automotive Transmission/Transaxl | Students in the Automotive Technology Program will have the knowledge to successfully complete and pass the Safety Test. |
| AUTO 230 Automotive Transmission/Transaxl | Students will complete repair orders to include customer information, vehicle information, customer concerns, related service history, and cause and correction. |
| AUTO 230 Automotive Transmission/Transaxl | Students will possess knowledge to identify and describe operations of different modern manual transmission / transaxle applications and torque converter systems. |
| AUTO 230 Automotive Transmission/Transaxl | Students will possess knowledge to identify and describe various transmission / transaxle and torque converter systems. |
| AUTO 240 Heating and Air Conditioning | 1. Honda PACT students will demonstrate proper recovery/ recycling practices for R-134A and 1234yf refrigerants. 2. Honda PACT students will interpret gauge pressures commensurate with specific types of refrigerants. 3. Honda PACT students will demonstrate proper use of diagnostic tools and service equipment. 4. Honda PACT students will explore humidity effects on delivery temperature and the relationship between human comfort and discomfort. |
| AUTO 240 Heating and Air Conditioning | Honda PACT students must compete an EPA approved Refrigerant Recovery, Handling, and Recycling examination with minimum passing score of 80%. |
| AUTO 240 Heating and Air Conditioning | Honda PACT students must complete assigned training modules from Honda's Learning Management on-line software. |
| AUTO 240 Heating and Air Conditioning | Honda PACT students will demonstrate shop safety to industry standards and complete a written safety examination. |

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| AUTO 240 Heating and Air Conditioning | Honda PACT students will research appropriate vehicle service information and maintenance intervals according to original equipment (OE) manufacturers standards. |
| AUTO 256 Auto Scantools & Vehicle Sys | Students in the will complete repair orders to include customer information, vehicle information, customer concerns |
| AUTO 256 Auto Scantools & Vehicle Sys | Students will be able to complete and pass the Auto Technology Department Safety Test. |
| AUTO 256 Auto Scantools & Vehicle Sys | Students will have the knowledge to successfully demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| AUTO 260 Adv. Hybrid/Elec Vehicle | Students who complete the advanced hybrid/Electric service program will complete the high voltage safety test with a satisfactory score. |
| AUTO 260 Adv. Hybrid/Elec Vehicle | Students will demonstrate acquired knowledge related to the components used on modern Hybrid/ Electronic vehicle. |
| AUTO 260 Adv. Hybrid/Elec Vehicle | Students will understand personal and shop safety procedures associated with high Voltage, Storage and Generation. |
| AUTO 266 Fuel Cell Tech Fundamentals (formerly AUTO 265) | Students will demonstrate acquired knowledge related to the components used on modern Hybrid/ Electronic vehicle. |
| AUTO 266 Fuel Cell Tech Fundamentals (formerly AUTO 265) | Students will demonstrate the electrical and computer skills required to repair and maintain Hybrid / Electronic/Fuel Cell vehicles. |
| AUTO 266 Fuel Cell Tech Fundamentals (formerly AUTO 265) | Students will perform electrical system diagnosis and repair procedures by using a Digital Volt/Ohm meter, and Digital Storage Oscilloscope. |
| AUTO 290 CWE Intern for Technology | Given the environment of the workplace, students will perform activities and responsibilities of the job to a professional level of performance. |
| AUTO 290 CWE Intern for Technology | Students will perform assigned tasks under the supervision of the job-site supervisor. |
| AUTO 290 CWE Intern for Technology | Upon successful completion of this course, the students will fill out the paperwork outlined in the CWE Student Handbook. |
| AUTO 290 CWE Intern for Technology | Upon successful completion of this course, the students will pass the Automotive Technology Safety Test with a grade of A. |
| AUTO 299 D.S. Auto Technology | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| AUTO 300 Assess. of the Auto Industry | Students will be able to analyze systems, components, and/or processes to identify, formulate, and solve challenges per industry standards. |
| AUTO 300 Assess. of the Auto Industry | Students will perform tasks that use learned techniques, skills, and modern tools necessary for practical technical obligations per industry standards. |
| AUTO 300 Assess. of the Auto Industry | Students will possess abilities to communicate effectively using written, oral, and presentation skills per industry standards. |
| AUTO 310 Global Dev. & Adv. of Auto | Students will be able to apply and demonstrate knowledge and skills that will enable them to advance their employment within their specific industry. |
| AUTO 310 Global Dev. & Adv. of Auto | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 310 Global Dev. & Adv. of Auto | Students will recognize the need for, and the capacity to persist in life-long learning while achieving a balance of workplace and personal goals per Industry Standards. |
| AUTO 320 Progressive Growth of AutoTech | Students will be able to apply the knowledge and skills of science, math, and technical operations per industry standards. |
| AUTO 320 Progressive Growth of AutoTech | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 320 Progressive Growth of AutoTech | Students will understand the importance of the technological changes that have evolved from both engineering improvements and cultural changes within the industry. |
| AUTO 340 Analyze Veh Elect Systems | Students will be able to analyze systems, components, and/or processes to identify, formulate, and solve challenges per industry standards. |
| AUTO 340 Analyze Veh Elect Systems | Students will gain an understanding of the emerging technologies to improve their area of expertise per Industry Standards. |

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| AUTO 340 Analyze Veh Elect Systems | Students will understand computerized vehicle controls and diagnostic strategies as it pertains to the function, operation, and vehicle on-board diagnostic and communication systems of the engine, powertrain, brakes, suspension, safety, convenience, and emission control systems. |
| AUTO 350 Princ. of Auto Service Mgmt. | Students will be able to analyze systems, components, and/or processes to identify, formulate, and solve challenges per industry standards. |
| AUTO 350 Princ. of Auto Service Mgmt. | Students will be able to apply the knowledge and skills of science, math, and technical operations per industry standards. |
| AUTO 350 Princ. of Auto Service Mgmt. | Students will implement professional and ethical responsibilities related to economic, environmental, social, political, and health and safety issues per Industry Standards. |
| AUTO 360 Analyze Vehicle Fuel,Lub, Comb | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 360 Analyze Vehicle Fuel,Lub, Comb | Students will develop the broad education necessary to recognize the impact of technological ramifications in a global, economic, environmental, and societal context per Industry Standards. |
| AUTO 360 Analyze Vehicle Fuel,Lub, Comb | Students will understand the physical and chemical properties of fuels, lubricants, and combustion, including diagnostic strategies as it pertains to the function, operation, and every-day use of the systems and sub-systems of the automotive internal combustion engine and related powertrain components. |
| AUTO 370 Standard Acct. Systems of Auto | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 370 Standard Acct. Systems of Auto | Students will gain knowledge of practical applications of accounting fundamentals and business management principles pertaining to the automotive industry. |
| AUTO 370 Standard Acct. Systems of Auto | Students will possess abilities to communicate effectively using written, oral, and presentation skills per industry standards. |
| AUTO 400 Analyzing Stability, Dyn. & NHV | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 400 Analyzing Stability, Dyn. & NHV | Students will exhibit the competence to function with multidisciplinary teams within realistic constraints per Industry Standards. |
| AUTO 400 Analyzing Stability, Dyn. & NHV | Students will gain knowledge of the practical application of stability, dynamics, and noise-vibration-harshness (NVH) of the modern automobile. |
| AUTO 410 Digital Marketing for Auto Ind | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 410 Digital Marketing for Auto Ind | Students will gain an understanding of the various internet and social media marketing strategies, including category-based guidelines impacting the operations of the automotive wholesale and retail business. |
| AUTO 410 Digital Marketing for Auto Ind | Students will possess abilities to communicate effectively using written, oral, and presentation skills per industry standards. |
| AUTO 420 Analyze Drivetrain Systems | Students will be able to analyze systems, components, and/or processes to identify, formulate, and solve challenges per industry standards. |
| AUTO 420 Analyze Drivetrain Systems | Students will gain knowledge of the practical application of electro-mechanical and hydraulic functions of transmission and drivetrain systems of the modern automobile. |
| AUTO 420 Analyze Drivetrain Systems | Students will possess abilities to communicate effectively using written, oral, and presentation skills per industry standards. |
| AUTO 430 Finance & Ins. Regs. for Auto | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 430 Finance & Ins. Regs. for Auto | Students will gain an understanding of federal, state, and local agencies and their laws and regulations pertaining to the operation of an automotive wholesale and retail business. |
| AUTO 430 Finance & Ins. Regs. for Auto | Students will possess abilities to communicate effectively using written, oral, and presentation skills per industry standards. |
| AUTO 440 Analyze Veh. Safe,Comfort,Sec. | Students will be able to apply and demonstrate knowledge and skills that will enable them to advance their employment within their specific industry. |
| AUTO 440 Analyze Veh. Safe,Comfort,Sec. | Students will be able to demonstrate professional and ethical responsibilities related to economic, environmental, social, health and safety issues per industry standards. |

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| AUTO 440 Analyze Veh. Safe,Comfort,Sec. | Students will gain an understanding of the various integrated vehicle and driving protection safety devices that protect against hazardous and inadvertent situations, as well as occupant amenities, including diagnostic strategies as it pertains to the function, operation, and everyday use of active/passive safety, comfort, and convenience systems. |
| AUTO 450 Variable & Fixed Operations | Students will be able to apply the knowledge and skills of science, math, and technical operations per industry standards. |
| AUTO 450 Variable & Fixed Operations | Students will be able to design and conduct research, as well as analyze and interpret data per Industry Standards. |
| AUTO 450 Variable & Fixed Operations | Students will gain an understanding business models of new and used vehicle operations and the operations of service and parts. |
| AUTO 499 Directed Study in Auto Tech | Given the environment of the workplace, students will perform activities and responsibilities of the job to a professional level of performance. |
| BIOL 101 General Biology | Define and correctly use scientific terminology in regard to biological organisms and processes. |
| BIOL 101 General Biology | Demonstrate an understanding of evolution and its relationship to the unity and diversity of living things. |
| BIOL 101 General Biology | Demonstrate and apply knowledge of basic principles of chemistry as they apply to biological processes. |
| BIOL 101 General Biology | Identify cell structures, their constituent molecules and describe their functions. |
| BIOL 101 General Biology | Students critique and interpret data presented in appropriate graphical and/or verbal formats. |
| BIOL 105 Human Biology | Students will demonstrate knowledge of human cell structure, biological macromolecules and basic metabolic processes. |
| BIOL 105 Human Biology | Students will demonstrate knowledge of the basic anatomy and physiology (structure versus function) of the human body systems. |
| BIOL 105 Human Biology | Students will demonstrate the ability to acquire, read, evaluate, apply and cite scientific literature, and use basic scientific language in written assignments. |
| BIOL 105 Human Biology | Students will demonstrate understanding of how human body systems function in order to maintain homeostasis. |
| BIOL 105L Human Biology Laboratory | Students will apply knowledge of human cell structure, biological macromolecules and basic metabolic processes through laboratory investigation. |
| BIOL 105L Human Biology Laboratory | Students will apply knowledge of the basic anatomy and physiology (structure versus function) of the human body systems through laboratory investigation. |
| BIOL 105L Human Biology Laboratory | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of concepts relating to human biology. |
| BIOL 105L Human Biology Laboratory | Students will demonstrate understanding of how human body systems function in order to maintain homeostasis. |
| BIOL 111 Marine Biology | Students distinguish among various oceanic zones based on geological, physical, and/or chemical characteristics. |
| BIOL 111 Marine Biology | Students will identify and/or explain the ecological characteristics of various marine ecosystems and the impact humans have had on them. |
| BIOL 111 Marine Biology | Students will identify the major geological, physical and chemical oceanographic processes and their affect on marine organisms. |
| BIOL 111 Marine Biology | Students will recognize and/or summarize the defining anatomical and/or physiological characteristics of the major marine phyla. |
| BIOL 111L Marine Biology Lab | Students will be able to analyze, compare and contrast strategies for survival by organisms in different marine habitats. |
| BIOL 111L Marine Biology Lab | Students will be able to identify marine organisms to Phylum |
| BIOL 111L Marine Biology Lab | Students will describe how organisms have evolved adaptations to cope with the physical constraints of the marine environment. |
| BIOL 111L Marine Biology Lab | Students will recognize the defining anatomical and/or physiological characteristics among the major marine phyla. |
| BIOL 112 Outdoor Biology | Students will compare and contrast among major ecosystems of southern California. |
| BIOL 112 Outdoor Biology | Students will compare distinguishing characteristics of the major organismic groups, identify their evolutionary relationships and biological significance, listing examples of each group. |

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| BIOL 112 Outdoor Biology | Students will conduct research applying the scientific method, utilizing scientific technology in natural areas, as well as in the laboratory. |
| BIOL 112 Outdoor Biology | Students will demonstrate understanding of ecological concepts from the study of organisms in their local habitats, and extrapolate to the biosphere, identifying our human connection and the need for ecosystem conservation. |
| BIOL 112 Outdoor Biology | Students will describe and compare metabolic processes in relationship to organismal function and the transfer of energy. |
| BIOL 112 Outdoor Biology | Students will identify indicator species of organisms found within southern California. |
| BIOL 120 Environmental Biology | Student describes the flow of energy within an ecosystem and the role of the nutrient cycle in maintaining ecosystem integrity. |
| BIOL 120 Environmental Biology | Students will apply environmental science concepts and analytical procedures in various fields. |
| BIOL 120 Environmental Biology | Students will strengthen their skills in reading, writing, oral communication, and critical thinking. |
| BIOL 120 Environmental Biology | Students will understand basic ecological principles, current environmental issues, and the links between human and natural systems. |
| BIOL 120 Environmental Biology | Students will use an interdisciplinary approach to analyze environmental issues and gain knowledge of the interplay between the ecological, political, social, and economic aspects of environmental problems. |
| BIOL 120L Environmental Biology Lab | Students will apply environmental science concepts and analytical procedures in various fields. |
| BIOL 120L Environmental Biology Lab | Students will evaluate quantitative and/or qualitative data and develop a reasonable hypothesis based on these results. |
| BIOL 120L Environmental Biology Lab | Students will strengthen their skills in reading, writing, oral communication, and critical thinking. |
| BIOL 125 Human Anatomy | Given an organ system, students will identify, in context, the major parts and functions |
| BIOL 125 Human Anatomy | Students will be able to apply basic genetic principles |
| BIOL 125 Human Anatomy | Students will be capable of applying and correctly relating anatomical terminology |
| BIOL 125 Human Anatomy | Students will categorize and distinguish the roles of various cellular components. |
| BIOL 125 Human Anatomy | Students will compare, contrast, and identify in context various human tissue types |
| BIOL 125 Human Anatomy | Students will construct and relate the various levels of hierarchy of organization |
| BIOL 125 Human Anatomy | Students will demonstrate and understand of microscopy. |
| BIOL 125 Human Anatomy | Students will relate structure and function |
| BIOL 200 Princ of Biol 1 (Mol & Cell Bi) | Students will demonstrate and apply knowledge of the basic principles of chemistry and physics as they relate to cellular processes and interactions. |
| BIOL 200 Princ of Biol 1 (Mol & Cell Bi) | Students will demonstrate knowledge of intracellular structures and their respective functions, including comparisons between prokaryotes and eukaryotes. |
| BIOL 200 Princ of Biol 1 (Mol & Cell Bi) | Students will demonstrate the ability to acquire, read, evaluate, apply and cite scientific literature, and use basic scientific language in written assignments. |
| BIOL 200 Princ of Biol 1 (Mol & Cell Bi) | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of biological concepts. |
| BIOL 200 Princ of Biol 1 (Mol & Cell Bi) | Students will explain and demonstrate knowledge of the essential elements of life, major hypotheses for life's history, mechanisms for the diversification of life, and macroevolution, ecology and population dynamics. |
| BIOL 201 Princ of Biol 2 (Div and Ecol) | For major taxa of prokaryotes, protists, fungi, plants and animals, students will identify and describe structures and relate them to their respective functions. |
| BIOL 201 Princ of Biol 2 (Div and Ecol) | Provided with a sample organism, students will be able to classify and characterize the specimen based upon observable characteristics. |
| BIOL 201 Princ of Biol 2 (Div and Ecol) | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of biological concepts. |
| BIOL 201 Princ of Biol 2 (Div and Ecol) | Students will demonstrate understanding of differences in organism development and life cycles. |
| BIOL 205 Molecular Biol and Biotech | Students will be able to demonstrate the ability to apply research strategies to solve biotechnology problems. |

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| BIOL 205 Molecular Biol and Biotech | Students will be able to demonstrate their knowledge of biotechnology concepts. |
| BIOL 205 Molecular Biol and Biotech | Students will possess hands-on technical skills necessary for supporting biotechnology research activity. |
| BIOL 205 Molecular Biol and Biotech | Students will possess the technical background knowledge needed to support biotechnology research activity. |
| BIOL 206 Principles of Genetics | Comprehensive and detailed understanding of genetic methodology and how quantification of heritable traits in families and populations provides insight into cellular and molecular mechanisms. |
| BIOL 206 Principles of Genetics | Comprehensive, detailed understanding of the chemical basis of heredity. |
| BIOL 206 Principles of Genetics | Insight into the mathematical, statistical, and computational basis of genetic analyses that use genome-scale data sets in biology settings. |
| BIOL 206 Principles of Genetics | The ability to evaluate conclusions that are based on genetic data. |
| BIOL 206 Principles of Genetics | Understand the role of genetic mechanisms in evolution. |
| BIOL 206 Principles of Genetics | Understand the role of genetic technologies in industries related to biotechnology, pharmaceuticals, energy, and other fields. |
| BIOL 206 Principles of Genetics | Understanding of how genetic concepts affect broad societal issues including health and disease, food and natural resources, environmental sustainability, etc. |
| BIOL 222 Microbiology | Be able to perform various bacterial staining techniques and biochemical tests and understand their mechanics and interpretations. |
| BIOL 222 Microbiology | Be able to perform various microbiological manipulations such as isolation of pure cultures and identification of sample isolates and quantification. |
| BIOL 222 Microbiology | Demonstrate a firm knowledge and understanding of the microbial world and its interactions with humans. |
| BIOL 222 Microbiology | Demonstrate appropriate use of the microscope including oil immersion. |
| BIOL 222 Microbiology | Demonstrate both understanding of aseptic technique and the ability to practice it. |
| BIOL 222 Microbiology | Demonstrate the proper practice of laboratory safety protocols in a microbiological setting. |
| BIOL 222 Microbiology | Describe the basic structure and functional characteristics of microbes and understand how they exist in their particular ecological niche. |
| BIOL 222 Microbiology | Explain how bacteria transfer genetic information from one generation to another and the implications for handling and treating microbial diseases. |
| BIOL 222 Microbiology | Explain how microbes cause disease, how infectious diseases are spread and the measures that can halt the spread of disease. |
| BIOL 222 Microbiology | Relate an understanding of the human immune system and how it functions to protect the body from disease. |
| BIOL 222 Microbiology | Students will be able to communicate scientific ideas through oral and written assignments. |
| BIOL 222 Microbiology | Students will be able to demonstrate problem solving skills as they relate to microbiology. |
| BIOL 222 Microbiology | Understand the methods of controlling microbial growth and the importance of these methods in controlling human disease. |
| BIOL 226 Human Physiology | Students will appraise cellular activity using chemical and physical principles |
| BIOL 226 Human Physiology | Students will demonstrate higher level critical thinking skills, solving problems, and following directions. |
| BIOL 226 Human Physiology | Students will observe physiological phenomena, record and analyze data, and infer from data. |
| BIOL 226 Human Physiology | Students will predict the role of body systems and mechanisms in maintaining homeostasis. |
| BIOL 226 Human Physiology | Students will reconstruct and describe physiological processes of body systems in detail and on an appropriate level (knowledge, comprehension, application and analysis). |
| BIOL 226 Human Physiology | Students will use quantitative information to evaluate and understand physiological processes. |
| BIOL 226 Human Physiology | Students will work effectively in a group and work safely in a lab setting. |
| BIOL 299A D.S. Biology | Students will demonstrate problem-solving methods in situations that are encountered outside of the classroom. |

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| BIOL 299A D.S. Biology | Students will demonstrate self-motivation, responsibility, and ability to prioritize an assigned task to be completed within a designated time frame. |
| BIOL 299A D.S. Biology | Students will demonstrate the ability to acquire, read, evaluate, apply and cite scientific literature, and use basic scientific language in written assignments. |
| BIOL 299A D.S. Biology | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of biological concepts. |
| BIOL 299A D.S. Biology | Students will understand and apply major concepts in general biology. |
| BIOL 299B D.S. Health Science Biology | Students will demonstrate problem-solving methods in situations that are encountered outside of the classroom. |
| BIOL 299B D.S. Health Science Biology | Students will demonstrate self-motivation, responsibility, and ability to prioritize an assigned task to be completed within a designated time frame. |
| BIOL 299B D.S. Health Science Biology | Students will demonstrate the ability to acquire, read, evaluate, apply, and cite scientific literature, and use basic scientific language in written assignments. |
| BIOL 299B D.S. Health Science Biology | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of concepts in health science biology. |
| BIOL 299B D.S. Health Science Biology | Students will understand and apply major concepts in health science biology. |
| BIOL 299C D.S. Environmental Tech. | Students will demonstrate problem-solving methods in situations that are encountered outside of the classroom. |
| BIOL 299C D.S. Environmental Tech. | Students will demonstrate self-motivation, responsibility, and ability to prioritize an assigned task to be completed within a designated time frame. |
| BIOL 299C D.S. Environmental Tech. | Students will demonstrate the ability to acquire, read, evaluate, apply, and cite scientific literature, and use basic scientific language in written assignments. |
| BIOL 299C D.S. Environmental Tech. | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of concepts in environmental technology. |
| BIOL 299C D.S. Environmental Tech. | Students will understand and apply major concepts in environmental technology. |
| BIOT 100 Introduction to Biotechnology | Students demonstrate knowledge of the ethical and societal implications of theoretical and applied biotechnology. |
| BIOT 100 Introduction to Biotechnology | Students demonstrate, both verbally and in writing, knowledge of scientific theory related to biotechnology techniques. |
| BIOT 100 Introduction to Biotechnology | Students express experimental and calculated results with the correct units and number of significant figures, and translate measurements from one type of unit to another |
| BIOT 100 Introduction to Biotechnology | Students have knowledge of the history of the biotechnology field and the fundamental operation of biotechnology companies. |
| BIOT 100 Introduction to Biotechnology | Students understand standard safety laboratory practices. |
| BIOT 130 Fermentation Technology I | Perform and interpret lab techniques for measuring, monitoring, and analyzing chemical properties of wort and beer. |
| BIOT 130 Fermentation Technology I | Students will analyze ingredient variations and their effects on beer quality. |
| BIOT 130 Fermentation Technology I | Students will apply sensory evaluation techniques to analyze beers. |
| BIOT 130 Fermentation Technology I | Students will describe chemical and biochemical changes in malting, brewing and fermentation processes. |
| BIOT 130 Fermentation Technology I | Students will describe the biological principles involved with the ingredients of beer, including barley, malt, yeast, and hops. |
| BIOT 130 Fermentation Technology I | Students will describe the legal requirements and implications of producing alcoholic beverages. |
| BIOT 130 Fermentation Technology I | Students will describe the microbiological processes involved in beer fermentations. |
| BIOT 130 Fermentation Technology I | Students will describe the microbiology and chemistry related to brewery sanitation and cleaning. |
| BIOT 130 Fermentation Technology I | Students will develop and implement quality control measures in producing beer. |
| BIOT 130 Fermentation Technology I | Students will develop skills to communicate well, professionally and inter-personally |
| BIOT 130 Fermentation Technology I | Students will utilize standards of safety in producing their brewing products |
| BUSL 110 Legal Environment of Business | 1. Provided a hypothetical situation, students will explain their understanding of contract law by successfully identifying the necessary elements of a valid contract. (i.e. agreement, consideration, contractual capacity, and legality) |
| BUSL 110 Legal Environment of Business | 2. Given a legal situation, students will explain and use basic legal terminology necessary to confidently converse with legal advisors. |

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| BUSL 110 Legal Environment of Business | 3. Presented with a legal scenario, students will describe the basic principles of the U.S. legal system including courts and procedures. |
| CARP 020H Welding | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 020I Advanced Welding | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040A Orientation | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040B Safety & Health Certifications | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040C Print Reading | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040D Transit Level/Laser | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040E Foundations and Flatwork | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040F Wall Forming | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040G Stair and Ramp Forming | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040H Commercial Floor Framing | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040I Basic Roof Framing | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040J Advanced Print Reading | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040K Rigging | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040L Solar Installer Level I | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040M Water Treatment Facilities | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040N Green Building & Weatherization | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040P Basic Wall Framing | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040R Tool/Equipment Applications | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040S Moldings and Trims | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040T Storefront Installations | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 040V Basic Metal Framing | Students will have the knowledge to pass the specific industry safety exam. |
| CARP 050A Basic Commercial Framing | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050B Cabinet Installation | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050C Doors and Door Hardware | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050D Basic Stairs | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050E Bridge Construction | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050F Tilt Up Construction | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050G Beam and Deck Forming | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050H Gang Forms/Columns | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050I Abutments | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050J Exterior Finish Details | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050K Advanced Stairs | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050L Advanced Commercial Framing | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050M Bridge Falsework | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050N Advanced Roof Framing | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050P Panelized Roof | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050R Intermed. Commercial Framing | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050S Intermediate Stairs | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |

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| CARP 050T Drywall Applications | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050U Interior Elevations | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 050V Welding Fabrication | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060A Cabinet, Millwork and Assembly | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060B Plastic Laminates | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060C Doors and Door Frames | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060D Stair Trim | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060E Commerical Fixtures | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060F Fitting Rooms/Partitions | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060G Exit & Elec Security Devices | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060H Solid and Stone Services | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060I Hand/Power Tool Usage | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060J Power Tools & Stationary Equip | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060K Print Reading & Stock Billing | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060L Material & Hardware Appl | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060M Production Casework & Assembly | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060N Laminates and Overlays | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060P Jigs, Fixtures & Accessories | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060R Millwork & Specialty Appl | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060S Comp. Proj. Plan & Estimating | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060T Comp. Applications CAD-CAM | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060V Building Info Modeling Concept | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 060W Building Info. Modeling Appl | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070A Basic Frame Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070B Basic System Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070C Basic Tube & Clamp Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070D Basic Suspended Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070E Intermediate Frame Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070F Intermed. System Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |

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| CARP 070G Advanced Frame Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070H Advanced System Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070I Advanced Suspended Scaffold | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070J Confined Space | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070K Scaffold Reshoring | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070L Specialty Scaffold Applications | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070N Scaffold Erector Qualification | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 070P Industrial Scaffolding | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080A Basic Wood Floor Install. | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080B Borders | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080C Parquet Flooring | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080D Advanced Patterns | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080E Diagonal & Herringbone Pattern | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 080F Crew Lead Training | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the topic of study. |
| CARP 290 Work Exp in Carpenters Appren | Students will perform activities and responsibilities of the job to a professional level of performance per the State of California apprentice program. |
| CD 095 Current Issues in Child Dev | The student will demonstrate advocacy skills. |
| CD 095 Current Issues in Child Dev | The student will describe the components of professionalism. |
| CD 095 Current Issues in Child Dev | The student will discuss current issues and changes in the ECE field. |
| CD 095 Current Issues in Child Dev | The student will implement leadership skills. |
| CD 102 Nut, Hlth, & Safety for Child | Student will observe a child and write about the behaviors in each of the domains. Using an observation form, students will observe, record and demonstrate their knowledge of the each of developmental domains including: cognitive, social-emotional and , physical skills. |
| CD 102 Nut, Hlth, & Safety for Child | Student will observe children regarding indoor and outdoor practices. Thy will identify differences in developmental skills among children. |
| CD 102 Nut, Hlth, & Safety for Child | Students will demonstrate an understanding of the policies set by the local health authority regarding records, physical examinations and communicable disease. |
| CD 102 Nut, Hlth, & Safety for Child | Students will describe the responsibilities of personnel in maintaining a safe and healthy environment for children. |
| CD 102 Nut, Hlth, & Safety for Child | Students will develop curriculum focusing on nutrition, health and safety that is developmentally appropriate. |
| CD 102 Nut, Hlth, & Safety for Child | Students will evaluate the physical facilities of children's programs according to the criteria for safe environments. |
| CD 102 Nut, Hlth, & Safety for Child | Students will explain the developmental nutritional needs of children by age. |
| CD 103 Parenting | Students will compare and contrast four parenting styles. |
| CD 103 Parenting | Students will compare and contrast the various family structures and diverse life styles. |
| CD 103 Parenting | Students will describe the parenting process from infancy through adulthood. |
| CD 103 Parenting | Students will explain the parenting styles and the relationships between culture and parenting. |
| CD 103 Parenting | Students will identify the challenges that high-risk families and the parents of children with special needs face. |
| CD 106 Child Growth and Development | Students will describe the roles of DNA, genes and chromosomes. |

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| CD 106 Child Growth and Development | Students will discuss infant, toddler, preschool, school-age and adolescent behavior related to physical, language, cognitive, social-emotional development and factors that enhance the development of these domains. |
| CD 106 Child Growth and Development | Students will explain the significance of the major theorists in child development research. |
| CD 106 Child Growth and Development | Students will identify and evaluate the various methods of studying young children. |
| CD 106 Child Growth and Development | Students will sequence and describe the stages of prenatal physical growth and development. |
| CD 110 Prin & Prac of ECE | Students will demonstrate teaching techniques that provide opportunities for learning and discovery in each of the curriculum areas. |
| CD 110 Prin & Prac of ECE | Students will describe the influence of key leaders and their impact on Early Childhood Education. |
| CD 110 Prin & Prac of ECE | Students will describe the role of parents in the educational program and factors influencing quality involvement. |
| CD 110 Prin & Prac of ECE | Students will develop curriculum appropriate for children with goals, objectives, procedures, and evaluation. |
| CD 110 Prin & Prac of ECE | Students will examine the roles, responsibilities, skills and professional preparation required of the early childhood educator. |
| CD 110 Prin & Prac of ECE | Students will identify basic philosophy, educational practices and functional differences between major Early Childhood Early programs. |
| CD 110 Prin & Prac of ECE | Students will identify the elements of an integrated curriculum, an emergent curriculum and/or a project approach. |
| CD 110 Prin & Prac of ECE | Students will observe and record features of the indoor and outdoor physical environment that contribute to the growth of the young child. |
| CD 111 ECE Curriculum | Students will articulate the concept of Developmentally Appropriate Practices and its components. |
| CD 111 ECE Curriculum | Students will compare State Standards used in K-3 classrooms with Early Learning Standards. |
| CD 111 ECE Curriculum | Students will define various methods used in Authentic Assessment and Program Evaluation. |
| CD 111 ECE Curriculum | Students will describe the variations of design and philosophy of Early Childhood Programs. |
| CD 111 ECE Curriculum | Students will discuss the appropriate practices used in the development and implementation of small and large group curriculum activities. |
| CD 111 ECE Curriculum | Students will explain the advantages of the use of learning centers. |
| CD 111 ECE Curriculum | Students will identify the relationships between program design and philosophy, curriculum and developmental theories. |
| CD 114 Observation and Assessment | Students will apply a wide array of effective approaches, strategies and tools in developing relationships with children and colleagues. |
| CD 114 Observation and Assessment | Students will critically compare the purpose, value and use of formal and informal observation and assessment in early child settings. |
| CD 114 Observation and Assessment | Students will demonstrate systematic observation methods that reveal children's ideas, processes and feelings. |
| CD 114 Observation and Assessment | Students will describe and evaluate the characteristics, strengths and limitations of common assessment tools in respect to children's development, culture and linguistic characteristics. |
| CD 114 Observation and Assessment | Students will embed activities related to assessment within play-based learning environment, curriculum and care routines. |
| CD 115 Creative Art Exp for Children | Students will define the basic principles, styles and approaches in creative art. |
| CD 115 Creative Art Exp for Children | Students will demonstrate personal skills and abilities in facilitating and supporting child creative development. |
| CD 115 Creative Art Exp for Children | Students will develop and demonstrate a variety of creative art experiences for children. |
| CD 115 Creative Art Exp for Children | Students will discuss the impact of creative development on the overall development of the whole child. |
| CD 115 Creative Art Exp for Children | Students will outline the stages of artistic development in childhood. |

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| CD 118 Dev of Science and Math Exp | Students will describe basic scientific and mathematical philosophies and theories incorporated in the learning environment. |
| CD 118 Dev of Science and Math Exp | Students will develop and identify fundamental science and math materials and equipment for exploration and experimentation with children. |
| CD 118 Dev of Science and Math Exp | Students will explain and demonstrate the role of the teacher in providing effective discovery-science and math guidance for children. |
| CD 118 Dev of Science and Math Exp | Students will identify the relationship between the cognitive theories of development of Piaget and Vygotsky and the selection of themes and topics for science and math. |
| CD 118 Dev of Science and Math Exp | Students will plan and organize appropriate science and math experiences based on children's developmental levels and encourage basic process skills. |
| CD 119 Music and Movement for Child | Students will demonstrate the principles and implementation of developmentally appropriate music and movement experience for children. |
| CD 119 Music and Movement for Child | Students will employ strategies to facilitate music and movement development in children. |
| CD 119 Music and Movement for Child | Students will outline the developmental characteristics of movement and music abilities. |
| CD 119 Music and Movement for Child | Students will plan and demonstrate a variety of music, songs and movement experiences for children. |
| CD 120 Experiences in Language Arts | Students will analyze and determine the developmental appropriateness of various works of literature for children |
| CD 120 Experiences in Language Arts | Students will develop a theoretical foundation for stimulating language and literacy experiences in children and identify its practical application. |
| CD 120 Experiences in Language Arts | Students will discuss the key theories of language development in children. |
| CD 120 Experiences in Language Arts | Students will distinguish among the sequential stages of language acquisition in the human development process. |
| CD 120 Experiences in Language Arts | Students will evaluate and select appropriate language arts materials to be used in the classroom. |
| CD 120 Experiences in Language Arts | Students will identify how research in language emergence has contributed to the changes in educational practices. |
| CD 208 Child, Family and Community | The student will describe the effect of community, peers and media in the socialization process. |
| CD 208 Child, Family and Community | The student will describe the role of culture in socialization. |
| CD 208 Child, Family and Community | The student will discriminate healthy family involvement with unhealthy family involvement. |
| CD 208 Child, Family and Community | The student will discuss the role of the family as the major socializing agent. |
| CD 208 Child, Family and Community | The student will identify how community resources serve and support families. |
| CD 208 Child, Family and Community | The student will identify key characteristics of developmentally appropriate group care facilities. |
| CD 211 Infants and Toddlers | The student will describe cultural influences in developmental models for caregivers. |
| CD 211 Infants and Toddlers | The student will discuss and evaluate a developmentally appropriate physical environment for infants and toddlers. |
| CD 211 Infants and Toddlers | The student will explain major child development theories as related to the development of infants and toddlers. |
| CD 211 Infants and Toddlers | The student will explain Vygotsky's concept of scaffolding and its role in stimulating and supporting infants' and toddlers' growth and development. |
| CD 211 Infants and Toddlers | The student will identify community resources available to families for outreach and support. |
| CD 211 Infants and Toddlers | The student will identify the socialization processes and practices that facilitate the social/emotional development of infants and toddlers. |
| CD 213 Care and Ed for Infants/Todds | The student will compare and contrast the views of theorists regarding infant and toddler development. |
| CD 213 Care and Ed for Infants/Todds | The student will describe the role of the caregiver in regards to emotional development. |
| CD 213 Care and Ed for Infants/Todds | The student will discuss the importance of teacher parent daily communication. |
| CD 213 Care and Ed for Infants/Todds | The student will discuss the sequence of physical development, cognitive and language development for infants and toddlers. |

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| CD 213 Care and Ed for Infants/Todds | The student will implement the steps of planning a developmentally appropriate infant and toddler program including all domains of development. |
| CD 213 Care and Ed for Infants/Todds | The student will plan an appropriate parent conference. |
| CD 224 Diversity Issues ECE | The student will describe effective problem solving skills when dealing with diversity issues. |
| CD 224 Diversity Issues ECE | The student will describe the ways that family values, culture, race, gender, social class, language, sexual preference and abilities affect child development in the following domains: physical, cognition, language, social and emotional. |
| CD 224 Diversity Issues ECE | The student will discuss developmentally appropriate approaches to address diversity in children's programs and educational settings. |
| CD 224 Diversity Issues ECE | The student will evaluate diversity components in children's programs and educational settings. |
| CD 224 Diversity Issues ECE | The student will explain the effects that the history of diversity in the United States has on diversity issues today. |
| CD 224 Diversity Issues ECE | The student will identify differing parental perspectives regarding child development and education. |
| CD 226 Intro Child w/Special Needs | Students will describe characteristics of various disabilities. |
| CD 226 Intro Child w/Special Needs | The student will apply developmentally appropriate intervention and instructional strategies specific for individual learners |
| CD 226 Intro Child w/Special Needs | The student will demonstrate the basic concepts of protection under Individuals with Disabilities Education Act and Americans with Disabilities Act. |
| CD 226 Intro Child w/Special Needs | The student will describe the characteristics of various disabilities. |
| CD 226 Intro Child w/Special Needs | The student will describe the components of an Individualized Education Plan/Program. |
| CD 226 Intro Child w/Special Needs | The student will outline the cognitive theories of development of Piaget and Vygotsky. |
| CD 226 Intro Child w/Special Needs | The student will recognize the characteristics of atypical development in children. |
| CD 228 ECE Practicum | Student will explain and demonstrate the principles of developmentally appropriate practice while planning for and interacting with children in the early childhood classroom. |
| CD 228 ECE Practicum | The student will demonstrate knowledge of the major educational philosophies in Early Childhood Education. |
| CD 228 ECE Practicum | The student will discuss early childhood behavior related to physical, language, cognitive, social-emotional development and factors that influence these domains. |
| CD 228 ECE Practicum | The student will discuss the significance of the major theorists in child development research. |
| CD 228 ECE Practicum | The student will implement and evaluate various methods of studying children. |
| CD 228 ECE Practicum | The student will implement in the classroom the components of Developmentally Appropriate Practices. |
| CD 228 ECE Practicum | The student will list possible career choices in Early Childhood Education. |
| CD 229 Lit Dev for Children | The student will compare the concepts of Emergent Literacy to the theories of language development. |
| CD 229 Lit Dev for Children | The student will define and discuss the aspects of Emergent Literacy. |
| CD 229 Lit Dev for Children | The student will demonstrate the application of Developmentally Appropriate Practices for Infants and Toddlers, Preschoolers, School-Age children and Adolescence. |
| CD 229 Lit Dev for Children | The student will describe the aspects of a balanced approach to reading instructions. |
| CD 229 Lit Dev for Children | The student will explain the process of meaning construction in both reading and writing. |
| CD 229 Lit Dev for Children | The student will illustrate the importance of prior knowledge and techniques to address challenges in this area. |
| CD 232 Curriculum/Strategies | The student will describe techniques utilized to prepare students for life after leaving school. |
| CD 232 Curriculum/Strategies | The student will describe the process of integrating the knowledge and skills of professionals, paraprofessionals and parents in the development of programming for children with diverse abilities. |

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| CD 232 Curriculum/Strategies | The student will describe the various service approaches in Special Education. |
| CD 232 Curriculum/Strategies | The student will discuss which teaching techniques and adaptations are appropriate for specific syndromes and disorders. |
| CD 232 Curriculum/Strategies | The student will explain the criteria outlined by law and the courts relating to children with diverse abilities and the accountability of children's programs. |
| CD 232 Curriculum/Strategies | The student will explain the techniques and procedures used in the process of determining a child's special needs. |
| CHEM 110 Elements of General Chemistry | Given the formulas of a diverse range of chemical compounds, students will determine the correct name(s) of the compound following IUPAC nomenclature procedures. |
| CHEM 110 Elements of General Chemistry | Given the mass of solute present in a specified amount of solution, students determine the concentration of the solution; and, given the concentration of a solution, students determine the amount (moles and/or grams) of solute present in the solution. |
| CHEM 110 Elements of General Chemistry | Given the structure of a common biological compound, students correctly deduce the type of substance presented (e.g. carbohydrate, triglyceride, steroid, etc.), provide a correct name, and discuss how the structural features of the compound influence the compound's physical properties (e.g. polarity, solubility, etc.) |
| CHEM 110 Elements of General Chemistry | Given the structure of a simple organic compound, students identify the functional groups present and use this information to predict how the compound may react with a limited range of organic and inorganic reagents. |
| CHEM 110 Elements of General Chemistry | Students carry out standard laboratory operations, demonstrating correct technique and safe work habits. |
| CHEM 110 Elements of General Chemistry | Students characterize the relative acidity of a solution through pH calculations, identify the ions present in a solution, and determine whether or not the solution may act as a buffer. |
| CHEM 110 Elements of General Chemistry | Students determine the value of an unknown parameter in a gas system using the correct gas law(s) and the values of the known parameters. |
| CHEM 110 Elements of General Chemistry | Students express experimental and calculated results with the correct units and number of significant figures, and translate measurements from one type of unit to another. |
| CHEM 110 Elements of General Chemistry | Students model simple molecules with Lewis structures and use these models to predict the relevant spatial data for the given compound. |
| CHEM 120 Introduction to Chemistry | Given the formula of an atom or ion, students construct the corresponding electron configuration and/or orbital diagram. |
| CHEM 120 Introduction to Chemistry | Given the formulas of a diverse range of chemical compounds, students will determine the correct name(s) of the compound following IUPAC nomenclature procedures. |
| CHEM 120 Introduction to Chemistry | Students carry out standard laboratory operations, demonstrating correct technique and safe work habits. |
| CHEM 120 Introduction to Chemistry | Students determine the concentration (e.g. molarity) of compounds and/or ions present in an aqueous solution. |
| CHEM 120 Introduction to Chemistry | Students represent molecules of simple compounds with Lewis Structures which they then use to determine the three-dimensional shape of the molecule. |
| CHEM 120 Introduction to Chemistry | Students will accurately predict the products of elementary chemical reactions and provide balanced chemical and/or net-ionic equations for these reactions. |
| CHEM 120 Introduction to Chemistry | Students will correctly determine the value of measured quantities and express results with the correct units and number of significant figures. |
| CHEM 120 Introduction to Chemistry | Students will determine the limiting reagent in a given reaction system and accurately calculate the amount of product which should theoretically be produced. |
| CHEM 130 General Chemistry | Students accurately describe the structures of atoms and ions, and discuss the historical experiments which led to the formation of a consistent atomic theory. |
| CHEM 130 General Chemistry | Students accurately predict the amounts of substances present in static systems as well as those which have undergone chemical changes. |
| CHEM 130 General Chemistry | Students carry out standard laboratory operations, demonstrating correct technique and safe work habits. |

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| CHEM 130 General Chemistry | Students compare fundamental theories and concepts of chemical bonding including the VSEPR model, Molecular Orbital Theory, and hybridization, and make use of these theories to characterize molecular shapes, bond strengths, and other relevant properties. |
| CHEM 130 General Chemistry | Students describe and calculate fundamental parameters of gases, liquids, and solids, and characterize any intermolecular forces which may be present. |
| CHEM 130 General Chemistry | Students determine the quantity of heat which is evolved or consumed in a wide variety of physical and chemical changes. |
| CHEM 140 General Chemistry II | Given appropriate experimental data, students determine the rate law and rate constant for a chemical reaction. |
| CHEM 140 General Chemistry II | Students accurately name compounds containing transition metal complexes, determine the relationship between isomeric pairs of complexes, and apply crystal-field theory to assess the physical properties (color, magnetism, etc.) of representative complexes. |
| CHEM 140 General Chemistry II | Students carry out standard laboratory operations, demonstrating correct technique and safe work habits. |
| CHEM 140 General Chemistry II | Students determine the concentration of reactants and products in a system at equilibrium, and articulate how various stresses placed on the system may lead to a change in these concentrations. |
| CHEM 140 General Chemistry II | Students determine the pH and the concentrations of all relevant species in chemical systems involving strong and/or weak acids and bases. |
| CHEM 140 General Chemistry II | Students determine the voltage of a galvanic cell in which the components may be in either standard or non-standard conditions. |
| CHEM 230 Organic Chemistry I | Given an identified mixture of organic compounds, students will separate and purify the major components of the mixture. |
| CHEM 230 Organic Chemistry I | Given the IR spectrum of an organic compound, students will correctly identify the functional groups and relevant structural features present in the compound. |
| CHEM 230 Organic Chemistry I | Given the structure of a hydrocarbon, alcohol, alkyl halide, or ether of simple to medium complexity, students determine the correct name of the compound according to IUPAC conventions. In addition, students draw structures to accompany a given name. |
| CHEM 230 Organic Chemistry I | Students carry out standard laboratory operations, demonstrating correct technique and safe work habits. |
| CHEM 230 Organic Chemistry I | Students compare the physical and chemical properties -- including boiling and melting points, solubility, and relative acidity -- of a series of organic compounds on the basis of their structure. |
| CHEM 230 Organic Chemistry I | Students predict mechanisms for organic reactions of basic to intermediate complexity, correctly indicating all curved arrows and formal charges. |
| CHEM 230 Organic Chemistry I | Students predict the major products of nucleophilic substitution and elimination reactions on the basis of structural features of the reactants and the reaction conditions. Students correctly identify which mechanism(s) (SN2, SN1, E2, and/or E1) are responsible for the given product(s). |
| CHEM 231 Organic Chemistry II | Given a specified target molecule of intermediate complexity, students develop a retrosynthesis to a specified starting material, and construct a valid synthesis scheme based on the retrosynthesis, employing protecting groups where appropriate. |
| CHEM 231 Organic Chemistry II | Given the molecular formula of a compound of basic to intermediate complexity and spectral data (including a combination of IR, ¹ H NMR, ¹³ C NMR/DEPT, and MS spectra), students correctly identify important structural features of the compound and synthesize the information obtained to elucidate the compound's structure. |
| CHEM 231 Organic Chemistry II | Given the structure of an alcohol, amine, aldehyde, ketone, carboxylic acid, ester, or amide of simple to medium complexity, students determine the correct name of the compound according to IUPAC conventions. In addition, students draw structures to accompany a given name. Compounds may contain multiple functional groups. |
| CHEM 231 Organic Chemistry II | Students correctly predict the major product(s) of compounds containing carbon-oxygen double bonds with common reagents. |

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| CHEM 231 Organic Chemistry II | Students correctly predict the products of reactions involving bio-organic compounds (carbohydrates, amino acids, etc.), including (1) synthesis of carbohydrates and their derivatives and (2) peptide synthesis. |
| CHEM 231 Organic Chemistry II | Students predict the product(s) of reactions of dienes, including (1) reactions employing kinetic or thermodynamic control to favor a particular regioisomer, and (2) reactions with dienophiles via the Diels-Alder reaction. |
| CHEM 231 Organic Chemistry II | Students predict the products of reactions of benzene and mono- or di-substituted aromatic compounds in electrophilic aromatic substitution reactions and nucleophilic aromatic substitution reactions. |
| CHEM 231 Organic Chemistry II | Students will correctly employ reaction mechanisms to describe the progress of organic reactions, including reactions involving more than four steps. |
| CHEM 299 Directed Study: Chemistry | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| CHIN 101 Chinese I | Given oral/written questions, and/or reading selections, students will demonstrate productive and receptive skills in the target language. |
| CHIN 101 Chinese I | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. |
| CHIN 101 Chinese I | Students will demonstrate knowledge of cultural practices and products in the target language. |
| CHIN 102 Chinese II | Given oral questions, written prompts, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| CHIN 102 Chinese II | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| CHIN 102 Chinese II | Students will demonstrate knowledge of cultural practices and products in the target language. |
| CHST 101 Intro to Chicano Studies | Presented with an introduction to the Chicano Movement, students will successfully explain the creation of Chicano Studies as an academic discipline and political project. |
| CHST 101 Intro to Chicano Studies | Provided with real life scenarios, students will effectively discuss and analyze processes of cultural and knowledge production as a form of resistance. |
| CHST 101 Intro to Chicano Studies | While participating in an individual or group project, students will identify contemporary social justice initiatives to apply foundational theories and concepts in the course, such as, but not limited to race, identity, intersectionality, and agency. |
| CHST 146 The Mex/Amer History US | In a final class project, students will individually or in groups create a primary source of history that demonstrates the power of honoring, remembering, and teaching Chicana/o/x histories that are too often marginalized, erased, and/or forgotten. |
| CHST 146 The Mex/Amer History US | Presented with a history of the Mexican American War and the Treaty of Guadalupe Hidalgo, students will accurately provide a historical analysis of the U.S. racial order and the extralegal violence endured by Mexican Americans in the mid to late 1800's. |
| CHST 146 The Mex/Amer History US | Presented with historical snapshots of Mexican American contributions to culture and politics in the U.S., students will accurately explain the significance of Mexican American engagement with political institutions and processes. |
| CHST 148 La Chicana: Contemp Mex-Am Fem | In a critical media review, students will successfully apply multiple theories and frameworks to analyze Mexican American women's navigation of social, cultural, and/or political systems. |
| CHST 148 La Chicana: Contemp Mex-Am Fem | In a reflective assignment that explores critical thinking and creativity, students will appropriately apply course content in relation to their lived experiences and beyond. |
| CHST 148 La Chicana: Contemp Mex-Am Fem | Presented with the Four I's of Oppression, students will identify the individual, interpersonal, institutional, and ideological factors that influence identity formation and shape the lived experiences of Mexican American women. |

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| CHST 148H La Chicana: Contemp Mex-Am Fem H | In a critical media review, students will successfully apply multiple theories and frameworks to analyze Mexican American women's navigation of social, cultural, and/or political systems. |
| CHST 148H La Chicana: Contemp Mex-Am Fem H | In a reflective assignment that explores critical thinking and creativity, students will appropriately apply course content in relation to their lived experiences and beyond. |
| CHST 148H La Chicana: Contemp Mex-Am Fem H | Presented with the Four I's of Oppression, students will identify the individual, interpersonal, institutional, and ideological factors that influence identity formation and shape the lived experiences of Mexican American women. |
| CHST 150 Chicano Politics | Students will be able to analyze the level of U.S. Latino political incorporation and activism. |
| CHST 150 Chicano Politics | Students will be able to describe how U.S. foreign and economic policies influence Latinos' decisions to migrate |
| CHST 150 Chicano Politics | Students will be able to explain what it means for race to be a social construction. |
| CHST 150 Chicano Politics | Students will have a basic understanding of the political issues as they impact the Chicana/Chicano in the U.S. |
| CIT 101 Intr Comp Info Tech | Student will be able to demonstrate basic knowledge of MS Office applications. |
| CIT 101 Intr Comp Info Tech | Student will be able to demonstrate use of computer information technology in a business environment. |
| CIT 101 Intr Comp Info Tech | Student will be able to identify the various components of a system unit associated with identifying input and output devices. |
| CIT 102 Intro to Microsoft Office | Student will be able to apply critical thinking in the use of office applications in an office environment. |
| CIT 102 Intro to Microsoft Office | Student will be able to demonstrate basic knowledge in MS Windows file system. |
| CIT 102 Intro to Microsoft Office | Student will be able to demonstrate basic knowledge of MS Word, MS Excel, MS PowerPoint, MS Access and MS Outlook. |
| CIT 103 Microsoft Word | Students will be able to create and edit a word document with columns and graphics. |
| CIT 103 Microsoft Word | Students will be able to create business letterheads and create professional documents with tables and imported images |
| CIT 103 Microsoft Word | Students will be able to create properly formatted research documents, including footnotes, bibliographies, and citations. |
| CIT 111 Introduction to Programming | Student will be able to demonstrate an understanding of the use of the array data structure. |
| CIT 111 Introduction to Programming | Student will be able to demonstrate problem solving skills using algorithms and data abstraction |
| CIT 111 Introduction to Programming | Student will be able to design programs according to specifications by creating flow charts, IPO charts and pseudo code |
| CIT 114 Intro to DevOps and Cloud Computing | Describe cloud services offered by cloud providers, such as Amazon AWS, Google Cloud, Microsoft Azure or other leading cloud providers. |
| CIT 114 Intro to DevOps and Cloud Computing | Identify how DevOps principles and roles interact with cloud computing. |
| CIT 114 Intro to DevOps and Cloud Computing | Plan for cloud service implementations. |
| CIT 114 Intro to DevOps and Cloud Computing | Utilize cloud services offered by cloud providers, such as Amazon AWS, Google Cloud, Microsoft Azure, or other leading cloud providers. |
| CIT 117 Microsoft® Excel® | Student will be able demonstrate an understanding of basic spreadsheet concepts. |
| CIT 117 Microsoft® Excel® | Student will be able to demonstrate knowledge in creating graphs based on spreadsheet data. |
| CIT 117 Microsoft® Excel® | Student will be able to demonstrate knowledge of formulas and functions. |
| CIT 119 Microsoft® Access® | Student will be able to demonstrate knowledge of importing and exporting records. |
| CIT 119 Microsoft® Access® | Student will be able to demonstrate knowledge of table relationships and join tables. |
| CIT 119 Microsoft® Access® | Student will be able to demonstrate knowledge of tables, queries, forms and reports. |

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| CIT 125 Intro. to C++ Programming | Student will be able to analyze the given problem statements to create basic program designs. |
| CIT 125 Intro. to C++ Programming | Student will be able to demonstrate basic object oriented and structured programming concepts |
| CIT 125 Intro. to C++ Programming | Student will be able to implement programming techniques to solve problems in the C++ programming language |
| CIT 125 Intro. to C++ Programming | Students are able to create business software application with C++ |
| CIT 126 Adv. C++ Programming | Student will be able to demonstrate a thorough understanding of stream input/output for both console and files. |
| CIT 126 Adv. C++ Programming | Student will be able to demonstrate an understanding of modular programming that require the use of programmer-defined functions. |
| CIT 126 Adv. C++ Programming | Student will be able to demonstrate proficiency in implementing data validation code, performing unit testing, and developing test plans. |
| CIT 127 Python Programming I | Demonstrate proficiency in the use of a programming language to solve complex problems in a secure and robust manner. |
| CIT 127 Python Programming I | Demonstrate their proficiency in the use of scripting languages to write simple linear and looping scripts |
| CIT 127 Python Programming I | Write simple and compound conditions within a programming language or similar environment. |
| CIT 128 Python Programming II | Choose the appropriate data structure for modeling a given problem. |
| CIT 128 Python Programming II | Describe the concept of recursion and give examples of its use. |
| CIT 128 Python Programming II | Design, implement, test, and debug a program that uses each of the following fundamental programming constructs: basic computation, simple I/O, standard conditional and iterative structures, and the definition of functions. |
| CIT 128 Python Programming II | Design, implement, test, and debug simple programs in an object-oriented programming language. |
| CIT 130 Windows Configuration | Student will be able to demonstrate knowledge of managing data access and data protection. |
| CIT 130 Windows Configuration | Student will be able to demonstrate knowledge of managing updates and recovery. |
| CIT 130 Windows Configuration | Student will be able to demonstrate knowledge of planning desktop deployment. |
| CIT 131 Windows Server Active Dir. | Student will be able to demonstrate ability to create and manage group policies. |
| CIT 131 Windows Server Active Dir. | Student will be able to demonstrate knowledge installing and configuring active directory domain services. |
| CIT 133 Window Server Appl. Infra | Student will be able to demonstrate knowledge of an advanced network infrastructure. |
| CIT 133 Window Server Appl. Infra | Student will be able to implement domain name services and dynamic host configuration protocol services. |
| CIT 133 Window Server Appl. Infra | Student will be able to implement network connectivity and remote access solutions. |
| CIT 135 Intro to Java Programming | Student will be able to apply critical thinking and problem solving skills required by employers and four year universities in the computer Student will be able to analyze a problem, and identify and define the computing requirements appropriate to its solution. Student will be able to analyze the given problem statements to create basic program designs |
| CIT 135 Intro to Java Programming | Student will be able to demonstrate basic object oriented and structured programming concepts |
| CIT 135 Intro to Java Programming | Student will be able to implement programming techniques to solve problems in the Java programming language |
| CIT 136 Advanced Java Programming | Student will be able to apply critical thinking and problem solving skills required by employers and four year universities in the computer. Student will be able to analyze a problem, and identify and define the computing requirements appropriate to its solution. Student will be able to analyze the given problem statements to create basic program designs. |
| CIT 136 Advanced Java Programming | Student will be able to demonstrate basic object oriented and structured programming concepts |
| CIT 136 Advanced Java Programming | Student will be able to implement programming techniques to solve problems in the Java programming language |

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| CIT 139 Linux I | Student will be able to demonstrate ability to establish network connections and firewall access. |
| CIT 139 Linux I | Student will be able to demonstrate knowledge installing and configuring the Linux operating system and Linux components. |
| CIT 139 Linux I | Student will be able to demonstrate knowledge of basic Linux security administration. |
| CIT 140 Linux II | Student will be able to demonstrate knowledge of file systems and logical volumes in a Linux environment. |
| CIT 140 Linux II | Student will be able to demonstrate knowledge of Linux installation using Kickstart. |
| CIT 140 Linux II | Student will be able to demonstrate knowledge troubleshooting procedures in a Linux environment. |
| CIT 152 Intr to Web Page Design for Bu | Student will be able to demonstrate basic knowledge of HTML and CSS. |
| CIT 155 Introduction to E-Commerce | Student will be able to demonstrate an understanding of the foundations and importance of E-commerce. |
| CIT 155 Introduction to E-Commerce | Student will be able to describe the key features of Internet, Intranets and Extranets and explain how they relate to each other. |
| CIT 160 Intro. to Operating Systems | Student will be able to demonstrate an understanding of the concepts, structure and design of operating systems. |
| CIT 160 Intro. to Operating Systems | Student will be able to demonstrate competence in recognizing and using operating system features. |
| CIT 170 Server+ | Student will be able to configure Windows and Linux Server Operating Systems |
| CIT 170 Server+ | Student will be able to identify several server roles within a network. |
| CIT 170 Server+ | Student will be able to install Windows and Linux Server Operating Systems. |
| CIT 171 Network + | Student will be able to create subnets from a given network. |
| CIT 171 Network + | Student will be able to implement network security, standards and protocols. |
| CIT 171 Network + | Student will demonstrate knowledge of basic network design and connectivity. |
| CIT 172 Database Essentials in Amazon Web Services | Describe the role of a database services in cloud computing and how relational databases differ from non-relational databases. |
| CIT 172 Database Essentials in Amazon Web Services | Design a database by normalization rules to reduce redundancy, via entity relationship diagrams and relational schemas using connectivity, cardinality, and data dictionaries. |
| CIT 172 Database Essentials in Amazon Web Services | Implement and manage a database system with proper security and backups. Access the database using appropriate management tools. |
| CIT 172 Database Essentials in Amazon Web Services | Utilize Structured Query Language (SQL) to define and manipulate information in a database system while leveraging data type selection and indexing on fields. |
| CIT 173 Compute Engines in Amazon Web Services | Students can describe design considerations and architectural approaches for creating applications using cloud based compute engines. |
| CIT 173 Compute Engines in Amazon Web Services | Students will be able to deploy, manage, and scale applications on compute servers using the management console. |
| CIT 173 Compute Engines in Amazon Web Services | Students will be able to deploy, manage, and scale compute servers using the management console and CLI tools. |
| CIT 174 Security in Amazon Web Services | Students will be able to describe the shared responsibility model for cloud security and provide examples of security best practices. |
| CIT 174 Security in Amazon Web Services | Students will be able to manage application and service security using the management console. |
| CIT 174 Security in Amazon Web Services | Students will be able to monitor and log security events using cloud tools. |
| CIT 175 DevOps Engineering in Amazon Web Services | Students will be able to deploy software from a repository using a valid IaC software release workflow to cloud server resources. |
| CIT 175 DevOps Engineering in Amazon Web Services | Students will be able to describe and use principles of continuous integration and continuous delivery to automate cloud service deployment |
| CIT 175 DevOps Engineering in Amazon Web Services | Students will be able to describe the design considerations for IaC and how it can support DevOps in the cloud. |
| CIT 180 PC Maintenance A+ Cert | Student will be able to demonstrate knowledge in hardware and software troubleshooting. |
| CIT 180 PC Maintenance A+ Cert | Student will be able to identify, use, and connect hardware components and devices. |
| CIT 180 PC Maintenance A+ Cert | Student will be able to install and support Windows Operating Systems. |

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| CIT 190 Intro to Info Security | Student will be able to compare and contrast symmetric and asymmetric encryption systems and their vulnerability to attack. |
| CIT 190 Intro to Info Security | Student will be able to define security terms such as vulnerability, threat and attack. |
| CIT 190 Intro to Info Security | Student will be able to identify factors driving the need for network security. |
| CIT 192 Security+ | Student will be able to apply security controls to maintain confidentiality, integrity and availability. |
| CIT 192 Security+ | Student will be able to identify risk and risk mitigation activities. |
| CIT 200 Systems Analysis and Design | Student will be able to define and describe the five phases of the system development life cycle. |
| CIT 200 Systems Analysis and Design | Student will be able to describe how systems analysts interact with users, management, and other information systems professionals. |
| CIT 210 Networking I | Student will be able to create VLANs from a given network address. |
| CIT 210 Networking I | Student will be able to implement network security, standards and protocols. |
| CIT 210 Networking I | Student will demonstrate knowledge of basic network design and connectivity. |
| CIT 211 Networking II | Student will be able to demonstrate knowledge of Internet connectivity. |
| CIT 211 Networking II | Student will be able to expand small to medium sized networks. |
| CIT 211 Networking II | Student will be able to manage and secure network devices. |
| CIT 212 Networking III | Student will be able to demonstrate an understanding of dynamic routing protocols. |
| CIT 212 Networking III | Student will be able to demonstrate knowledge of network redundancy and aggregation. |
| CIT 213 Networking IV | Student will be able to configure and troubleshoot network devices and issues related to data link protocols. |
| CIT 213 Networking IV | Student will be able to demonstrate knowledge of SAN technologies and network services. |
| CIT 213 Networking IV | Students will be able to demonstrate knowledge of implementing virtual private network operations in a complex network. |
| CIT 214 Cisco Networking II | Student will demonstrate ability configure network redundancy at layer 2. |
| CIT 214 Cisco Networking II | Student will demonstrate ability configure network redundancy at layer 3. |
| CIT 214 Cisco Networking II | Student will demonstrate ability to mitigate network security threats. |
| CIT 215 Cisco Networking III | Student will demonstrate knowledge of secure remote network connections. |
| CIT 215 Cisco Networking III | Student will demonstrate knowledge of WAN access technologies. |
| CIT 215 Cisco Networking III | Students will demonstrate knowledge of dynamic routing protocols. |
| CIT 221 Ethical Hacking | Student will demonstrate hands-on knowledge of defending computers and networks |
| CIT 221 Ethical Hacking | Student will demonstrate knowledge of tools used to compromise a computer or network |
| CIT 221 Ethical Hacking | Students will be able to use safe techniques on the Internet. |
| CIT 290 CWE for CIT Related Fields | Students will be able to demonstrate knowledge of integrating into a professional workplace. |
| CIT 290 CWE for CIT Related Fields | Students will be able to demonstrate knowledge of performing activities and responsibilities at a professional level of performance. |
| CIV 140 Civil Engineering Fundamentals | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 140 Civil Engineering Fundamentals | Students will apply basic Civil Engineering concepts to identify problems and use provided formulas to calculate reasonable solutions. |
| CIV 140 Civil Engineering Fundamentals | Students will differentiate between various sub-disciplines within the field of Civil Engineering by recognizing specific tasks and areas of expertise between the sub-disciplines. Areas of focus include: Transportation Engineering, Geotechnical Engineering, Environmental & Water Resources Engineering, Construction Engineering, and Structural Engineering. |
| CIV 140 Civil Engineering Fundamentals | Students will identify the steps required for licensure as a Professional Civil Engineer and the rights and responsibilities of this role. |
| CIV 140 Civil Engineering Fundamentals | Students will illustrate appropriate use of Civil drafting terminology, symbology, linework, and other conventions to prepare basic construction drawings & sketches for various Civil Engineering projects. |

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| CIV 142 Intro to Surveying and GPS | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 142 Intro to Surveying and GPS | Students will analyze gathered data and complete basic surveying calculations on such data. |
| CIV 142 Intro to Surveying and GPS | Students will define and discuss terms and concepts used in surveying practice. |
| CIV 142 Intro to Surveying and GPS | Students will document survey information using industry standards and practices to gather data and prepare proper survey notes. |
| CIV 142 Intro to Surveying and GPS | Students will operate common tools and equipment used in the practice of ground surveying and data acquisition. |
| CIV 143 Appl to Surveying and GPS | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 143 Appl to Surveying and GPS | Students will document survey information using industry standards and practices to gather data and prepare proper survey notes. |
| CIV 143 Appl to Surveying and GPS | Students will operate common tools and equipment used in the practice of ground surveying and data acquisition. |
| CIV 143 Appl to Surveying and GPS | Students will perform complex analysis of gathered data and complete advanced surveying calculations on such data. |
| CIV 210 Concrete Technology & Testing | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 210 Concrete Technology & Testing | Students will calculate the relative proportions and quantities of raw materials in concrete mixtures based on desired characteristics of the liquid and/or cured product. |
| CIV 210 Concrete Technology & Testing | Students will correctly apply documented standard procedures in hands-on tasks to sample, cure, and strength test concrete mixtures. |
| CIV 210 Concrete Technology & Testing | Students will identify and describe the various components within a concrete mixture and discuss the the properties of concrete and how such materials affect these properties. |
| CIV 210 Concrete Technology & Testing | Students will identify the requirements of various industry standards for sampling, curing, and testing concrete mixtures. |
| CIV 241 Civil Engineering Draft Design | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 241 Civil Engineering Draft Design | Students will employ appropriate drafting techniques to create coordinated plan and profile drawings of sloping terrain for example Civil Engineering projects for grading and cut/fill determinations. |
| CIV 241 Civil Engineering Draft Design | Students will identify common construction materials and appropriate characteristics needed for the creation of Civil Engineering constructs. |
| CIV 241 Civil Engineering Draft Design | Students will prepare accurate and scaled drawings of land parcels using appropriate indications of boundary delineation. |
| CIV 241 Civil Engineering Draft Design | Students will produce structural framing/foundation plans and structural details as appropriate using various common construction materials and the interconnections between different materials. |
| CIV 245 Civil Engineering Design & Mod | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| CIV 245 Civil Engineering Design & Mod | Students will employ the software capabilities to utilize external data for the creation of 3-dimensional terrain within a drawing project file. |
| CIV 245 Civil Engineering Design & Mod | Students will illustrate appropriate use of the Civil Design software to annotate a proposed project and display appropriate views (plans, profiles, & sections) of the project and its components. |
| CIV 245 Civil Engineering Design & Mod | Students will recognize the common commands within Civil Design software to manipulate the entities to create a complete 3-dimensional model of a proposed construction project. |
| CIV 245 Civil Engineering Design & Mod | Students will recognize the entities utilized by Civil Design software to assemble 3-dimensional models within a drawing project file. |

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| CIV 290 CWE Internship Civil | As required for the (internship) position, students will collaborate with fellow employees to accomplish group tasks as required by the employer/supervisor. |
| CIV 290 CWE Internship Civil | Students will establish and maintain an appropriate work schedule as agreed upon with the (internship) employer/supervisor. |
| CIV 290 CWE Internship Civil | Students will exhibit appropriate and professional behavior at the workplace with respect for fellow employees. |
| CIV 290 CWE Internship Civil | Students will receive direction from the employer/supervisor and carry out appropriate work tasks as related to the nature of the (internship) position. |
| CIV 299 D.S. Civil Design Technology | Student will complete all tasks as determined by student and faculty member for their directed studies topic |
| CORR 060 Corrections Basic Academy | 1. Given a set of facts the student will successfully judge and interpret moral and ethical challenges as prescribed by CDRC. |
| CORR 060 Corrections Basic Academy | 2. Given proper training the student will successfully complete the physical stamina test necessary to meet CDCR requirements. |
| CORR 060 Corrections Basic Academy | 3. Presented with a case study the student will successfully apply principles of professional reasoning and problem solving. |
| CORR 101 Introduction to Corrections | 1. Give a model correctional facility, the students will correctly apply legal definitions, concepts, and principles to a custodial setting. |
| CORR 101 Introduction to Corrections | 2. Presented with a correctional scenario facility, the students will effectively analyze ethical dilemmas. |
| CORR 101 Introduction to Corrections | 3. Given an example correctional facility, the students will correctly describe the purposes and organization in California. |
| CORR 104 Control & Supervision in Corr | 1. Presented with an example of a supervision issue, the students will correctly explain the report information. |
| CORR 104 Control & Supervision in Corr | 2. Given an example supervision issue, the students will accurately apply constitutional, statutory, procedural, and case law. |
| CORR 104 Control & Supervision in Corr | 3. Provided with an example of a supervision issue, the students will correctly analyze the issues related to control and supervision. |
| CORR 106 Legal Aspects of Corrections | 1. Presented with an example of a legal issue, students will correctly apply legal definitions, concepts, and principles. |
| CORR 106 Legal Aspects of Corrections | 2. Presented with an example of a legal issue in a correctional setting, the students will correctly document the information. |
| CORR 106 Legal Aspects of Corrections | 3. Presented with a legal issue in a correctional setting, the students will correctly apply constitutional and statutory procedures. |
| CORR 134 Intro Interview & Counseling | 1. Presented with an example of a counseling situation, the students will correctly report the required information. |
| CORR 134 Intro Interview & Counseling | 2. Presented with an example of interview or counseling situation, the students will correctly identify the ethical dilemma. |
| CORR 134 Intro Interview & Counseling | 3. Presented with an example of interview or counseling situation, the students will correctly identify the diversity and cultural issues. |
| CORR 208 Leadership in Corrections | 1. Given an example personnel problem, the students will correctly select the leadership skills and their application. |
| CORR 208 Leadership in Corrections | 2. Given a list of leadership attributes, students will correctly identify at least four of six attributes of leadership in corrections. |
| CORR 208 Leadership in Corrections | 3. Given a personnel development situation, the students will correctly list and analyze the available techniques. |
| CORR 209 Case Load Management | 1. Given an example case, student will correctly compare and contrast the functions of "risk assessment" and "needs assessment" in case load |
| CORR 209 Case Load Management | 2. Given an example case, students will correctly identify the techniques for effective caseload management in a correctional setting. |
| CORR 209 Case Load Management | 3. Given a list of appropriated laws and policies, students will correctly select those that govern caseload management in corrections. |
| CORR 210 Supervision in Public Safety | 1. Given an example supervisory problem, students will correctly list the major supervisory responsibilities in a correctional setting. |
| CORR 210 Supervision in Public Safety | 2. Presented with an example communications problem, students will correctly list the problem and solution in the correctional setting. |
| CORR 210 Supervision in Public Safety | 3. Given an sample personnel complaint, students will correctly list the steps involved in managing personnel complaints in a prison setting |

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| CORR 235 Conflict Resolution | 1. Presented with an example of a conflict situation, the students will correctly identify the steps necessary for a positive solution. |
| CORR 235 Conflict Resolution | 2. Given a conflict situation, the students will correctly explain the conflict issue and correctly identify the correct ethical choice. |
| CORR 235 Conflict Resolution | 3. Presented with a conflict situation, the students will correctly identify and apply appropriate conflict resolution techniques. |
| CORR 264 Inmate Discipline | 1. Presented with a set of facts the student will correctly select the appropriate discipline for the situation. |
| CORR 264 Inmate Discipline | 2. Given a set of facts the student will correctly document the incident. |
| CORR 264 Inmate Discipline | 3. Presented with a set of circumstances the student will correctly identify the ethical issues. |
| CORR 265 Supervision of Sex Offenders | 1. Given an example of supervision of a sex offender, the students will correctly explain the legal issues. |
| CORR 265 Supervision of Sex Offenders | 2. Presented with an example of supervision of a sex offender, the students will correctly identify the appropriate steps in a clear and or |
| CORR 265 Supervision of Sex Offenders | 3. Presented with an example of supervision of a sex offender, the students will accurately recognize the five sex offender typologies |
| CORR 290 Public Safety Communications | 1. Given an example custody crime, students will correctly identify the elements that are facts and those that are information. |
| CORR 290 Public Safety Communications | 2. Given an example custody discipline problem, the students will correctly explain the proper sentence structure. |
| CORR 290 Public Safety Communications | 3. Provided with an example of a corrections complaint, the students will select the correct report forms for press releases. |
| COUN 100 Intro to College Survival | Students will develop the knowledge and skills to successfully move through the community college system and transition and acculturate into a four-year university. |
| COUN 101 College and Life Success | By the end of the semester, the student will understand the benefits of lifetime financial literacy. |
| COUN 101 College and Life Success | Student will be able to analyze their current time management practices and be able to identify and apply time management strategies that wo |
| COUN 101 College and Life Success | Student will be able to analyze their current time management practices and be able to identify and apply time management strategies. |
| COUN 101 College and Life Success | Student will be able to select appropriate campus services to support their college success. |
| COUN 101 College and Life Success | Student will demonstrate an understanding of health and lifestyle choices and their impact on learning and well-being. |
| COUN 101 College and Life Success | Student will gain the skills necessary to navigate the community college/higher education environment and gain life management skills |
| COUN 101A College and Life Success | Student will gain the skills necessary to navigate the community college/higher education environment and gain life management skills |
| COUN 101B College and Life Success | Student will gain the skills necessary to navigate the community college/higher education environment and gain life management skills |
| COUN 102 Introduction to the Transfer Process | Student will be able to identify which courses are required for GE breath to Cal State University and University of California systems. |
| COUN 102 Introduction to the Transfer Process | Students will be able to articulate the benefits of the Associate of Arts for Transfer. |
| COUN 102 Introduction to the Transfer Process | Students will be able to identify minimum admission requirements for the University of California and California State University |
| COUN 103 Introduction to Student Leadership Development | In a class presentation, students will explain their personal leadership philosophy, and provide examples of how they put it into practice in their lives. |
| COUN 103 Introduction to Student Leadership Development | Presented with a real-life organizational problem, students will explain two ways the problem can be solved in an ethical manner. |
| COUN 103 Introduction to Student Leadership Development | Presented with an example of an organizational leader, students will correctly identify the leadership style and recognize characteristics of effective leadership. |
| COUN 104 Stress and Anxiety Management for Emotional Well-Being | In a class presentation, students will accurately recognize the difference between stress and anxiety. |
| COUN 104 Stress and Anxiety Management for Emotional Well-Being | In a class presentation, students will correctly identify stressors that are unique to the college experience. |

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| COUN 104 Stress and Anxiety Management for Emotional Well-Being | In a reflective assignment, students will appropriately utilize a technique to lower anxiety level. |
| COUN 105 Orientation and Education Plan | Ability to differentiate between progress and academic probation |
| COUN 105 Orientation and Education Plan | Students will comprehend various GE patterns for RHC grad and transfer to UC/CSU |
| COUN 105 Orientation and Education Plan | Students will develop a comprehensive ed plan based on their major and GE requirements. |
| COUN 105 Orientation and Education Plan | Students will discern and analyze major course preparation for local and transfer degrees |
| COUN 151 Career Expl. & Life Planning | Apply career inventory results to determine interest, personality traits, and possible career choices. |
| COUN 151 Career Expl. & Life Planning | Student Learning Outcome: Students will be able to identify and implement skills to perform a job interview. |
| COUN 151 Career Expl. & Life Planning | Student will be able to define, analyze and clarify work values that affect the career decision making process |
| COUN 151 Career Expl. & Life Planning | Student will be able to define, analyze, and clarify work values that affect the career decision making process. |
| COUN 151 Career Expl. & Life Planning | Student will identify and apply Donald Super's self concept theory to career and personal development. |
| COUN 151 Career Expl. & Life Planning | Students will apply career inventory results to determine interest, personality traits, and possible career choices. |
| COUN 290 CWE/Internship S.S | Student will understand the differences between volunteer work, jobs and internships. Will be also to learn the necessary skills to be successful while interning in a Student Services area. Student will work in a skilled or professional level assignment in the area of Student Affairs. |
| COUN 299 D.S. Counseling | Students will expand their studies in Counseling beyond the classroom. Will complete a project or assignment arranged between student and instructor. |
| CS 142 Computer Architecture and Organization | Demonstrate knowledge of assembly language and its interaction with high-level programming languages. |
| CS 142 Computer Architecture and Organization | Demonstrate knowledge of how components affect performance issues |
| CS 142 Computer Architecture and Organization | Discuss the way the main components of computers are interconnected |
| CS 142 Computer Architecture and Organization | Student should be able to describe the main components of computer systems that define its architecture (CPU, storage, memory, instruction sets, and addressing modes) |
| CWEG 290 CWE Education-General | Student will complete all tasks as determined by student and faculty member for their CWE/internship. |
| DANC 114 Cond & Align/Dancer | In a final research project, students will create and demonstrate a personal practice which balances the student's movement strengths with their conditioning needs and demonstrates improvement in their fitness levels. |
| DANC 114 Cond & Align/Dancer | In a testing situation, students will correctly describe and demonstrate Bartenieff Fundamentals and the difference between Patterns of Total Body Connectivity including head-tail movement, core-distal movement, upper-lower movement, body-half movement, cross lateral movement, and breath patterns of connectivity. |
| DANC 114 Cond & Align/Dancer | In a testing situation, students will correctly identify and demonstrate proper body alignment, turn-out, and pelvic lift without utilizing holding patterns in the body. |
| DANC 150 Intro to World Dance | In a final project, students will articulate the importance of dance and movement in society. |
| DANC 150 Intro to World Dance | In assignments and research, students will describe the differences and similarities between dance cultures and explain the diversity within their own community. |
| DANC 150 Intro to World Dance | In rehearsal and performance, students will execute a diverse range of selected ethnic dances with reasonable accuracy and efficiency. In rehearsal and performance, students will execute a diverse range of selected ethnic dances with reasonable accuracy and efficiency. |

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| DANC 151 Modern Dance I | In classwork, students will evaluate modern and contemporary dance movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 151 Modern Dance I | Without cueing from the instructor, students will correctly perform introductory level modern dance center-floor combinations with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 151 Modern Dance I | Without cueing from the instructor, students will correctly perform introductory level modern dance traveling movement with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 151 Modern Dance I | Without cueing from the instructor, students will correctly perform introductory level modern dance warm-up exercises including Bartenieff Fundamentals and Patterns of Total Body Connectivity with attention to performance quality, sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 152 Dance Rehearsal & Performance | In class assignments and projects, students will recognize and utilize rehearsal tools and practice advanced rehearsal skills in preparation for performance. |
| DANC 152 Dance Rehearsal & Performance | In self-evaluation, students will identify their strengths and weaknesses as a performer and develop more advanced performance skills. |
| DANC 152 Dance Rehearsal & Performance | Through assigned production tasks, students will create and complete basic production elements of a dance performance. |
| DANC 153 Ballet I | In classwork, students will evaluate balletic movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 153 Ballet I | Without cueing from the instructor, students will correctly perform introductory level ballet center-floor combinations with attention to performance quality, sequencing, effort and dynamics, proper alignment, body positions, body facings, musicality, and projection. |
| DANC 153 Ballet I | Without cueing from the instructor, students will correctly perform introductory level ballet traveling sequences with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 153 Ballet I | Without cueing from the instructor, students will correctly perform introductory level ballet warm-up exercises with attention to performance quality, sequencing, effort and dynamics, proper alignment, body positions, and musicality. |
| DANC 154 Jazz Dance I | 1. Demonstrate the ability to perform basic Jazz Dance movement combinations. |
| DANC 154 Jazz Dance I | 2. Demonstrate the strength, coordination and rhythmic ability to execute the technical skills as listed in the course outline. |
| DANC 154 Jazz Dance I | 3. Evaluate movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 154 Jazz Dance I | 4. Define a brief history of Jazz Dance styles and its influences on the American culture and cultures abroad. |
| DANC 154 Jazz Dance I | 5. Evaluate one's own personal response to a dance performance in terms of choreography. |
| DANC 154 Jazz Dance I | In classwork, students will evaluate jazz dance movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 154 Jazz Dance I | Without cueing from the instructor, students will correctly perform introductory level jazz dance center-floor combinations with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 154 Jazz Dance I | Without cueing from the instructor, students will correctly perform introductory level jazz dance traveling movement with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 154 Jazz Dance I | Without cueing from the instructor, students will correctly perform introductory level jazz dance warm-up sequences with attention to performance quality, sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 157 Hip-Hop Dance | In a presentation setting without being cued by the instructor, students will correctly perform hip-hop dance warm-up sequences with attention to sequencing, effort and dynamics, proper alignment, and musicality. |

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| DANC 157 Hip-Hop Dance | In a presentation setting without being cued, students will correctly perform hip-hop dance across the floor movement sequences with attention to sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 157 Hip-Hop Dance | In a presentation setting without being cued, students will correctly perform hip-hop dance center-floor combinations with attention to sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 157 Hip-Hop Dance | In classwork, students will evaluate hip-hop dance movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 159 Choreography I | In a final project, students will successfully produce choreographic work that incorporates the elements of dance composition design, form, and choreographic devices and successfully applies components from the categories of body, effort, shape, and space. |
| DANC 159 Choreography I | Provided live or recorded dance, students will analyze work based on the choreographer's utilization of the body, effort, shape, and space components. |
| DANC 159 Choreography I | Provided live or recorded dance, students will identify and utilize dance composition elements of design, form, and choreographic devices. |
| DANC 162 Dance Production | In a final project, students will successfully produce a dance event for an audience. |
| DANC 162 Dance Production | In preparation for performance, students will collaboratively work on a production team and design and complete all production tasks. |
| DANC 162 Dance Production | In preparation for performance, students will effectively self-evaluate strengths and weaknesses as an individual and as a team member, dance manager, and/or producer and demonstrate the necessary steps to produce a dance performance within a group. |
| DANC 167 Latin Dance for Fitness | As the semester progresses, students will develop and/or expand upon their ability to follow the instructor and execute various dance steps, as they happen, via verbal and visual cues. |
| DANC 167 Latin Dance for Fitness | Execute all steps and footwork without instructor cueing. |
| DANC 167 Latin Dance for Fitness | In a final project, students will develop and present a personalized fitness plan which supports their long-term fitness goals. |
| DANC 167 Latin Dance for Fitness | In a testing setting, students will develop and demonstrate the stamina required to complete 45 to 60 minutes of continuous dance movement. |
| DANC 167 Latin Dance for Fitness | In a testing situation, students will correctly execute all steps and footwork without instructor cueing. |
| DANC 167 Latin Dance for Fitness | Students will build stamina and endurance during the semester as more and more dances are added to the repertoire. Students' stamina will be tested at the end of the semester during a final exam, which will be movement and stamina based. |
| DANC 172 Dance Repertory | In a presentation project, students will articulate information about the careers of selected choreographers, recognize the historical significance of their choreography, and describe the underlying principles of movement that distinguishes their work. |
| DANC 172 Dance Repertory | In performance, students will demonstrate versatility in applying appropriate technical skills to a range of different dance styles and movement vocabularies in a repertory dance concert. |
| DANC 172 Dance Repertory | In rehearsal and performance, students will successfully perform dance works with attention to performance quality, sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 179 Dance History | In written assignments, students will evaluate the relationship of dance throughout history to art, politics, religion, and world events. |
| DANC 179 Dance History | Presented with a live or recorded dance performance of historical significance, students will conduct an analysis based on Laban's categories of body, effort, shape, and space, and formulate an opinion about the choreographic intent. |
| DANC 179 Dance History | Presented with viewing assignments, students will assess the role of dance in contemporary society with respect to technology, art, politics, religion, and world events. |
| DANC 179H Dance History Honors | Based on honors studies topics agreed upon with a faculty member, students will conduct research on a historical dance topic culminating in a research paper. |

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| DANC 179H Dance History Honors | In written assignments, students will evaluate the relationship of dance throughout history to art, politics, religion, and world events. |
| DANC 179H Dance History Honors | Presented with a live or recorded dance performance of historical significance, students will conduct an analysis based on Laban's categories of body, effort, shape, and space, and formulate an opinion about the choreographic intent. |
| DANC 179H Dance History Honors | Presented with viewing assignments, students will assess the role of dance in contemporary society with respect to technology, art, politics, religion, and world events. |
| DANC 180 Performance | In a final project, students will successfully perform in front of an audience. |
| DANC 180 Performance | In performance, students will demonstrate professional onstage and backstage etiquette. |
| DANC 180 Performance | In preparation for performance, students will demonstrate best practices in blocking, spacing, and bowing techniques. |
| DANC 182 Dance Ensemble | In rehearsal and performance, students will demonstrate ensemble skills that support and maintain group awareness necessary to rehearse, perform, and produce a dance in concert. |
| DANC 182 Dance Ensemble | In rehearsal, students will identify and evaluate individual and ensemble strengths and weaknesses. |
| DANC 182 Dance Ensemble | In rehearsal, students will provide and appropriately apply constructive feedback on the creative and production process. |
| DANC 199 Dance Appreciation | In written assignments, students will identify and compare various dance genres from an anthropological, sociological, and aesthetic viewpoint. |
| DANC 199 Dance Appreciation | Presented with a live or recorded dance performance of historical significance, students will conduct an analysis based on Laban's categories of body, effort, shape, and space, and formulate an opinion about the choreographic intent. |
| DANC 199 Dance Appreciation | Presented with viewing assignments, students will articulate their connection to dance as related to key historical dance figures, dance works, and/or dance trends. |
| DANC 199H Dance Appreciation Honors | Based on honors studies topics agreed upon with a faculty member, students will conduct research on a historical dance topic culminating in a research paper. |
| DANC 199H Dance Appreciation Honors | In written assignments, students will identify and compare various dance genres from an anthropological, sociological, and aesthetic viewpoint. |
| DANC 199H Dance Appreciation Honors | Presented with a live or recorded dance performance of historical significance, students will conduct an analysis based on Laban's categories of body, effort, shape, and space, and formulate an opinion about the choreographic intent. |
| DANC 199H Dance Appreciation Honors | Presented with viewing assignments, students will articulate their connection to dance as related to key historical dance figures, dance works, and/or dance trends. |
| DANC 251 Modern Dance II | In classwork, students will evaluate, create, and improvise modern and contemporary dance phrases in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 251 Modern Dance II | Without cueing from the instructor, students will correctly perform intermediate modern dance center-floor combinations including improvisation with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 251 Modern Dance II | Without cueing from the instructor, students will correctly perform intermediate modern dance traveling movement including improvisation with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 251 Modern Dance II | Without cueing from the instructor, students will correctly perform intermediate modern dance warm-up exercises with attention to performance quality, sequencing, effort and dynamics, proper alignment, and musicality. |
| DANC 253 Ballet II | In classwork, students will evaluate balletic movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 253 Ballet II | Without cueing from the instructor, students will correctly perform intermediate level ballet center-floor combinations with attention to performance quality, sequencing, effort and dynamics, proper alignment, body positions, body facings, musicality, and projection. |

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| DANC 253 Ballet II | Without cueing from the instructor, students will correctly perform intermediate level ballet traveling sequences with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 253 Ballet II | Without cueing from the instructor, students will correctly perform intermediate level ballet warm-up exercises with attention to performance quality, sequencing, effort and dynamics, proper alignment, body positions, and musicality. |
| DANC 254 Jazz Dance II | In classwork, students will evaluate jazz dance movements in terms of body, effort, space, and shape and reproduce them accurately through their own body. |
| DANC 254 Jazz Dance II | Without cueing from the instructor, students will correctly perform intermediate level jazz dance center-floor combinations with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 254 Jazz Dance II | Without cueing from the instructor, students will correctly perform intermediate level jazz dance traveling movement with attention to performance quality, sequencing, effort and dynamics, proper alignment, musicality, and projection. |
| DANC 254 Jazz Dance II | Without cueing from the instructor, students will correctly perform intermediate level jazz dance warm-up sequences with attention to performance quality, sequencing, effort and dynamics, proper alignment, and musicality. |
| DRAF 299 Directed Study: Drafting | Student will complete all tasks as determined by student and faculty member for their directed studies topic |
| ECON 101 Principles of Macroeconomics | Given a description of a modern economy, including primary national income, students will evaluate the types and causes of the macroeconomic problems in the situation, propose an appropriate fiscal policy to stabilize the economy |
| ECON 101 Principles of Macroeconomics | Given a description of a modern economy, including primary national income, students will evaluate the types and causes of the macroeconomic problems in the situation, propose an appropriate monetary policy to stabilize the economy |
| ECON 101 Principles of Macroeconomics | Given a description of a modern economy, including, inflation and employment measures, students will evaluate the types and causes of the macroeconomic problems in the situation, |
| ECON 101 Principles of Macroeconomics | Students should be able to identify what resources are and how opp cost may differ between society and the individual. |
| ECON 101H Principles of Macroeconomics H | Given a description of a modern economy, including primary national income, students will evaluate the types and causes of the macroeconomic problems in the situation, propose an appropriate fiscal policy to stabilize the economy |
| ECON 101H Principles of Macroeconomics H | Given a description of a modern economy, including primary national income, students will evaluate the types and causes of the macroeconomic problems in the situation, propose an appropriate monetary policy to stabilize the economy |
| ECON 101H Principles of Macroeconomics H | Given a description of a modern economy, including, inflation and employment measures, students will evaluate the types and causes of the macroeconomic problems in the situation, |
| ECON 101H Principles of Macroeconomics H | Students should be able to identify what resources are and how opp cost may differ between society and the individual. |
| ECON 102 Principles of Microeconomics | Given a description of a market failure situation, analyze the source and consequences of the market failure and proscribe a policy solution, using microeconomic theory |
| ECON 102 Principles of Microeconomics | Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources. |
| ECON 102H Principles of Microeconomics H | Given a clearly labeled Demand/Supply diagram, students will explain and illustrate the impact of an increase in demand on the equilibrium price and equilibrium quantity in a market |
| ECON 102H Principles of Microeconomics H | Given a description of a market failure situation, analyze the source and consequences of the market failure and proscribe a policy solution, using microeconomic theory |
| ECON 102H Principles of Microeconomics H | Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources. |
| ECON 106 Econ of Contemporary Issues | Given a situation of an economic choice, explain the opportunity cost in terms of the alternative use of resources. |
| ECON 135 Internatnl Political Economy | Compare and contrast different countries' political economies. |

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| ECON 135 Internatnl Political Economy | Define comparative advantage. |
| ECON 135 Internatnl Political Economy | Identify international organizations and understand their role in the global economy and on local economies. |
| ED 090 Tutorial Skills | Given training in tutoring theory, the student will be able to plan at least three tutoring sessions, using appropriate tutoring components, approaches, and strategies. |
| ED 110 Introduction to Teaching | Students will describe the characteristics of highly qualified teachers |
| ED 110 Introduction to Teaching | Students will describe the multiple facets of diversity in public school classrooms. |
| ED 110 Introduction to Teaching | Students will identify and define various pedagogical philosophies used in elementary school classrooms. |
| ED 110 Introduction to Teaching | Students will identify and summarize legal and ethical educational issues. |
| ED 110 Introduction to Teaching | Students will list and describe various assessments tools used in the elementary school classroom. |
| ED 110 Introduction to Teaching | Students will list and identify the qualifications for teacher certification. |
| ED 120 Tutorial Rdg in Elem Schools | Given training in tutoring theory, the student will be able to plan at least three tutoring sessions, using appropriate tutoring components, approaches, and strategies. |
| ED 130 Tutor Rdg Elem Sch:Sem & Fd Wk | Given training in tutoring theory, the student will be able to plan at least three tutoring sessions, using appropriate tutoring components, approaches, and strategies. |
| EDEV 020 Literacy Skills I | Given a random list of words, students will apply the principles of phonics to reading aloud. |
| EDEV 021 Literacy Skills II | In a written response paper, students will demonstrate comprehension of various reading selections that incorporate issues of inclusion and equity |
| EDEV 021 Literacy Skills II | Presented with multiple choice questions following textbook readings, students will accurately identify unfamiliar words through the contextual clues. |
| EDEV 021 Literacy Skills II | Presented with multiple choice questions following textbook/outside source readings, students will accurately identify the topic and main idea |
| EDEV 021 Literacy Skills II | While participating in group discussions about a reading selection, students will correctly recognize the main idea (stated or implied) and will successfully identify supporting details. |
| EDEV 021L Literacy Skills II Lab | Provided an array of on and offline instructional reading materials with follow-up questions, students will work independently to complete lab hours as per the Reading Department. |
| EDEV 021L Literacy Skills II Lab | Provided articles on College Reading, students will read, analyze and respond to the comprehension questions. |
| EDEV 024 Assess for Learning Disability | A. Interpret the eligibility requirements for DSP&S learning disabilities program |
| EDEV 025 Adaptive Computer Technology | Given access to Microsoft Word application, student will create a generic page using the correct format including a header, su- headers and a footer. |
| EDEV 025 Adaptive Computer Technology | Presented with a series of tutorials as well as hands on activities, students will learn how to navigate the Canvas online system |
| EDEV 025 Adaptive Computer Technology | Presented with the app Read, Write Gold, students will demonstrate how to have the app read and highlight the words being read out loud to them. |
| EDEV 026 Consumer Math | Students will apply math abilities to the work place and every day life. |
| EDEV 027 Strategies for Career Success | Communicate clearly their need for assistance on the job and in dealing with their boss and coworkers. |
| EDEV 027 Strategies for Career Success | Identify through individualized assessments their personal and work values in order to set realistic career goals. |
| EDEV 027 Strategies for Career Success | Understand and comply with laws pertaining to sexual harassment. |
| EDEV 027 Strategies for Career Success | Use the Career Center, Internet, or newspaper to complete a comprehensive job search. |
| EDEV 027 Strategies for Career Success | Write an acceptable resume. |
| EDEV 027L Strat for Career Success Lab | Communicate orally to their supervisors and co-workers regarding work-related issues. |
| EDEV 027L Strat for Career Success Lab | Develop the proper work behaviors, improved attitudes, and develop career awareness for the work place. |
| EDEV 027L Strat for Career Success Lab | Increase work experiences with supervisory support in a variety of job opportunities. |

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| EDEV 027L Strat for Career Success Lab | Recognize different job requirements and responsibilities as they intern at different venues. |
| EDEV 027L Strat for Career Success Lab | Recognize proper attire for a specific job. |
| EDEV 029 Independent Living Skills | Be socially responsible; obey the laws. |
| EDEV 029 Independent Living Skills | Express themselves appropriately in the community, at home, and at work. |
| EDEV 029 Independent Living Skills | Identify personal, work, leisure time, educational, and life skills interests. |
| EDEV 029 Independent Living Skills | Practice fundamental independent living skills—acquiring housing and manage the home, practice good nutrition and fitness, develop financial |
| EDEV 030 English Skills | Given a written assignment, students will generate a graphic map and/or outline, as the first step to writing. |
| EDEV 030 English Skills | Given one topic, students will distinguish between and compose three different style paragraphs, i.e.: Descriptive, Process, Personal Definition, Persuasive. |
| EDEV 030 English Skills | Presented with a template , students will successfully write a paragraph that includes the essential components: topic sentence, supporting statements, and a conclusion. |
| EDEV 030 English Skills | Provided a list of questions along with literature that highlights issues of equity and inclusion, students will engage in analytical discussion as preparation for composing an effective persuasive essay. |
| EDEV 030W English Skills Workshop | Given a written assignment incorporating research, students will be required to edit their final draft with the Writing Resource Center and/or Learning Assistance Center tutoring lab. |
| EDEV 030W English Skills Workshop | In the lab setting, students will write different style essays, beginning with an effective thesis statement. |
| EDEV 033A Mathematical Foundations | Given a numerical expression with the basic operations of addition/subtraction/multiplication/division/parenthesis/exponents, student will utilize order of operations to simplify the expression without a calculator |
| EDEV 033A Mathematical Foundations | Given a set of numbers, students will find the LCM for the set without a calculator |
| EDEV 033A Mathematical Foundations | Given a set of numerical expressions involving whole numbers, fractions and decimals with the basic operations of addition/subtraction/multiplication/division/parenthesis/exponents Students will use the order of operations to simplify the expressions without a calculator |
| EDEV 033A Mathematical Foundations | Presented with a set of numbers, students will use the correct steps to express them as a fraction, a decimal and a percent. |
| EDEV 033A Mathematical Foundations | Presented with pairs of numbers involving fractions and decimals, students will identify the correct order. |
| EDEV 033A Mathematical Foundations | Presented with two fractions, students will successfully identify the least common denominator and least common multiple. |
| EDEV 033B Mathematical Foundations | Given a set of numbers, student will demonstrate the steps to determine the mean, median and mode. |
| EDEV 033B Mathematical Foundations | Presented with a set of proportions, student will use the correct procedure to demonstrate whether a proportion is a true proportion or a false proportion. |
| EDEV 033B Mathematical Foundations | presented with an equation containing one variable, student will demonstrate the steps to solve one step linear equations |
| EDEV 033B Mathematical Foundations | Presented with two quantities, student will determine the ratio and express it in simplest form. |
| EDEV 033B Mathematical Foundations | Student will demonstrate how to convert from a fraction to a decimal and from a decimal to a percent |
| EDEV 101 College and Life Success | Given a case study, students will demonstrate an understanding of health and lifestyle choices and their impact on learning and well-being. |
| EDEV 101 College and Life Success | Given an example of a personal budget, students will recognize the benefits of lifetime financial literacy. |
| EDEV 101 College and Life Success | In a reflective assignment, students will apply the skills necessary to navigate the community college/higher education environment and their lives beyond college. |
| EDEV 101 College and Life Success | Presented with an image of student services available on campus, students will accurately recognize appropriate campus services to support their college success. |
| EDEV 101 College and Life Success | Provided with a real-life prioritization problem, students will accurately recognize and apply time management strategies. |

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| EDEV 134 Study Techniques | Presented with class lectures, textbook readings and internet, students will research, evaluate, and describe different learning strategies to improve listening, memory skills, note taking, test taking, and time management. |
| EDEV 134 Study Techniques | Provided resources that highlight issues of equity and inclusion, students will engage in analysis, dialogue and/or written response. |
| EDEV 134 Study Techniques | Provided with class lectures and relevant resources, students will identify, explore, discuss and write about, the important role of mindsets, creator language and belief systems on academic success. |
| EDEV 134 Study Techniques | Utilizing the textbook and internet, students will analyze the results of Learning Style Inventories for personal relevancy. |
| EDEV 151 Career Exploration and Life Planning | In a reflective assignment, students will define, analyze and clarify work values that affect the career decision making process. |
| EDEV 151 Career Exploration and Life Planning | In a written exercise, students will identify and apply Donald's Super's self-concept theory to career and personal development. |
| EDEV 151 Career Exploration and Life Planning | Provided with an individualized interpretation of career inventory results, students will be able to effectively analyze personality traits, interests, and possible career choices. |
| EDEV 151 Career Exploration and Life Planning | Provided with common interview questions, students will demonstrate knowledge of successful interview skills. |
| ELEC 041 Hi Rel Elect Fab | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 041 Hi Rel Elect Fab | Students will be able to assemble and deconstruct electronic circuits. |
| ELEC 041 Hi Rel Elect Fab | Students will be able to explain the fundamentals of electronic fabrication. |
| ELEC 041 Hi Rel Elect Fab | Students will be able to perform basic soldering skills to build electronic circuits. |
| ELEC 050 Intr to Elec Indust | Students in the electronics program will be able to construct a basic circuit from standard electronic components. |
| ELEC 050 Intr to Elec Indust | Students in the electronics program will gain a basic understanding of the terminology used in the electrical/electronics industry. |
| ELEC 050 Intr to Elec Indust | Students in the electronics program will have an understanding of the principles of Ohm's Law and be able to apply Ohm's Law to various problems. |
| ELEC 050 Intr to Elec Indust | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 051 Elec Power Dist. Systems | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 051 Elec Power Dist. Systems | Students in the electronics program will be able to build and test basic electrical circuits. |
| ELEC 051 Elec Power Dist. Systems | Students will be able to explain the basic electrical theory of generation and transmission. |
| ELEC 051 Elec Power Dist. Systems | Students will be able to explain the fundamentals of transformers. |
| ELEC 052 Distribution of Elec Power | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 052 Distribution of Elec Power | Students will be able to explain the applications electrical power distribution systems. |
| ELEC 052 Distribution of Elec Power | Students will be able to explain the fundamentals of various electrical transmission systems. |
| ELEC 052 Distribution of Elec Power | Students will be able to perform network analysis for electrical power distribution systems. |
| ELEC 061 Fund of Wire & Cabl | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 061 Fund of Wire & Cabl | Students will be able to determine the resistance of a conductor as function of temperature and nonlinear resistance. |
| ELEC 061 Fund of Wire & Cabl | Students will be able to state Ohm's law and its applications. |
| ELEC 061 Fund of Wire & Cabl | Students will be able to use the American Wire Gauge table to specify the wire size for wiring. |
| ELEC 062 Fundamentals of Fiber Optics | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 062 Fundamentals of Fiber Optics | Students will be able to converse with technologists in the field of fiber optic communications. |

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| ELEC 062 Fundamentals of Fiber Optics | Students will be able to explain the applications of fiber optic communications. |
| ELEC 062 Fundamentals of Fiber Optics | Students will be able to explain the fundamentals of fiber optic communications. |
| ELEC 063 Fund Wireless Comm | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 063 Fund Wireless Comm | Students will be able to converse with technologists in the field of wireless communications. |
| ELEC 063 Fund Wireless Comm | Students will be able to explain the applications of wireless communications. |
| ELEC 063 Fund Wireless Comm | Students will be able to explain the fundamentals of wireless communications. |
| ELEC 064 Home Integration Tech | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 064 Home Integration Tech | Students will be able to build and test basic home technology components and sub-components. |
| ELEC 064 Home Integration Tech | Students will be able to explain the applications of home technology integration. |
| ELEC 064 Home Integration Tech | Students will be able to explain the fundamentals of Home Technology Integration. |
| ELEC 070 Applied Telecommunications | Students will be able to demonstrate knowledge of the applications of telecommunications. |
| ELEC 070 Applied Telecommunications | Students will be able to explain the fundamentals of telecommunications. |
| ELEC 070 Applied Telecommunications | Students will be able to perform network analysis of telecommunication applications. |
| ELEC 070 Applied Telecommunications | Students will have the knowledge to pass the specific industry safety exam. |
| ELEC 071 Mobile & Wireless | Students will be able to explain the applications of wireless telecommunications. |
| ELEC 071 Mobile & Wireless | Students will be able to explain the fundamentals of wireless telecommunications. |
| ELEC 071 Mobile & Wireless | Students will be able to perform network analysis wireless network circuits. |
| ELEC 071 Mobile & Wireless | Students will have the knowledge to pass the specific industry safety exam. |
| ELEC 100 D.C. and A.C. Fundamentals | Students will be able to construct a simple DC circuit and perform measurement tests. |
| ELEC 100 D.C. and A.C. Fundamentals | Students will have the knowledge to pass the specific industry safety exam. |
| ELEC 100 D.C. and A.C. Fundamentals | Students will identify and discuss the technical and professional duties of electrical and electronic technicians. |
| ELEC 100 D.C. and A.C. Fundamentals | Students will identify the various AC and DC electrical components. |
| ELEC 101 D/C Electronic Cir and Dev | Students in the electronics program will be able to build and test basic electrical circuits. |
| ELEC 101 D/C Electronic Cir and Dev | Students in the electronics program will be able to perform network analysis for D.C. circuits. |
| ELEC 101 D/C Electronic Cir and Dev | Students in the electronics program will be able to read and draw/sketch electrical diagrams. |
| ELEC 101 D/C Electronic Cir and Dev | Students in the electronics program will be able to understand the theory of operation of primary D.C. devices such as resistors, capacitors, inductors, batteries, and physical characteristics of conductance, insulation, resistance, and magnetism in D/C circuits. |
| ELEC 101 D/C Electronic Cir and Dev | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 102 A/C Electronic Cir and Dev | Students in the electronics program will be able to build and test basic electrical circuits. |
| ELEC 102 A/C Electronic Cir and Dev | Students in the electronics program will be able to perform network analysis for A.C. circuits. |
| ELEC 102 A/C Electronic Cir and Dev | Students in the electronics program will be able to read and draw/sketch electrical diagrams. |
| ELEC 102 A/C Electronic Cir and Dev | Students in the electronics program will be able to understand the theory of operation of primary A/C devices such as transformers, generators, motors, and physical characteristics of resistance, reactance, impedance, capacitance and inductance in A.C. circuits. |
| ELEC 102 A/C Electronic Cir and Dev | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 105 Comp Sim/Fab Elec Cir | Students in the applied electrical/electronics program will have the knowledge to pass the specific industry safety exam. |

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| ELEC 105 Comp Sim/Fab Elec Cir | Students will be able to explain the applications of computers to fabricate electronic circuits. |
| ELEC 105 Comp Sim/Fab Elec Cir | Students will be able to explain the fundamentals of computer simulation and electronics fabrication. |
| ELEC 105 Comp Sim/Fab Elec Cir | Students will be able to utilize Ohm's law in the application of designing and fabrication of computer based circuits. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to build, test, trouble shoot basic amplifier, regulator, oscillator type circuits. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to describe typical applications and design of advanced power supplies, rectifiers and converters. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to perform network analysis for solid state devices and circuits. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to read and draw/sketch electrical diagrams. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to read physical characteristics curves, TTL data sheets. |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will be able to understand the theory of operation of electronic devices such as diodes, transistors, Thyristors, and integrated circuits (ICs). |
| ELEC 108 Intr Solid State Devices & Cir | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 109 Linear Ana Cir & Devices | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to build, test, troubleshoot basic operational amplifier (Op Amp), voltage controlled oscillator (VCO), Linear Voltage Regulator (LVR), Phase-Lock-Loop (PLL), and instrumentation amplifier (IA). |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to describe discreet analog circuit design and functional capabilities, typical circuits and applications. |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to perform network analysis for solid state devices and circuits. |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to read and draw/sketch associated schematic diagrams. |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to read physical characteristics curves, TTL data sheets. |
| ELEC 109 Linear Ana Cir & Devices | Students will be able to understand the theory of operation of integrated circuits (ICs). |
| ELEC 111 Intr to Digital Elect | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 111 Intr to Digital Elect | Students will be able to describe the function and operational principles of the full and half adders. |
| ELEC 111 Intr to Digital Elect | Students will be able to describe the three basic semiconductor logic families (TTL, CMOS, and ECL). |
| ELEC 111 Intr to Digital Elect | Students will be able to identify and state the function of the various types of digital logic gates. |
| ELEC 111 Intr to Digital Elect | Students will be able to perform basic binary arithmetic. |
| ELEC 111 Intr to Digital Elect | Students will be able to translate simple Boolean algebra equations into equivalent logic circuitry. |
| ELEC 208 Adv. Solid State Devices & Cir | Students in the electronics program will be able to build, test, troubleshoot basic amplifier, regulator, oscillator type circuits. |
| ELEC 208 Adv. Solid State Devices & Cir | Students in the electronics program will be able to interpret and reproduce electrical diagrams. |
| ELEC 208 Adv. Solid State Devices & Cir | Students in the electronics program will be able to perform network analysis for solid state devices and circuits. |
| ELEC 208 Adv. Solid State Devices & Cir | Students in the electronics program will be able to understand the theory of operation of electronic devices and integrated circuits (ICs). |
| ELEC 208 Adv. Solid State Devices & Cir | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 208 Adv. Solid State Devices & Cir | Students will be able to analyze physical characteristics curves, TTL data sheets. |
| ELEC 208 Adv. Solid State Devices & Cir | Students will be able to describe typical applications and design of advanced power supplies, rectifiers and converters. |

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| ELEC 211 Advanced Digital Electronics | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 211 Advanced Digital Electronics | Students will be able to describe advanced characteristics of the three basic semiconductor logic families (TTL, CMOS, and ECL). |
| ELEC 211 Advanced Digital Electronics | Students will be able to describe the advanced function and operational principles of the full and half adders. |
| ELEC 211 Advanced Digital Electronics | Students will be able to identify and state the function of various types of digital logic gates. . |
| ELEC 211 Advanced Digital Electronics | Students will be able to perform advanced binary arithmetic. |
| ELEC 211 Advanced Digital Electronics | Students will be able to translate complex Boolean algebra equations into equivalent logic circuitry. |
| ELEC 240 Micropro & Microcomp | Students in the electronics program will have the knowledge to pass the specific industry safety exam. |
| ELEC 240 Micropro & Microcomp | Students will be able to build and test/troubleshoot a microcomputer. |
| ELEC 240 Micropro & Microcomp | Students will be able to describe or define the general architecture of a microcomputer and microprocessor. |
| ELEC 240 Micropro & Microcomp | Students will be able to list and identify the primary components of a microcomputer and peripheral devices. |
| ELEC 240 Micropro & Microcomp | Students will be able to provide basic programming instructions to microprocessor. |
| ELEC 299 D.S. Electronics Technology | Students in the electronics program will be able to interpret and reproduce electrical diagrams. |
| ELEC 299 D.S. Electronics Technology | Students will be able to translate simple Boolean algebra equations into equivalent logic circuitry. |
| ELEC 299 D.S. Electronics Technology | Students will be able to understand the theory of operation of integrated circuits (ICs). |
| ELEC 299 D.S. Electronics Technology | Students will have the knowledge to pass the specific industry safety exam. |
| EMT 093 Emergency Medical Technician | Given a cognitive final exam, students will demonstrate proficiency in emergencies that include the six EMS sections. |
| EMT 093 Emergency Medical Technician | Given a cognitive foundational concepts exam, students will correctly identify the eleven body systems. |
| EMT 093 Emergency Medical Technician | Given a medical assessment scenario, students will distinguish the need for BLS and ALS treatment. |
| EMT 093 Emergency Medical Technician | Given a trauma assessment scenario, students will distinguish the need for BLS and ALS treatment. |
| EMT 093 Emergency Medical Technician | Given a variety of EMS tools and equipment, students will correctly identify their parts and demonstrate their use. |
| EMT 0931 Emergency Vehicle Operations | Given a driving rodeo, students will demonstrate proper operation of an emergency vehicle in compliance with state and local laws. |
| EMT 0931 Emergency Vehicle Operations | Given a real-life driving scenario, students will explain how to avoid a motor vehicle collision. |
| EMT 0931 Emergency Vehicle Operations | Provided with an ambulance, students will demonstrate a complete pre-trip inspection. |
| EMT 100 (formerly FTEC 121) Emergency Medical Responder | Presented with a medical or trauma emergency scenario, students will identify scene safety concerns and how to mitigate them. |
| EMT 100 (formerly FTEC 121) Emergency Medical Responder | Presented with a medical or trauma emergency scenario, students will identify the appropriate treatment to provide. |
| EMT 100 (formerly FTEC 121) Emergency Medical Responder | Presented with a medical or trauma emergency scenario, students will select the appropriate airway adjunct or oxygen delivery device. |
| EMT 100 (formerly FTEC 121) Emergency Medical Responder | Provided with an adult and infant manikin, student will perform 1- and 2-person CPR to the standards of the American Heart Association. |
| EMT 290 CWE / Internship for EMT | As participants in a cooperative work experience internship, students will successfully manage and complete all internship tasks as agreed upon with a faculty member. |
| ENGL 030 INTRO COMP DEV WRIT | Given a topic, the student will write a multi-paragraph essay in which the grammar and content demonstrate enough conventional fluency to show "readiness" for a higher-level English course, either Intermediate Composition or College Research and Composition. |

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| ENGL 030 INTRO COMP DEV WRIT | Given a topic, the student will write a multi-paragraph essay that exhibits analysis and provides details and examples. |
| ENGL 030 INTRO COMP DEV WRIT | Given a topic, the student will write a multi-paragraph essay with a focused thesis statement. |
| ENGL 030 INTRO COMP DEV WRIT | Given a topic, the student will write a multi-paragraph essay with effective introductory and concluding remarks. |
| ENGL 030 INTRO COMP DEV WRIT | Given a topic, the student will write a well organized multi-paragraph essay. |
| ENGL 030W WRITING WORKSHOP | Students will improve their command of basic grammar and punctuation. |
| ENGL 030W WRITING WORKSHOP | Students will improve their knowledge of introductions, body paragraphs, conclusions, word choice and punctuation. |
| ENGL 035 Intro to College Comp | Adequate introductory and concluding remarks, focused on a thesis. |
| ENGL 035 Intro to College Comp | Exhibit thoughtful analysis and provide well-developed details and examples. |
| ENGL 035 Intro to College Comp | Grammar demonstrates conventional fluency and mechanics to show "readiness" for Freshman English. |
| ENGL 035 Intro to College Comp | Organization and use of appropriate transitions. |
| ENGL 035A INTER COMP/DEV WRIT | Given or choosing a topic, students will write an essay of at least four paragraphs with an adequate introductory and concluding remarks using specific details and examples. |
| ENGL 035B INTER COMP/DEV WRIT | Given or choosing a topic, students will write an essay of at least four paragraphs with an adequate introductory and concluding remarks using specific details and examples. |
| ENGL 035C INTER COMP/DEV WRIT | Given or choosing a topic, students will write an essay of at least four paragraphs with an adequate introductory and concluding remarks using specific details and examples. |
| ENGL 035W WRITING WORKSHOP | Students will improve their command of basic grammar and punctuation. |
| ENGL 035W WRITING WORKSHOP | Students will improve their knowledge of introductions, body paragraphs, conclusions, word choice and punctuation. |
| ENGL 101 COLLEGE COMP & RESR | The student will assert a clear thesis statement directly addressing the topic. |
| ENGL 101 COLLEGE COMP & RESR | The student will document sources correctly in MLA format. |
| ENGL 101 COLLEGE COMP & RESR | The student will effectively analyze the source material within the broader context of the essay. |
| ENGL 101 COLLEGE COMP & RESR | The student will employ an academic voice and demonstrate control of grammar, mechanics, and syntax. |
| ENGL 101 COLLEGE COMP & RESR | The student will integrate valid and reliable source material smoothly and effectively into the broader context of the essay. |
| ENGL 101S College Composition and Research | The student will assert a clear thesis statement directly addressing the topic. |
| ENGL 101S College Composition and Research | The student will document sources correctly in MLA format. |
| ENGL 101S College Composition and Research | The student will effectively analyze the source material within the broader context of the essay. |
| ENGL 101S College Composition and Research | The student will employ an academic voice and demonstrate control of grammar, mechanics, and syntax. |
| ENGL 101S College Composition and Research | The student will integrate valid and reliable source material smoothly and effectively into the broader context of the essay. |
| ENGL 101SP College Composition and Research | The student will assert a clear thesis statement directly addressing the topic. |
| ENGL 101SP College Composition and Research | The student will document sources correctly in MLA format. |
| ENGL 101SP College Composition and Research | The student will effectively analyze the source material within the broader context of the essay. |
| ENGL 101SP College Composition and Research | The student will employ an academic voice and demonstrate control of grammar, mechanics, and syntax. |
| ENGL 101SP College Composition and Research | The student will integrate valid and reliable source material smoothly and effectively into the broader context of the essay. |
| ENGL 125 GRAMMAR AND USAGE | Students should be able to demonstrate knowledge and use of the conventions of mechanics in written English. |

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| ENGL 125 GRAMMAR AND USAGE | Students should be able to generate the proper form of words in their own sentences. |
| ENGL 125 GRAMMAR AND USAGE | Students will be able to communicate effectively with correct grammar. |
| ENGL 126 Languages of the World | Students will identify characteristics of languages and language families and recognize cross linguistic influences on English. |
| ENGL 127 Lang Structure & Lang Use | Given a language sample in English, students will be able to transcribe the sounds using the International Phonetic Alphabet (IPA). |
| ENGL 127 Lang Structure & Lang Use | Given a language sample in English, students will identify the grammatical features present. |
| ENGL 127H Lang Structure & Lang Use H | Given a language sample in English, students will be able to identify, explain, and analyze the effect(s) on the language from society. |
| ENGL 127H Lang Structure & Lang Use H | Given a language sample in English, students will be able to transcribe the sounds using the International Phonetic Alphabet (IPA). |
| ENGL 127H Lang Structure & Lang Use H | Given a language sample in English, students will identify the grammatical features present. |
| ENGL 131 Creative Writing | Students will identify the craft/technique employed by authors in various literary genres (e.g., short fiction, poetry, one-act drama, memoir) by diverse authors. |
| ENGL 131 Creative Writing | Students will revise original pieces in response to reader feedback. |
| ENGL 131 Creative Writing | Students will write original pieces creatively applying the craft/technique of various literary genres (e.g. short fiction, poetry, one-act drama, memoir). |
| ENGL 201 ADV COMPOSITION | Student papers will contain few or no errors in mechanics and grammar. |
| ENGL 201 ADV COMPOSITION | Students correctly documented outside sources using the designated citation format. |
| ENGL 201 ADV COMPOSITION | Students will appropriately integrate credible outside sources into their arguments. |
| ENGL 201 ADV COMPOSITION | Students will correctly document outside sources using the designated citation format. |
| ENGL 201 ADV COMPOSITION | Students will employ an academic voice and demonstrate control of grammar, mechanics, and syntax. |
| ENGL 201 ADV COMPOSITION | Students will integrate credible outside sources into their papers. |
| ENGL 201 ADV COMPOSITION | Students will organize ideas logically. |
| ENGL 201 ADV COMPOSITION | Students will organize their ideas logically in support of the broader argument. |
| ENGL 201 ADV COMPOSITION | Students will write a clear, declarative thesis statement. |
| ENGL 201 ADV COMPOSITION | Students will write a clear, declarative thesis statement/claim directly addressing the topic. |
| ENGL 201 ADV COMPOSITION | Students will write persuasively, acknowledging diverse viewpoints. |
| ENGL 201 ADV COMPOSITION | Students will write persuasively. |
| ENGL 201H Adv Comp & Critical Th H | Student papers will contain few or no errors in mechanics and grammar. |
| ENGL 201H Adv Comp & Critical Th H | Students correctly documented outside sources using the designated citation format. |
| ENGL 201H Adv Comp & Critical Th H | Students will integrate credible outside sources into their papers. |
| ENGL 201H Adv Comp & Critical Th H | Students will organize ideas logically. |
| ENGL 201H Adv Comp & Critical Th H | Students will write a clear, declarative thesis statement. |
| ENGL 201H Adv Comp & Critical Th H | Students will write persuasively, acknowledging diverse viewpoints. |
| ENGL 231 Adv Creative Writing | Students will identify advanced crafts/techniques employed by authors in various literary genres (e.g., short fiction, poetry, one-act drama, memoir) by diverse authors. |
| ENGL 231 Adv Creative Writing | Students will revise original pieces in response to reader feedback. |
| ENGL 231 Adv Creative Writing | Students will write original pieces creatively applying advanced crafts/techniques of various literary genres (e.g. short fiction, poetry, one-act drama, memoir). |
| ENGL 299 Directed Study: English | Demonstrate an understanding of course material. |
| ENGL 325 Tech. & Prof. Writing | Analyze specific audiences and rhetorical situations to inform effective technical and professional communication strategies. |
| ENGL 325 Tech. & Prof. Writing | Demonstrate an understanding of how text organization and overall design and delivery format contributes to document effectiveness. |

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| ENGL 325 Tech. & Prof. Writing | Demonstrate an understanding of the writing process as it occurs in professional settings, including: Working collaboratively with experts, editors, and other writers; Revising documents in response to feedback from experts, editors, and other writers; Testing documents with actual users to demonstrate an understanding of how people read, use, and respond to documents; and Understanding and practicing principles of ethical communication. |
| ENGL 325 Tech. & Prof. Writing | Demonstrate techniques for communicating technical material to non-expert audiences. |
| ENGL 325 Tech. & Prof. Writing | Demonstrate techniques for improving the clarity and conciseness of a readable technical prose style. |
| ENGL 325 Tech. & Prof. Writing | Write in a variety of genres and formats common in technical and professional writing, such as instructions, procedures, definitions, descriptions, specifications, proposals, reports, manuals, white papers, and studies. |
| ENGR 212 Computational Methods in MATLAB/Octave | Create simple embedded programs on microcontrollers (such as those found in Arduino boards) to control simple electronic measuring devices found throughout engineering and the physical sciences with the use of MATLAB. |
| ENGR 212 Computational Methods in MATLAB/Octave | Develop, test, and maintain working MATLAB/Octave code constructed using an object-oriented approach to solve problems in engineering and the physical sciences. |
| ENGR 212 Computational Methods in MATLAB/Octave | Students should be able manipulate large data sets in a computational setting and apply the appropriate statistical techniques to display and communicate mathematical trends in said data in a meaningful way i.e. perform descriptive statistics, linear regressions, and curve fitting. |
| ENGR 212 Computational Methods in MATLAB/Octave | Students should be able to properly format and summarize the results of computational methods via the construction of the appropriate tables, graphs, and figures up to the standards of the engineering and physical science community. |
| ENGR 217 Electric Circuit Analysis | Students will be able to apply the Kirchoff Current Law (KCL hereafter) and Kirchoff Voltage Law (KVL hereafter) to various circuits and solve for circuit values of interest using basic circuit theorems i.e. Thevenin and Norton's Theorem, principle of linear superposition, nodal voltage, and mesh currents methods. |
| ENGR 217 Electric Circuit Analysis | Students will be able to successfully able to simulate AC and DC linear circuits with PSpice/Multisim and calculate all relevant values of interest for linear circuits. Students will also demonstrate proficiency with a linear algebra software library i.e. MATLAB/Octave, other relevant mathematics library from various programming language. |
| ENGR 217 Electric Circuit Analysis | Students will demonstrate an understanding and apply phasor mathematics and will understand how to calculate the steady-state response of a linear circuit in the presence of sinusoidally-varying sources, including complex power and three-phase circuit response. |
| ENGR 217 Electric Circuit Analysis | Students will understand how to apply the KVL and KCL to first and second order circuits with linear circuit components (inductors, capacitors, and operational amplifiers), and solve for the voltage/currents in a circuit as a function of time due to various time-varying sources (ramps, impulses, and steps) using differential equation methods. |
| ENGR 217L Electric Circuit Analysis Lab | Access and use the most basic functions of electrical test and measurement equipment including oscilloscopes, multimeters, function generators, and powers supplies. |
| ENGR 217L Electric Circuit Analysis Lab | Students will read circuit schematics and construct linear circuits using resistors, capacitors, inductors, semiconducting devices, and/or op amps and correctly apply appropriate circuit theory in analysis of physical circuit. |
| ENGR 217L Electric Circuit Analysis Lab | Use a circuit simulation program (PSPICE, MultiSIM) and other computer applications (MATLAB, MS Excel) to predict and describe circuit behavior in the temporal and frequency domain. |
| ENGR 235 Engineering Mechanics: Statics | Students know how to apply Newton's Equations of motion to a rigid body in static equilibrium and know how to calculate various physical parameters of interest, including forces and moments. Students know how to calculate geometric and material properties of interest for a rigid body including surfaces of revolution, centroids, center of gravity and moments of inertia. |

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| ENGR 235 Engineering Mechanics: Statics | Students understand how to perform calculations involving vectors in 2-D and 3-D systems using the appropriate coordinate systems for a given physical system. Students know how to apply Newton's Equations of motion to a system of particles in static equilibrium and know how to calculate various physical parameters of interest. |
| ENGR 235 Engineering Mechanics: Statics | Students understand the internal forces within an extended/rigid body including shear, moment, and distributed forces in the context of beams and simple fluids. |
| ENGR 235 Engineering Mechanics: Statics | Students understand the moment (torque) associated with a force and know that the sum of moments in a physical system in static equilibrium is zero. Students can correctly perform moment calculations using the appropriate vector manipulations and coordinate systems where applicable. |
| ENGR 245 Engineering Mech: Dynamics | Student can apply Newton's Laws of Motion to a system of particles and solve for the relevant kinematic variables of motion for a rigid body, including the angular motion about to the center of mass and the translational motion of the center of mass using the appropriate coordinate system i.e. cartesian, planar coordinates, etc. |
| ENGR 245 Engineering Mech: Dynamics | Student understands how to apply conservation of energy, momentum, and angular momentum principles to solve for relevant kinematic variables for the motion of a rigid body in 3-D. Student understands the relationship between work, kinetic and potential energy. Student understands the relationship between force and momentum in a system/torque and angular momentum in a system. |
| ENGR 245 Engineering Mech: Dynamics | Student understands how to apply conservation of energy, momentum, and angular momentum principles to solve for relevant kinematic variables for the motion of a single particle in 3-D. Student understands the relationship between work, kinetic and potential energy. Student understands the relationship between force and momentum in a system/torque and angular momentum in a system. |
| ENGR 245 Engineering Mech: Dynamics | Students are able to calculate and understand the pertinent quantities of interest for a particle using Newton's Laws of motion in the following coordinate systems: Cartesian, planar(normal/tangential), polar, cylindrical, and spherical. |
| ENGR 245 Engineering Mech: Dynamics | Students will be able to recognize, solve, and apply the equations for simple harmonic oscillator motion in the presence and absence of dissipation. Students will be able to calculate all kinematic variables of interest: dissipation, energy, momentum, force, etc. |
| ENGT 101 Intro Tech Drawing & Graphics | Given a simple architectural design problem, students will develop a dimensioned floor plan, elevation drawing and a door / window schedule that provides a solution to the design problem. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 101 Intro Tech Drawing & Graphics | Given objective and short written answer test questions, students will describe the role and purpose of technical drawing and relate technical drawing to the design and manufacture of products. |
| ENGT 101 Intro Tech Drawing & Graphics | Students will demonstrate their understanding of proper technical drawing lettering techniques and standards by applying notes and dimensions to drawing projects. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 101 Intro Tech Drawing & Graphics | Using traditional drafting tools and following ANSI / ASME standards, students will assess necessary dimensions and will correctly apply the dimensions to a multi-view drawing of a simple mechanical part. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 101 Intro Tech Drawing & Graphics | Using traditional drafting tools, students will construct multi-view drawings of simple mechanical parts. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 101 Intro Tech Drawing & Graphics | Using traditional drafting tools, students will develop pictorial drawings of simple mechanical parts using methods such as: Oblique, Axonometric and Perspective. Drawings will adhere to and be evaluated based on accepted standards of industry. |

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| ENGT 105 Arch and Technical Freehand Sketching | Students will demonstrate their competence with shade, shadow and lighting by adding elements of shade, shadow and lighting to pictorial sketches. The drawings will be evaluated on correct application of tone, tint and blending for each element of shade, shadow or lighting. |
| ENGT 105 Arch and Technical Freehand Sketching | Students will demonstrate their understanding of proper technical lettering techniques and standards by applying notes and dimensions to sketching projects. Lettering will be evaluated based on accepted standards of industry. |
| ENGT 105 Arch and Technical Freehand Sketching | Using accepted techniques and principles of isometric sketching, students will develop an exploded assembly of more than five individual parts. Sketches will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 105 Arch and Technical Freehand Sketching | Using pencil, eraser, and sketch pad, students will demonstrate proper sketching techniques by preparing basic constructions of lines, angles, squares, and circles. Students will be evaluated on the accepted standards of industry. |
| ENGT 105 Arch and Technical Freehand Sketching | Using traditional sketching tools, students will demonstrate their ability to use Oblique, Axonometric and Perspective sketching methods by constructing pictorial sketches of simple mechanical parts. Sketches will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 105 Arch and Technical Freehand Sketching | Using traditional sketching tools, students will demonstrate their ability to use Perspective sketching methods by constructing pictorial sketches of Architectural elements and scenes. Sketches will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 122 Engineering Design Graphics | Students will demonstrate competence with Descriptive Geometry theory by completing drawings, assignments and tests that require the application of descriptive geometry concepts, procedures and techniques |
| ENGT 122 Engineering Design Graphics | Using CAD (computer aided drafting) or traditional drafting tools students will design parts and develop working drawings that provide a solution to a design problem with given parameters. The design and the drawings will be evaluated on the feasibility of the design and the correct industry standard representation of the design on the working drawings. |
| ENGT 122 Engineering Design Graphics | Using traditional drafting tools and following ISO / ANSI / ASME standards, students will correctly apply dimensions including Geometric Dimensions and Tolerances to a multi-view drawing of a complex mechanical part. Drawings will adhere to and be evaluated based on accepted standards of industry |
| ENGT 122 Engineering Design Graphics | Using traditional drafting tools, students will construct multi-view drawings of complex mechanical parts that include features such as: arcs, circles, holes, threads, angled surfaces irregular surfaces, filleted edges and draft angles. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 122 Engineering Design Graphics | Using traditional drafting tools, students will determine the need for and correctly develop auxiliary views including full, partial and secondary auxiliary views. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 122 Engineering Design Graphics | Using traditional drafting tools, students will determine the need for and correctly develop section views including full, half, broken, offset, rotated and revolved section views. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 131 Eng & Manufacturing Tech Draw | Using CAD (computer aided drafting) or traditional drafting tools and given instruction in mechanical devices such as gears, cams, levers and springs, with a design problem criteria students will design a product that uses mechanical devices. The students will correctly communicate their mechanical product using a variety of working drawings. The design and the drawings will be evaluated on the feasibility of the design and the correct industry standard representation of the design on the working drawings. |
| ENGT 131 Eng & Manufacturing Tech Draw | Using traditional drafting tools or C.A.D. (Computer Assisted Drafting) and given instruction in the application of "Weldments" students will properly apply weldments to drawings of fabricated products that require welding. Drawings will adhere to and be evaluated based on accepted standards of industry. |

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| ENGT 131 Eng & Manufacturing Tech Draw | Using traditional drafting tools or C.A.D. (Computer Assisted Drafting) and given the design criteria for a simple tool; students will design the tool and create all necessary drawings needed to manufacture their design. The tool design will be evaluated on its functionality the drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 131 Eng & Manufacturing Tech Draw | Using traditional drafting tools or C.A.D. (Computer Assisted Drafting) and instruction in a variety of fastening devices and methodology students will determine the need for fasteners and correctly display fasteners on drawing projects |
| ENGT 131 Eng & Manufacturing Tech Draw | Using traditional drafting tools or C.A.D. (Computer Assisted Drafting) students will draw patterns, developments and intersections for parts that will be fabricated out of sheet based materials. Drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 138 Engineering Carers & App | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| ENGT 138 Engineering Carers & App | Students will analyze daily routines to identify trends and recognize potential changes that may support their academic and professional achievement. |
| ENGT 138 Engineering Carers & App | Students will demonstrate effective communication skills including listening, speaking, and writing in both individual and group activities. |
| ENGT 138 Engineering Carers & App | Students will identify and distinguish characteristics of individuals including personality and methods of learning. |
| ENGT 138 Engineering Carers & App | Students will identify the most commonly available disciplines of engineering study. |
| ENGT 138 Engineering Carers & App | Students will research engineering topics or problems and collaborate in groups to prepare presentations or design solutions. |
| ENGT 150 AutoCAD for Basic CADD App | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object |
| ENGT 150 AutoCAD for Basic CADD App | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |
| ENGT 150 AutoCAD for Basic CADD App | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object |
| ENGT 150 AutoCAD for Basic CADD App | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |
| ENGT 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |

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| ENGT 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| ENGT 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| ENGT 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |

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| ENGT 200 Inter AutoCAD Design & Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| ENGT 231 Technical Product Design | Using C.A.D. (Computer Assisted Drafting) and given a product with a minimum of five parts, students will develop a complete set of working drawings for the product, including solid models of each part, a detail drawings of each part, a pictorial drawings of each part, an assembly drawing of the product, an exploded assembly drawing of the product, a bill of materials and a rendered presentation drawing of the product. All drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 231 Technical Product Design | Using C.A.D. (Computer Assisted Drafting) and given design parameters for a product, students will design the product to meet the design parameters and will develop a complete set of working drawings for the product, including solid models of each part, a detail drawings of each part, a pictorial drawings of each part, an assembly drawing of the product, an exploded assembly drawing of the product, a bill of materials, manufacturing plan of procedure, manufacturing tools and equipment list and a rendered presentation drawing of the product. All drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 231 Technical Product Design | Using C.A.D. (Computer Assisted Drafting) and given instruction in drawing flowcharts, students will create a flowchart. The flowchart will be easily understood and the drawing will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 231 Technical Product Design | Using C.A.D. (Computer Assisted Drafting) and given instruction in Electro-Mechanical packaging, students will design packaging for an electronic circuit. Students will communicate their packaging design with both presentation and detail drawings. The drawings will correctly display features of the design. The drawings will adhere to and be evaluated based on accepted standards of industry. |
| ENGT 231 Technical Product Design | Using Microsoft PowerPoint software, student will develop a digital comprehensive portfolio displaying the skills and abilities they have acquired in the Engineering Design Drafting Program at Rio Hondo College. The portfolio will consist of scanned sketches and tool based drawings as well as CAD (Computer Assisted Drafting) drawings. |
| ENGT 231 Technical Product Design | Using traditional Technical Illustration methods and techniques, students will create both monochrome and color technical illustrations of mechanical products. Drawings will be evaluated on their ability to clearly represent and present the mechanical product as well as the correct application and execution of the technical illustration method and technique. |
| ENGT 250 Para Modeling 3D App for Mech | Given a Parametric part model, student will edit features of the model to create a new part or a family of parts. The new part will maintain features of original part and adhere to industry design standards. |
| ENGT 250 Para Modeling 3D App for Mech | Given four or more parametric part models, student will construct assemblies of the parts using properly placed constraints. The assembly will function as one unit. |
| ENGT 250 Para Modeling 3D App for Mech | Given Instruction in Parametric Modeling Software, student will proficiently interface with the software. Students will demonstrate their proficiency with the software, through efficiently developing part models, both in time taken to produce and accuracy of final part. |
| ENGT 250 Para Modeling 3D App for Mech | Given Parametric Design Modeling Software and a design problem, student will design a part. The part design will provide a solution to the design problem and adhere to industry design standards. |

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| ENGT 250 Para Modeling 3D App for Mech | Given Parametric Design Modeling Software, student will correctly dimension a 2d multi-view drawing made from a 3d parametric model. The dimensions will adhere to accepted industry (ANSI/ASME and or ISO) standards. |
| ENGT 250 Para Modeling 3D App for Mech | Given Parametric Design Modeling Software, student will create a 3d model of a given part. The model will be evaluated by its correct geometry, size, position and appearance. |
| ENGT 250 Para Modeling 3D App for Mech | Given Parametric Modeling Software, student will convert a 3d parametric model into a 2d multi-view (orthographic) drawing. The multi-view drawings will adhere to and meet industry (ANSI/ASME and or ISO) accepted standards. |
| ENGT 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| ENGT 270 Solid Works for 3D Modeling | Given a Parametric part model, student will edit features of the model to create a new part or a family of parts. The new part will maintain features of original part and adhere to industry design standards. |
| ENGT 270 Solid Works for 3D Modeling | Given four or more parametric part models, student will construct assemblies of the parts using properly placed constraints. The assembly will function as one unit. |
| ENGT 270 Solid Works for 3D Modeling | Given Instruction in Parametric Modeling Software, student will proficiently interface with the software. Students will demonstrate their proficiency with the software, through efficiently developing part models, both in time taken to produce and accuracy of final part. |
| ENGT 270 Solid Works for 3D Modeling | Given Parametric Design Modeling Software and a design problem, student will design a part. The part design will provide a solution to the design problem and adhere to industry design standards. |
| ENGT 270 Solid Works for 3D Modeling | Given Parametric Design Modeling Software, student will correctly dimension a 2d multi-view drawing made from a 3d parametric model. The dimensions will adhere to accepted industry (ANSI/ASME and or ISO) standards. |
| ENGT 270 Solid Works for 3D Modeling | Given Parametric Design Modeling Software, student will create a 3d model of a given part. The model will be evaluated by its correct geometry, size, position and appearance |

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| ENGT 270 Solid Works for 3D Modeling | Given Parametric Modeling Software, student will convert a 3d parametric model into a 2d multi-view (orthographic) drawing. The multi-view drawings will adhere to and meet industry (ANSI/ASME and or ISO) accepted standards. |
| ENGT 280 Advanced MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ENGT 280 Advanced MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ENGT 280 Advanced MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ENGT 280 Advanced MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ENGT 280 Advanced MicroStation for CADD | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| ENGT 290 Cooperative Work Experience | As required for the (internship) position, students will collaborate with fellow employees to accomplish group tasks as required by the employer/supervisor. |
| ENGT 290 Cooperative Work Experience | Students will establish and maintain an appropriate work schedule as agreed upon with the (internship) employer/supervisor. |
| ENGT 290 Cooperative Work Experience | Students will exhibit appropriate and professional behavior at the workplace with respect for fellow employees. |
| ENGT 290 Cooperative Work Experience | Students will receive direction from the employer/supervisor and carry out appropriate work tasks as related to the nature of the (internship) position. |
| ENGT 299 D.S. Engin. Design Drafting | Student will complete all tasks as determined by student and faculty member for their directed studies topic |

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| ENLA 011 Basic Vocabulary | Students will accurately recognize, recall and use target vocabulary words to distinguish between multiple meanings and parts of speech. |
| ENLA 011 Basic Vocabulary | Students will use correct spelling and acknowledge word components. |
| ENLA 012 Beginning Speaking/Listening | Students will be able to comprehend academic lectures and everyday conversation at a proficient level. |
| ENLA 012 Beginning Speaking/Listening | Students will give a coherent oral presentation with a distinctive introduction, body and conclusion. The presentation will include 2-3 main points at a beginning level. |
| ENLA 013 Basic Grammar | Students will write sentences which use simple present, present perfect, present progressive, and simple past, past progressive, and past perfect tenses correctly. |
| ENLA 013 Basic Grammar | Students will write simple, complex, and compound English sentences. |
| ENLA 014 Beginning Composition | Students will demonstrate the ability to create sentences using correct word order and sentence structure. |
| ENLA 014 Beginning Composition | Students will demonstrate the ability to develop a body paragraph using facts, examples, and explanations at a beginning level. |
| ENLA 014 Beginning Composition | Students will write a paragraph that contains a topic sentence, body sentences, and a concluding sentence. |
| ENLA 022 Interim Speaking and Listening | Students will be able to demonstrate comprehension of academic lectures at an intermediate level. |
| ENLA 022 Interim Speaking and Listening | Students will give a coherent oral presentation with a distinctive introduction, body and conclusion. The presentation will include 2-3 main points with details and examples. |
| ENLA 024 Intermediate Composition | Organization will include a topic sentence, body sentences, and a concluding sentence. Additionally, paragraphs will include the use of clear transitions, unity, and coherence at an intermediate level. |
| ENLA 024 Intermediate Composition | Students will develop paragraphs at an intermediate level. Development will include the ability to provide facts, examples, and/or explanations. |
| ENLA 034 Intermed-Adv. Composition | Students will demonstrate the ability to write a clear thesis statement. |
| ENLA 034 Intermed-Adv. Composition | Students will edit their compositions for grammatical accuracy at an intermediate-advanced level. |
| ENLA 034 Intermed-Adv. Composition | Students will write a four-paragraph essay with an introduction, body paragraphs, and a conclusion. |
| ENLA 100 Advanced Composition | Students will construct a four- to five-paragraph essay with an introduction, body, and conclusion at an advanced level. |
| ENLA 100 Advanced Composition | Students will demonstrate the ability to develop body paragraphs by incorporating facts, examples, explanations, statistics, and expert opinions. |
| ENLA 100 Advanced Composition | Students will write an essay that demonstrates understanding of grammar, sentence structure, and mechanics at an advanced level. |
| ET 110 Hazardous Waste Gen Red Treat | Given the variety of types of environmental, health and safety hazards that may be encountered in the field, the student is expected to identify the types of hazards. (Bench mark 70%) |
| ET 110 Hazardous Waste Gen Red Treat | Students will be able to exhibit the competence to function with multidisciplinary teams within realistic constraints per industry standards. |
| ET 110 Hazardous Waste Gen Red Treat | Students will gain a working knowledge of electroplating, metal finishing and printed circuit board production; oil refining and chemical production; steel production; general manufacturing; printing and graphic reproduction; agriculture; and consumer services. |
| ET 110 Hazardous Waste Gen Red Treat | Students will gain an understanding of the principles and practices of the waste management industry with an overview of industrial processes and their generation of waste streams. |
| ET 120 Intro to Altern Energy Tech | Students in the alternative energy program will have the knowledge to pass the specific industry safety exam. |
| ET 120 Intro to Altern Energy Tech | Students will demonstrate an understanding of the fundamental alternative energy systems and their impact on the world. |
| ET 120 Intro to Altern Energy Tech | Students will design and build a renewable energy system from recycled or trash components. |
| ET 120 Intro to Altern Energy Tech | Students will identify and discuss the technical, professional and social responsibilities of alternative energy technicians. |

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| ET 121 Photovoltaic Sys Des & Install | Safe and proper use of hand tools, power tools and service equipment used by industry. |
| ET 121 Photovoltaic Sys Des & Install | Students will have the knowledge to pass the Specific Industry Safety Test. |
| ET 121 Photovoltaic Sys Des & Install | Students will have the knowledge to successfully discuss and demonstrate the concepts and theory of a photovoltaic system |
| ET 121 Photovoltaic Sys Des & Install | Students will research applicable alternative energy systems, subsystems, service information, system operation, and service bulletins. |
| ET 122 Adv. Photovoltaic Sys Des & In | Students will be able to successfully identify and describe operation of different photovoltaic energy systems and subsystems. |
| ET 122 Adv. Photovoltaic Sys Des & In | Students will have the knowledge to pass the Specific Industry Safety Exam. |
| ET 122 Adv. Photovoltaic Sys Des & In | Students will research applicable photovoltaic energy systems, subsystems, service information, system operation, and service bulletins. |
| ET 122 Adv. Photovoltaic Sys Des & In | Students will successfully design a complete photovoltaic energy system portfolio and give a sales presentation to the class. |
| ET 123 Wind Energy Sys Des and Instal | Students will be able to complete and pass the specific industry safety exam. |
| ET 123 Wind Energy Sys Des and Instal | Students will be able to identify, describe and perform basic services and repairs of different wind energy systems. |
| ET 123 Wind Energy Sys Des and Instal | Students will demonstrate proper use of hand tools, power tools, diagnostic tools, and service equipment. |
| ET 123 Wind Energy Sys Des and Instal | Students will research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| ET 124 Adv. Wind Energy Sys Des and In | Students will be able to successfully identify and describe operation of different wind energy systems and subsystems. |
| ET 124 Adv. Wind Energy Sys Des and In | Students will research applicable wind energy systems, subsystems, service information, system operation, and service bulletins. |
| ET 124 Adv. Wind Energy Sys Des and In | Students will successfully complete the industry specific safety exam. |
| ET 124 Adv. Wind Energy Sys Des and In | Students will successfully design a complete wind energy system portfolio and give a sales presentation to the class. |
| ET 130 Health Effects Env Haz Mat | Students will be able to exhibit the competence to function with multidisciplinary teams within realistic constraints per industry standards. |
| ET 130 Health Effects Env Haz Mat | Students will be able to identify and evaluate the hazards of chemical, physical and biological agents that can be encountered in industrial operations, waste disposal and remediation sites. |
| ET 130 Health Effects Env Haz Mat | Students will gain a working knowledge of health and safety responsibilities of environmental hazardous materials operations. |
| ET 130 Health Effects Env Haz Mat | Students will learn how to make clear and logical decisions by organizing, analyzing, and interpreting information and formulating rational solutions in hazardous materials environment. |
| ET 150 Hazardous Waste Management App | Students will be able to demonstrate the preparation of a hazardous waste manifest, labeling and storing containers, sampling and analysis, and preparing a Phase I environmental audit. |
| ET 150 Hazardous Waste Management App | Students will be able to describe and demonstrate research skills in the hazardous waste area. |
| ET 150 Hazardous Waste Management App | Students will gain a working knowledge of universal waste, generator compliance, site investigation and remediation, permitting, enforcement, liability, and storm water discharge. |
| ET 150 Hazardous Waste Management App | Students will gain an understanding of the hazardous waste management and regulations and liabilities and best practices for complying with laws and regulations. |
| ET 170 Groundwater Hydrology & Samp | Students will be able to describe the basic physical and chemical nature of groundwater aquifer systems. |
| ET 170 Groundwater Hydrology & Samp | Students will be able to identify and evaluate groundwater pollution, remediation, and protection. |
| ET 170 Groundwater Hydrology & Samp | Students will gain a practical working knowledge of groundwater resources, groundwater protection, and groundwater remediation. |
| ET 170 Groundwater Hydrology & Samp | Students will gain an understanding of techniques of sampling protocols for obtaining groundwater samples based on US EPA approved sampling protocols. |

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| ET 181 Home Energy Mgmt & Auditing | Students will be able to identify the types of environmental health and safety hazards that may be encountered during energy audits. |
| ET 181 Home Energy Mgmt & Auditing | Students will describe the standard procedures required to perform energy audits. |
| ET 181 Home Energy Mgmt & Auditing | Students will design simple energy saving techniques for their own homes. Designs will adhere to and be evaluated based on accepted standards of industry. |
| ET 181 Home Energy Mgmt & Auditing | Students will have the knowledge to pass the specific industry safety exam. |
| ET 182 Industrial Energy Mgmt & Audit | Students will be able to identify the types of environmental health and safety hazards that may be encountered during industrial energy audits. |
| ET 182 Industrial Energy Mgmt & Audit | Students will demonstrate an understanding of the fundamental concepts of industrial energy audits. |
| ET 182 Industrial Energy Mgmt & Audit | Students will describe the standard procedures required to perform industrial energy audits. |
| ET 182 Industrial Energy Mgmt & Audit | Students will have the knowledge to pass the specific industry safety exam. |
| ET 200 Hazardous Materials Mgt App | Students will be able to exhibit the competence to function with multidisciplinary teams within realistic constraints per industry standards. |
| ET 200 Hazardous Materials Mgt App | Students will gain a practical working knowledge of with compliance with Department of Transportation, OSHA Hazard Communications, SARA Title III Community Right-to-Know, Underground Tank, Asbestos, Proposition 65, and Air Toxics Regulations. |
| ET 200 Hazardous Materials Mgt App | Students will gain an understanding of the requirements and applications of federal, state, and local laws and regulations relating to hazardous materials. |
| ET 200 Hazardous Materials Mgt App | Students will learn how to make clear and logical decisions by organizing, analyzing, and interpreting information and formulating rational solutions in the hazardous materials environment. |
| ET 230 Safety and Emergency Response | Students will be able to describe and demonstrate research skills in the safety and emergency response industry. |
| ET 230 Safety and Emergency Response | Students will be able to describe and demonstrate safety and emergency response to chemical and physical exposures at hazardous waste sites. |
| ET 230 Safety and Emergency Response | Students will gain a practical working knowledge of `hazard identification, emergency response planning, proper use and selection of PPE, site control and evaluation, handling drums and containers, field sampling and air monitoring, proper use of instruments, confined spaces, emergency response including field exercises in the use of APR and SCBA. |
| ET 230 Safety and Emergency Response | Students will gain an understanding of the requirements and applications 40 hour HAZWOPER training under OSHA (1910.120) and confined space entry training under OSHA (1910.146). |
| ET 240 Solid Waste Management | Students will be able to describe and demonstrate various aspects of integrated waste management including: waste prevention, recycling, composting, incineration, landfilling, environmental sampling and monitoring, facility siting and permitting, and compliance with environmental, health and safety regulations. |
| ET 240 Solid Waste Management | Students will be able to perform a case study which will highlight the applications within the solid waste management industry. |
| ET 240 Solid Waste Management | Students will gain a practical working knowledge of the solid waste industry and its components. |
| ET 240 Solid Waste Management | Students will gain an understanding of the best practices of solid waste management applications. |
| ET 250 Fundamentals Safety & Health | Students will be able to exhibit the competence to function with multidisciplinary teams within realistic constraints per industry standards. |
| ET 250 Fundamentals Safety & Health | Students will become familiar with Workers Compensation/General Liability Insurance, Accident Investigation Techniques, Industrial Hygiene, Ergonomics, Fire Prevention, Site and Facility Auditing, Systems Safety and Program Development. |
| ET 250 Fundamentals Safety & Health | Students will gain a practical working knowledge of the field of Occupational Safety and Health and Program Development. |
| ET 250 Fundamentals Safety & Health | Students will gain an understanding of Federal, State and Local Agency legislation and the application of Labor and Occupational Safety and Health regulations. |

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| ET 251 Fundamentals Safety Health II | Students will become familiar with the Elements of Safety and Health Program Development, Behavior Based Safety, Workplace Violence, Terrorism Preparedness, Hazardous Materials and Waste Management, Application of occupational safety and health design/compliance, regulations and development of the Safety and health and Loss Prevention Program. |
| ET 251 Fundamentals Safety Health II | Students will gain a practical working knowledge of Federal, State and Local Agency Legislation, Labor and Occupational Safety and Health regulations and Workers Compensation insurance. |
| ET 251 Fundamentals Safety Health II | Students will gain an understanding of the supervisory and management functions of Occupational Safety and Health and Risk Management. |
| ET 251 Fundamentals Safety Health II | Students will learn how to make clear and logical decisions by organizing, analyzing, and interpreting information and formulating rational solutions in the environmental technology industry. |
| ET 260 Environ Sampling & Analysis | Also, students will be able to prepare a sample and analysis plan to evaluate the nature and extent of environmental contamination. Students will also be able to document samples for identification and analysis |
| ET 260 Environ Sampling & Analysis | Given the variety of types of environmental, health and safety hazards that may be encountered in the environmental field, the student will be able to identify the types of hazards. |
| ET 260 Environ Sampling & Analysis | In addition, the student will be able to determine whether a waste is hazardous. |
| ET 260 Environ Sampling & Analysis | Upon completion of this course, students are expected to be able to describe relevant environmental regulations that provide the guidance necessary to characterize a hazardous waste site. |
| ET 270 Wastewater Treatment Plant Ops | Students will be able to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. |
| ET 270 Wastewater Treatment Plant Ops | Students will gain a practical working knowledge of to operate and maintain racks, screens, comminutors, sedimentation tanks, trickling filters, rotating biological contactors, package activated sludge plants, oxidation ditches, ponds, and chlorination facilities. . |
| ET 270 Wastewater Treatment Plant Ops | Students will understand how practical aspects of operating and maintaining wastewater treatment plants, emphasizing the use of safe practices and procedures. |
| ET 270 Wastewater Treatment Plant Ops | Students will understand the role and responsibilities of a treatment plant operator, an explanation of why wastes must be treated, and detailed descriptions of the equipment and processes used in a wastewater treatment plant. . |
| ET 271 Wastewater Treat Plant Ops II | Students gain a practical working knowledge of conventional activated sludge processes, sludge digestion and solids handling, effluent disposal, plant safety and good housekeeping, plant and equipment maintenance, analysis and presentation of data, and records and report writing. |
| ET 271 Wastewater Treat Plant Ops II | Students will be able to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. |
| ET 271 Wastewater Treat Plant Ops II | Students will gain an understanding of the best practices of wastewater treatment plant operations. |
| ET 271 Wastewater Treat Plant Ops II | Students will understand the practical aspects of operating and maintaining wastewater treatment plants, emphasizing the use of safe practices and procedures. |
| ET 272 Advanced Wastewater Treatment | Students will be able to analyze and solve operational problems and to perform mathematical calculations relating to wastewater treatment process control. |
| ET 272 Advanced Wastewater Treatment | Students will be able to analyze and solve operational problems of actual operating procedures of wastewater treatment plants. |
| ET 272 Advanced Wastewater Treatment | Students will be able to operate and maintain treatment plant instrumentation equipment and systems. |
| ET 272 Advanced Wastewater Treatment | Students will understand the use of safe practices and procedures of operating and maintaining wastewater treatment plants. |
| ET 273 Stormwater Mgmt. | Students shall perform auditing for compliance of local, state and federal regulations and laws regarding stormwater management. |

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| ET 273 Stormwater Mgmt. | Students will analyze stormwater chemistry, water treatment, industrial treatment systems, laboratory results, and how to apply the data to achieve reductions of contaminated industrial sites. |
| ET 273 Stormwater Mgmt. | Students will be able to understand stormwater plans, stormwater treatment systems, laboratory testing, and the collection of stormwater samples. |
| ET 273 Stormwater Mgmt. | Students will gain a practical working knowledge of the skills necessary to manage stormwater activities at industrial sites. |
| ET 274 Industrial Waste Water Treat. | Students shall perform auditing for compliance of local, state and federal regulations and laws regarding of industrial waste water treatment plants. |
| ET 274 Industrial Waste Water Treat. | Students will be able to discuss and demonstrate the operation and maintenance of flow measure equipment, preliminary treatment processes, physical-chemical treatment processes, pressure and gravity filters, physical treatment processes, treatment of metal waste streams, and safety procedures. |
| ET 274 Industrial Waste Water Treat. | Students will gain a practical knowledge of the operation and maintenance of industrial waste water treatment plants. |
| ET 274 Industrial Waste Water Treat. | Students will understand the role of the industrial waste water treatment operator, types of industrial waste streams, industrial waste water regulations, sources of wastes and methods for preventing and minimizing wastes at the source. |
| ET 275 Water Treatment | Students will be able to discuss and demonstrate the sources of water, reservoir management and intake structures, coagulation and flocculation, sedimentation and filtration, disinfection and corrosion control, and taste and odor control. |
| ET 275 Water Treatment | Students will gain a practical knowledge of the operation and maintenance of water treatment plants. |
| ET 275 Water Treatment | Students will gain and understanding of the operating procedures of water treatment plants, records and reports, plant maintenance, safety and security, emergency procedures, handling complaints, and energy conservation. |
| ET 275 Water Treatment | Students will understand the responsibilities of the water treatment plant operator. |
| ET 276 Water Distribution | Students will be able to analyze and solve problems associated with operating a water distribution system. |
| ET 276 Water Distribution | Students will be able to discuss and demonstrate the procedures for operating and maintaining clear wells and storage tanks, characteristics of distribution system facilities, operating and maintaining distribution systems, maintaining water quality, disinfecting water systems, and techniques for recognizing hazards and developing safe procedures and programs. |
| ET 276 Water Distribution | Students will gain and understanding of the practical aspects of operating and maintaining water distribution systems. |
| ET 276 Water Distribution | Students will understand the roles and duties of water distribution system operators. |
| ET 280 Green Bldg Design Principles | Students will demonstrate an understanding of the fundamental concepts of green building design. |
| ET 280 Green Bldg Design Principles | Students will design simple energy saving techniques for green buildings. Designs will adhere to and be evaluated based on accepted standards of industry. |
| ET 280 Green Bldg Design Principles | Students will have the knowledge to pass the specific industry safety exam. |
| ET 280 Green Bldg Design Principles | Students will identify and discuss the technical, professional and social responsibilities of green building design. |
| ET 290 CWE Internship ET | Student will complete all tasks as determined by student and faculty member for their CWE/internship. |
| ET 299 Directed Study: Env Tech | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| EUT 110 Electrical Utility Tech I | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 110 Electrical Utility Tech I | Students will be able to explain the fundamentals of electron flow theory and magnetism in regards to power generation. |
| EUT 110 Electrical Utility Tech I | Students will be able to explain the fundamentals of the power distribution and line construction industry. |
| EUT 110 Electrical Utility Tech I | Students will be able to perform network analysis for power generation circuits. |

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| EUT 112 Electrical Utility Tech II | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 112 Electrical Utility Tech II | Students will be able to build and test basic electrical circuits. |
| EUT 112 Electrical Utility Tech II | Students will be able to explain the applications of Ohm's Law, Kirchhoff's Law, and electromagnetic induction. |
| EUT 112 Electrical Utility Tech II | Students will be able to explain the fundamentals methods of producing A.C. and D.C. electricity. |
| EUT 114 Electrical Utility Tech III | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 114 Electrical Utility Tech III | Students will be able to explain the fundamentals of A.C. and D.C. motors and generators. |
| EUT 114 Electrical Utility Tech III | Students will be able to explain underground and overhead power distribution construction. |
| EUT 114 Electrical Utility Tech III | Students will be able to read and interpret electrical schematics . |
| EUT 116 Electrical Utility Tech IV | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 116 Electrical Utility Tech IV | Students in the electronics program will be able to perform network analysis on power line circuits. |
| EUT 116 Electrical Utility Tech IV | Students will be able to explain the applications of safety orders for power line construction and maintenance, transmission and distribution systems. |
| EUT 116 Electrical Utility Tech IV | Students will be able to explain the fundamentals of conductors and electrical systems faults. |
| EUT 118 Electrical Utility Tech V | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 118 Electrical Utility Tech V | Students will be able to explain the applications and the use of electrical measuring instruments. |
| EUT 118 Electrical Utility Tech V | Students will be able to explain the fundamentals of power line system groundings |
| EUT 118 Electrical Utility Tech V | Students will be able to perform the installation of an electrical power transformer. |
| EUT 120 Utility Pole Climb Tech | Students in the applied electrical program will have the knowledge to pass the specific industry safety exam. |
| EUT 120 Utility Pole Climb Tech | Students will be able to explain the applications of gaffs and extension ladders to ascend and descend utility poles. . |
| EUT 120 Utility Pole Climb Tech | Students will be able to explain the fundamentals of the power distribution and line construction industry. |
| EUT 120 Utility Pole Climb Tech | Students will be able to safely climb a utility pole utilizing the latest OSHA approved fall resistant requirements. |
| FABR 040 Intro to Fabrication | Students will be able to identify and demonstrate the safe operation of welding and fabrication equipment per industry standards. |
| FABR 040 Intro to Fabrication | Students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment per industry standards. |
| FABR 040 Intro to Fabrication | Students will have the knowledge to pass the specific industry safety exam. |
| FABR 040 Intro to Fabrication | Upon successful completion of this course, students will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| FABR 045 Interm Fabrication Processes | Students will be able to identify, describe, and demonstrate safe operation of various welding and fabrication operations per industry standards. |
| FABR 045 Interm Fabrication Processes | Students will have the knowledge to pass the specific industry safety exam. |
| FABR 045 Interm Fabrication Processes | Upon successful completion of this course, students will be able to identify, comprehend, and read welding symbols and a basic blueprint per industry standards. |
| FABR 045 Interm Fabrication Processes | Upon successful completion of this course, students will demonstrate proper use of hand and power tools, welding and fabrication and other related equipment per Industry Standards. |
| FAC 043 Advanced Fire Course | Given a real-life problem, students will effectively analyze current advancements in emergency services. |

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| FAC 051 Fire Instructor II (formerly FAC 4345) | Given an emergency services topic, students will create a lesson plan. |
| FAC 054 Fire Invest IA: Basic Fire Invest (formerly FAC 4348) | Given a real-life problem, students will appropriately utilize fire investigation techniques and protocols for fire investigations. |
| FAC 055 Fire Invest 1B: Evid and Doc (formerly FAC 4315) | Given a real-life problem, students will appropriately utilize the scientific method of fire scene investigation. |
| FAC 118 Firefighter I, Basic Academy | Given a variety of fire service tools and equipment, students will correctly identify their parts and demonstrate their use. |
| FAC 118 Firefighter I, Basic Academy | Given a variety of fire situations, students will effectively analyze and mitigate the problem. |
| FAC 118 Firefighter I, Basic Academy | In a wildland setting, students will correctly identify dangerous situations presented by fuels, weather and topography. |
| FAC 118 Firefighter I, Basic Academy | Presented with a hazardous materials release, students will demonstrate effective safety measures, isolation procedures and notification techniques (SIN). |
| FAC 120 Firefighter I / EMT | Given a cognitive final exam, students will demonstrate proficiency in emergencies that include airway, cardiology, medical, trauma, childbirth, pediatrics, and operations. |
| FAC 120 Firefighter I / EMT | Given a cognitive foundational concepts exam, students will correctly identify the eleven body systems. |
| FAC 120 Firefighter I / EMT | Given a medical assessment scenario, students will distinguish the need for BLS and ALS treatment. |
| FAC 120 Firefighter I / EMT | Given a trauma assessment scenario, students will distinguish the need for BLS and ALS treatment. |
| FAC 120 Firefighter I / EMT | Given a variety of EMS tools and equipment, students will correctly identify their parts and demonstrate their use. |
| FAC 120 Firefighter I / EMT | Given a variety of fire service tools and equipment, students will correctly identify their parts and demonstrate their use. |
| FAC 120 Firefighter I / EMT | Given a variety of fire situations, students will effectively analyze and mitigate the problem. |
| FAC 120 Firefighter I / EMT | In a wildland setting, students will correctly identify dangerous situations presented by fuels, weather and topography. |
| FAC 120 Firefighter I / EMT | Presented with a hazardous materials release, students will demonstrate effective safety measures, isolation procedures and notification techniques (SIN). |
| FAC 4305 Hazardous Material ID | Given a cognitive exam, students will correctly identify the nine DOT hazard classifications. |
| FAC 4310 Management Orientation | Given a fire department organizational chart, students will distinguish between supervision and management. |
| FAC 4326 Paramedic Support Operations | Presented with a real-life problem, students will explain how they can assist a paramedic team with patient assessment and treatment. |
| FAC 4327 Fire Fighting Ops, Structures | Given a real-life fire problem, students will appropriately utilize fire fighting tactics and strategies. |
| FAC 4328 Fire Fighting Ops, Mobile Unit | Given a real-life fire problem involving mobile units, students will appropriately utilize fire fighting tactics and strategies. |
| FAC 4329 Fire Fighting Ops, Haz Mat | Given a real-life fire problem involving hazardous materials, students will appropriately utilize fire fighting tactics and strategies. |
| FAC 4330 Driving Techniques and Cert. | Given a driving rodeo, students will demonstrate proper operation of an emergency vehicle in compliance with state and local laws. |
| FAC 4331 Pumping Techniques and Cert. | Given a hose lay, students will demonstrate correct pump operation to produce an effective fire stream. |
| FAC 4335 Special Equipment Familiar | Provided with current and emerging technology, students will effectively analyze the use of this technology in the fire service. |
| FAC 4344 Fire Instructor 1A | Given an emergency services lesson plan, students will effectively adapt the lesson to meet current needs. |
| FAC 4346 Fire Prevention 1A | Given a cognitive exam, students will identify principles and procedures for fire prevention practices, codes and ordinances. |
| FAC 4347 Fire Prevention 1B | Given a cognitive exam, students will identify principles and procedures for fire prevention practices, codes and ordinances. |

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| FAC 4349 Fire Command 1A | Given a real-life scenario, students will demonstrate communication skills appropriate for reporting on conditions and managing resources at a structure fire. |
| FAC 4350 Fire Command 1B | Given a real-life scenario, students will demonstrate communication skills appropriate for reporting on conditions and managing resources at a structure fire. |
| FAC 4351 Fire Management I | Given a fire department organizational chart, students will distinguish between supervision and management. |
| FAC 4353 Auto External Defibrillator | Provided with a real-life problem, students will explain the proper steps of CPR in conjunction with the use of an AED. |
| FAC 4361 Fire Command 1C I-Zone | Given a real-life scenario, students will demonstrate communication skills appropriate for reporting on conditions and managing resources at a wildland fire. |
| FAC 4362 Incident Command Sys (ICS)200 | Given an ICS chart, students will identify the four general staff positions (FLOP). |
| FIN 101 Intro Financial Planning | Develop a personal balance sheet and cash flow statement, and create and implement a budget. |
| FIN 101 Intro Financial Planning | Students will be able to analyze the process for making personal financial decisions and develop personal financial goals. |
| FIN 101 Intro Financial Planning | Students will be able to identify the difference types of investment options available to the investors. |
| FIN 101 Intro Financial Planning | Students will use and apply time value of money concepts to properly analyze investments with different cash flows. |
| FIN 101 Intro Financial Planning | They will also be able to explain how to analyze current assets and liabilities for retirement. |
| FIN 102 Fundamentals of Financial Management and Investment | Analyze the concept of the Time Value of Money and recognize the critical role it plays in the investing process. |
| FIN 102 Fundamentals of Financial Management and Investment | Analyze the impact that existing tax policy has on investment decisions. |
| FIN 102 Fundamentals of Financial Management and Investment | Compare and contrast the various financial security markets. |
| FIN 102 Fundamentals of Financial Management and Investment | Describe the various tools of investing that are used to determine the appropriateness of any investment. |
| FIN 102 Fundamentals of Financial Management and Investment | Distinguish and interpret the risk that is inherent in any investment, especially as it relates to the "risk versus reward" model of modern portfolio theory. |
| FIN 102 Fundamentals of Financial Management and Investment | Identify the different types of investment options available to investors. |
| FIN 102 Fundamentals of Financial Management and Investment | Utilize investment research programs to analyze and complete investment decisions for a variety of client scenarios. |
| FR 101 French I | Given oral/written questions and/or reading selections, students will demonstrate productive and receptive skills in the target language |
| FR 101 French I | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. |
| FR 101 French I | Students will demonstrate knowledge of cultural practices and products in the target language. |
| FR 102 French II | Given oral questions, written prompts, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| FR 102 French II | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| FR 102 French II | Students will demonstrate knowledge of cultural practices and products in the target language. |
| FR 201 French III | Given oral questions, written prompts, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| FR 201 French III | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| FR 201 French III | Students will demonstrate knowledge of cultural practices and products in the target language. |

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| FR 202 French IV | Given oral questions, written prompts, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| FR 202 French IV | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| FR 202 French IV | Students will demonstrate knowledge of cultural practices and products in the target language. |
| FR 299 Directed Study: French | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| FTEC 044 Phys Fit & Ability for the FF | In a 5-minute oral presentation, students will explain a topic related to fitness, nutrition or wellness. |
| FTEC 044 Phys Fit & Ability for the FF | While participating in the Biddle Exam, students will demonstrate proficiency by completing all events within the maximum time allowed. |
| FTEC 044 Phys Fit & Ability for the FF | While participating in the Pack Test, students will demonstrate proficiency by completing the event within the maximum time allowed. |
| FTEC 045 FF Entrance Exam Techniques | Given a sample background investigation packet, students will demonstrate how to correctly answer all questions contained within. |
| FTEC 045 FF Entrance Exam Techniques | In a simulated job interview, students will demonstrate how to communicate answers regarding their education, training and experience. |
| FTEC 045 FF Entrance Exam Techniques | Provided with a real-life interpersonal problem, students will explain how the approach they would choose to solve the problem. |
| FTEC 101 Fire Protection Organization | Given a cognitive exam, students will correctly identify the minimum qualifications required to be hired as a firefighter. |
| FTEC 101 Fire Protection Organization | In as research topic, students will correctly identify key factors within fire service culture and diversity. |
| FTEC 101 Fire Protection Organization | Provided with a written assignment, students will correctly identify and describe the various elements of the firefighter hiring process. |
| FTEC 102 Princ. of Fire & Emergency | Given a real-life fire scenario, students will be able to identify and mitigate safety hazards for fire fighters. |
| FTEC 102 Princ. of Fire & Emergency | In a cognitive exam, students will correctly demonstrate knowledge of the laws, regulations, codes, and standards that influence fire department operations and firefighter safety. |
| FTEC 102 Princ. of Fire & Emergency | In a written assignment, students will correctly identify and define the elements of the personal protective equipment (PPE) that firefighters wear. |
| FTEC 103 Fire Behavior and Combustion | Given a cognitive exam, students will correctly identify the methods of heat transfer. |
| FTEC 103 Fire Behavior and Combustion | Given a cognitive exam, students will correctly identify, define and analyze the causes of fire. |
| FTEC 103 Fire Behavior and Combustion | In a written assignment, students will distinguish between different stages of a fire and how fire develops. |
| FTEC 103 Fire Behavior and Combustion | Provided with a real-life problem, students will correctly identify the class of fire and select the appropriate extinguishing agent used during extinguishment. |
| FTEC 104 Fire Prevention Technology | Given a written assignment, students will correctly identify how codes apply differently to new and existing structures. |
| FTEC 104 Fire Prevention Technology | Given a written assignment, students will correctly identify the fire inspectors' role in the fire prevention enforcement process. |
| FTEC 104 Fire Prevention Technology | Given a written assignment, students will demonstrate knowledge of the laws, regulations, codes, and standards that influence fire prevention. |
| FTEC 104 Fire Prevention Technology | Presented with a research topic, students will correctly identify the code and standards development and adoption process. |
| FTEC 105 Bldg Constr for Fire Protect | In a written assignment, students will correctly identify common building construction types found in the building and fire codes. |
| FTEC 105 Bldg Constr for Fire Protect | In a written assignment, students will correctly identify common occupancy classifications found in the building and fire codes. |
| FTEC 105 Bldg Constr for Fire Protect | Presented with a structural collapse scenario, students will correctly identify and discuss measures to be taken by firefighters to mitigate safety hazards associated with common building construction types. |

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| FTEC 106 Fire Protect Sys & Equip | In a written assignment, students will correctly identify the different types of fire alarm devices, their components and how they operate. |
| FTEC 106 Fire Protect Sys & Equip | In a written assignment, students will correctly identify the different types of fire detection devices. |
| FTEC 106 Fire Protect Sys & Equip | In a written assignment, students will correctly identify the different types of fire sprinkler suppression systems. |
| FTEC 106 Fire Protect Sys & Equip | In a written assignment, students will correctly identify the different types of fire suppression systems. |
| FTEC 107 Hazardous Materials I | Given a list of hazards, students will explain which are associated with hazardous materials. |
| FTEC 107 Hazardous Materials I | Provided with a NFPA 704 placard, students will correctly identify the hazards and their severity as noted on the placard. |
| FTEC 107 Hazardous Materials I | Provided with a United Nations (UN) number, students will correctly identify the associated hazard. |
| FTEC 108 Hazardous Materials II | Given a real-life problem, students will correctly identify the types of hazardous materials that could be used for a terrorism event. |
| FTEC 108 Hazardous Materials II | Given a UN number of a hazardous materials, students will correctly identify initial response requirements and safety precautions. |
| FTEC 108 Hazardous Materials II | Provided with UN number, students will correctly identify the product name and any special handling requirements. |
| FTEC 109 Fire Fighting Tactics & Stratg | Given a real-life scenario of a firefighter mayday call, students will identify G.R.A.B.L.I.V.E.S. |
| FTEC 109 Fire Fighting Tactics & Stratg | Given a wildland fire problem, students will create an incident action plan. |
| FTEC 109 Fire Fighting Tactics & Stratg | Presented with a simulated structure fire incident, students will successfully determine a risk profile. |
| FTEC 110 Rescue Practices | Given a real-life problem, students will correctly identify situations that require rescue practices and mitigation measures. |
| FTEC 110 Rescue Practices | In a cognitive final exam, students will correctly identify fire department operations in the areas of emergency medical services, hazardous material operations, vehicle extrication, and other fire department rescue practices. |
| FTEC 110 Rescue Practices | Presented with a group of fire department tools, students will correctly identify each tool by name and explain what it is used for. |
| FTEC 111 Fire Hydraulics | Given a hose lay, students will demonstrate proper procedures in supplying correct pump pressure to various types of fire suppression systems. |
| FTEC 111 Fire Hydraulics | Given a real-life scenario, students will demonstrate how to calculate and apply mathematic formulas to fire apparatus pumping operations. |
| FTEC 111 Fire Hydraulics | Presented with a written assignment, students will explain fire apparatus used in fire suppression along with maintenance of the apparatus and its equipment. |
| FTEC 112 Fire Apparatus and Equipment | Given a written exercise, students will correctly identify and describe the apparatus used in the fire service, maintenance and operation of its equipment. |
| FTEC 112 Fire Apparatus and Equipment | Presented with an example of aerial fire apparatus, students will explain the type of apparatus along with its ladder and load capabilities. |
| FTEC 112 Fire Apparatus and Equipment | Provided with a checklist, students will explain the care and maintenance of fire apparatus and equipment. |
| FTEC 114 Fire Investigation | Given a cognitive exam, students will demonstrate thorough knowledge of the standards for fire investigators in accordance with NFPA 1033. |
| FTEC 114 Fire Investigation | Given a real-life fire scene, students will demonstrate a systematic scene investigation in accordance with NFPA 921. |
| FTEC 114 Fire Investigation | While participating in a role-playing exercise, students will demonstrate interviewing tactics in accordance with state and federal laws. |
| FTEC 117 Fire Svc Mgmt, Safety & Wellns | Given a research topic, students will explain the foundations necessary to be a successful fire service leader. |
| FTEC 117 Fire Svc Mgmt, Safety & Wellns | Presented with a written assignment, students will distinguish between management, supervision, and leadership. |
| FTEC 117 Fire Svc Mgmt, Safety & Wellns | Presented with national fire service standards, students will effectively analyze practices addressing prevention, intervention, and post-crisis strategies. |
| FTEC 150 Truck Company Operations | Presented with a vehicle that suffered major damage, students will appropriately utilize cutting, spreading, and prying equipment. |

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| FTEC 150 Truck Company Operations | Provided with a sample of truck company tools, students will correctly identify and discuss the use of each tool. |
| FTEC 150 Truck Company Operations | While participating in a real-life problem, students will effectively analyze fire ground operations associated with truck company tactics and strategies. |
| FTEC 290 CWE/Internship for Fire Tech | As participants in a cooperative work experience/internship, students will successfully manage and complete all internship tasks as agreed upon with a faculty member. |
| FTEC 299 Directed Study: Fire Tech | As participants in a cooperative work experience/internship, students will successfully design and fulfill all internship projects agreed upon with a faculty member. |
| FYS 101 Beyond Words: Vis & Perf Arts | Student will be able to explain how the visual and performing arts communicate meaning visually and aurally. |
| FYS 101 Beyond Words: Vis & Perf Arts | Students will be able to differentiate between form and content, as well as form and function in artistic works. |
| FYS 101 Beyond Words: Vis & Perf Arts | Students will be able to express an understanding of the roles and functions of art in society. |
| FYS 101 Beyond Words: Vis & Perf Arts | Students will be able to identify careers in the visual and performing arts including dance, design, film, music, theater, and visual art. |
| FYS 101 Beyond Words: Vis & Perf Arts | Students will design, develop, and execute a project, in collaboration or individually, using one or more of the art forms studied in this course. |
| FYS 101 Beyond Words: Vis & Perf Arts | Students will develop an awareness of the power of the visual and performing arts to influence an audience in various social and historical contexts. |
| FYS 102 Business and Tech | Students are able to demonstrate the ability to collaborate as part of a team. |
| FYS 102 Business and Tech | Students are able to demonstrate the ability to perform adequate research for the purpose of gathering supporting data for a business plan. |
| FYS 102 Business and Tech | Students are able to design, develop, and execute a project, in collaboration or individually, involving one or more of the fields of business studied in this course. |
| FYS 102 Business and Tech | Students are able to express an understanding of the roles and functions of business in society. |
| FYS 102 Business and Tech | Students are able to identify careers within the various fields of business to include management, marketing, finance, accounting, information technology, logistics, and human resources. |
| FYS 102 Business and Tech | Students are able to recognize and understand the importance of ethics and social responsibility in business. |
| FYS 102 Business and Tech | Students are able to understand and use basic terminology of business practices. |
| FYS 103 Science in Society | Students are able to design, develop, and execute a project, in collaboration or individually, involving one or more of the fields of science studied in this course. |
| FYS 103 Science in Society | Students are able to identify careers that are dependent upon an understanding of science and its processes. |
| FYS 103 Science in Society | Students can collect, read, analyze, synthesize, and evaluate their research. |
| FYS 103 Science in Society | Students will properly use scientific language and be able to identify its proper use. |
| FYS 103 Science in Society | Students will understand the effects of science on our communities. |
| FYS 103 Science in Society | Students will understand the intent and steps of the scientific method. |
| FYS 104 Understanding the SELFie | Students will analyze human behavior, problems, or situations from social science and cross-cultural perspectives. |
| FYS 104 Understanding the SELFie | Students will articulate the nature of the individual and the relationship between the self and the community. |
| FYS 104 Understanding the SELFie | Students will demonstrate an understanding of major ideas, values, beliefs, and experiences that have shaped human history and cultures. |
| FYS 104 Understanding the SELFie | Students will demonstrate the ability to communicate with peers based on analytically assessed evidence. |
| FYS 104 Understanding the SELFie | Students will demonstrate the ability to describe, in written form, their arguments clearly. |
| FYS 104 Understanding the SELFie | Students will demonstrate the range of methods by which the social sciences study individuals, cultures, and societies. |
| FYS 104 Understanding the SELFie | Students will evaluate both primary and secondary sources. |
| FYS 104 Understanding the SELFie | Students will utilize critical thinking when reading source material. |

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| FYS 105 Voices, Ideas, Power of Lang | Collaborate with others toward a common goal while exploring the course theme, as evidenced through participation in student-led seminar discussions, group projects, field trips, and interdisciplinary events. |
| FYS 105 Voices, Ideas, Power of Lang | Cultivate original ideas and voices when responding to materials related to the course theme. |
| FYS 105 Voices, Ideas, Power of Lang | Demonstrate proficiency in various means and forms of oral communication, such as interviews, oral reports, speeches, storytelling, group discussions, radio and video presentations, etc. |
| FYS 105 Voices, Ideas, Power of Lang | Demonstrate proficiency in various means and forms of written communication, such as essays, creative works, ethnographic reports, stories, studies, scripts, etc. |
| FYS 105 Voices, Ideas, Power of Lang | Demonstrate the ability to think critically and creatively, as evidenced through class discussions, individual and group projects, problem solving, etc. |
| FYS 105 Voices, Ideas, Power of Lang | Formulate research questions and practical solutions to research problems, as evidenced through library research, field research, "thick" descriptions, media presentations, etc. |
| FYS 105 Voices, Ideas, Power of Lang | Identify pathways to future careers in fields demanding strong skills in written and oral communication, research, and critical thinking. |
| GDSN 110 History of Graphic Design | Analyze the formal elements of Graphic Design works through history. |
| GDSN 110 History of Graphic Design | Apply skillful usage of relevant Graphic Design historical vocabulary. |
| GDSN 110 History of Graphic Design | Demonstrate knowledge of media, materials, and techniques applied in artistic graphic design production. |
| GDSN 110 History of Graphic Design | Explain how works of Graphic Design relate to social, historical, religious, political, and economic contexts. |
| GDSN 110 History of Graphic Design | Recognize representative examples of Graphic Design and communication art from the Industrial Revolution era to the Digital Age |
| GDSN 110 History of Graphic Design | Relate stylistic graphic design trends to specific dates, periods, cultures, and artists. |
| GDSN 150 Typography | Apply a fundamental understanding of basic typography (fonts, leading, kerning and tracking etc.). |
| GDSN 150 Typography | Demonstrate a general understanding of the evolution of typography and through critical thinking and analysis. In addition, be able to discuss typography as an important social and cultural form which helps students learn to develop a dialog creating clearer interpretations of type and its role in human history, communication, design and art. |
| GDSN 150 Typography | Demonstrate understanding of the historical classifications of type. Learn to develop a dialog creating clearer interpretations of type and its role in human communication, design and art. |
| GDSN 150 Typography | Develop fundamental typographic design solutions. Typographic design solutions which seek to attract, inform, educate, inspire and create retaining impressions and/or modify human actions and behavior. |
| GDSN 150 Typography | Evaluate the appropriate fonts and usage of typography for headlines, subheads and body copy. |
| GDSN 150 Typography | Exhibit a fundamental understanding of the principles and elements of design as they apply to typography. |
| GDSN 150 Typography | Understand traditional hand-rendered, mechanical and digital type-setting methods. |
| GDSN 151 Typographic Design | Students will be able to apply an understanding of intermediate typography to typographic design solutions (fonts, leading, kerning and tracking). |
| GDSN 151 Typographic Design | Students will be able to comprehend an intermediate understanding of the Principles and Elements of Typographic Design. |
| GDSN 151 Typographic Design | Students will be able to demonstrate the ability to design with body copy type. |
| GDSN 151 Typographic Design | Students will be able to demonstrate the ability to design with display type. |
| GDSN 151 Typographic Design | Students will be able to develop intermediate typographic design solutions. |
| GDSN 151 Typographic Design | Students will be able to evaluate the appropriate fonts and usage of typography for use in typographic designs (for headlines, subheads and body copy.) |
| GDSN 162 Introduction to Web Design | Students will be able to apply and integrate the Principles and Elements of Design into the design and creation of a basic website. |

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| GDSN 162 Introduction to Web Design | Students will be able to apply and integrate user experience (UX) with the design and creation of a basic website (technical and communication skills.) |
| GDSN 162 Introduction to Web Design | Students will be able to apply technology through the creation and optimization of images optimized for electronic delivery. |
| GDSN 162 Introduction to Web Design | Students will be able to apply the ability to research and execute basic website design principles. |
| GDSN 162 Introduction to Web Design | Students will be able to create a rationale for developing a functional and coherent website. |
| GDSN 162 Introduction to Web Design | Students will be able to use industry knowledge when discussing print vs. web design. |
| GDSN 163 Intermed. Web Design | Students will be able to apply and integrate intermediate technical and communication skills with the design and creation of a fully-functioning website. |
| GDSN 163 Intermed. Web Design | Students will be able to apply technology through the deeper deployment of code based and aesthetic based design elements (for electronic delivery.) |
| GDSN 163 Intermed. Web Design | Students will be able to apply the ability to research and execute intermediate website design principles. |
| GDSN 163 Intermed. Web Design | Students will be able to use intermediate level industry knowledge and vocabulary & the business practices associated with design for a digital medium (when discussing print vs. web design (vs. graphic design)). |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to comprehend a fundamental understanding of the Principles and Elements of Design. |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to create Graphic Design imagery with digitally generated vector based imagery and use a vector design software program |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to mount and present finished design work to an audience. |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to research, conceptualize, render and create a basic vector based design solution. |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to use collegiate level writing skills through written rationales explaining their design choices. |
| GDSN 164 Digital Illustrator (Illus) | Students will be able to use fundamental tools and menus within a vector based design software program. |
| GDSN 165 Branding & Identity Design | Students will be able to comprehend, understand and apply the Principles and Elements of Design (as they relate to Branding and Identity Design.) |
| GDSN 165 Branding & Identity Design | Students will be able to mount and present finished Branding and Identity Design work to an audience. |
| GDSN 165 Branding & Identity Design | Students will be able to research, conceptualize and render a Branding and Identity design solution for a client. |
| GDSN 165 Branding & Identity Design | Students will be able to use collegiate level writing skills through written rationales explaining their Brand and Identity Design choices. |
| GDSN 165 Branding & Identity Design | Students will be able to use intermediate tools and menus within a vector based design software program to create Branding and Identity Design. |
| GDSN 165 Branding & Identity Design | Students will be able to work with digitally generated vector based imagery and use a vector design software program (to create Branding and Identity Design solutions.) |
| GDSN 172 Publication Design (InDesign) | Students will be able to comprehend a fundamental understanding of the Principles and Elements of Design. |
| GDSN 172 Publication Design (InDesign) | Students will be able to mount and present finished design work to an audience. |
| GDSN 172 Publication Design (InDesign) | Students will be able to research, conceptualize and render a single and multiple page layout design solution. |
| GDSN 172 Publication Design (InDesign) | Students will be able to use collegiate level writing skills through written rationales explaining their design choices. |
| GDSN 172 Publication Design (InDesign) | Students will be able to use fundamental tools and menus within a publication design software program. |
| GDSN 172 Publication Design (InDesign) | Students will be able to work with digitally generated vector, raster and bitmapped based imagery and create single & multiple page layouts (using publication design software programs.) |
| GDSN 174 Packaging Design | Students will be able to develop an understanding of how packaging design is created through typography, balance, color, & other attributes. |

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| GDSN 174 Packaging Design | Students will be able to develop an understanding of methods for presenting packaging designs to a client. |
| GDSN 174 Packaging Design | Students will be able to identify the key elements of a packaging composition including placement, product, and audience. |
| GDSN 174 Packaging Design | Students will be able to identify the production, design, and budgetary differences between mass and prestige packaging designs. |
| GDSN 174 Packaging Design | Students will be able to use advanced tools and menus within a publication design software program to produce packaging design solutions. |
| GDSN 174 Packaging Design | Students will develop an understanding of the ways in which marketing research, target audiences, & user profiles affect the process (of packaging design.) |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to comprehend a fundamental understanding of the Principles and Elements of Design. |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to create graphic design imagery with photographs and digitally generated raster and bitmapped based imagery and use a raster and bitmap design software program. |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to mount and present finished design work to an audience. |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to research, conceptualize, render and create a basic photo, raster and bitmapped based design solution. |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to use collegiate level writing skills through written rationales explaining their design choices. |
| GDSN 178 Digital Imaging (Photoshop) | Students will be able to use fundamental tools and menus within a raster and bitmapped based design software program. |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to comprehend an advanced understanding of the Principles and Elements of Design. |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to create advanced graphic design imagery with photographs and digitally generated raster and bitmapped based imagery (and use a raster and bitmap design software program.) |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to mount and present finished design work to an audience. |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to research, conceptualize, render and create advanced photo, raster and bitmapped based design solutions. |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to use advanced tools and within a raster and bitmapped based design software program. |
| GDSN 179 Adv Dig Imaging (Photoshop) | Students will be able to use collegiate level writing skills through written rationales explaining their design choices. |
| GDSN 290 Cooperative Work Experience/Internship for Graphic Design Related Fields | Analyze and discuss graphic design practices using appropriate tools, manuals and other reference materials |
| GDSN 290 Cooperative Work Experience/Internship for Graphic Design Related Fields | Apply knowledge related to the topics and fields of graphic design to real applications |
| GDSN 290 Cooperative Work Experience/Internship for Graphic Design Related Fields | Apply skills learned in the classroom to actual work environment. |
| GDSN 290 Cooperative Work Experience/Internship for Graphic Design Related Fields | Carry out job responsibilities of a professional graphic designer |
| GDSN 290 Cooperative Work Experience/Internship for Graphic Design Related Fields | Follow employment policies. |
| GDSN 299 D.S. Graphic Design | Students will be able to conduct the directed graphic design study project (by means of literature research, field or laboratory work or by other means mutually agreed upon in the student-faculty contract as appropriate for the discipline.) |
| GDSN 299 D.S. Graphic Design | Students will be able to identify key concepts of Graphic Design from assignments, projects and/or research. |
| GDSN 299 D.S. Graphic Design | Students will be able to plan a directed study project in Graphic Design. |
| GDSN 299 D.S. Graphic Design | Students will be able to present the results of the study in a written or oral report or by some other means as determined by the contract. |

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| GEOG 101 Intro to Physical Geography | Given physical and political maps of the major world regions, students will be able to identify major physical and political toponyms. |
| GEOG 101 Intro to Physical Geography | Students will analyze the movement of lithospheric plate boundaries and the landforms that are created at each of the different boundaries. |
| GEOG 101 Intro to Physical Geography | Students will examine the effects of atmospheric pressure on earth's global redistribution of temperature. |
| GEOG 101 Intro to Physical Geography | Students will understand earth's global energy budget and analyze the affect of humankind on global temperature over time. |
| GEOG 101L Intro Physical Geography Lab | Given physical and political maps of the major world regions, students will be able to identify major physical and political toponyms. |
| GEOG 101L Intro Physical Geography Lab | Students will be able to predict the affect of temperature on saturation of the air (as it relates to condensation and evaporation). |
| GEOG 101L Intro Physical Geography Lab | Students will identify and analyze the consequences of the different lithospheric plate boundaries. |
| GEOG 102 Intro to Cultural Geography | Given physical and political maps of the major world regions, students will be able to identify major physical and political toponyms. |
| GEOG 102 Intro to Cultural Geography | Students will analyze the concept of linguistic divergence and convergence and how it relates to all culture. |
| GEOG 102 Intro to Cultural Geography | Students will analyze the positive and negative factors involved in the formation and persistence of ethnic enclaves. |
| GEOG 102 Intro to Cultural Geography | Students will be able to chart the four stages of the demographic transition, understanding the differences between 1st and 3rd world. |
| GEOG 102 Intro to Cultural Geography | Students will understand rural and urban migration streams as they relate to the history of human migration. |
| GEOG 103 World Regional Geography | Given physical and political maps of the major world regions, students will be able to identify major physical and political toponyms. |
| GEOG 103 World Regional Geography | Students will analyze the impacts of colonialism related to settlement and cultural diffusion in the major world regions. |
| GEOG 103 World Regional Geography | Students will analyze the movement of lithospheric plate boundaries and the landforms that are created at each of the different boundaries. Earthquakes, volcanic eruptions and tsunamis will also be considered at these boundaries. |
| GEOG 103 World Regional Geography | Students will recognize and identify the locations of major climate types and its influence on local population. |
| GEOG 299 Directed Study: Geography | Students should be able to research a geography topic and present that research to instructor. |
| GEOG 310 Environmental Geography | Given a specific antipollution regulation, students will be able to justify the need for the regulation and its effects. |
| GEOG 310 Environmental Geography | Student will have an in depth understanding about the relationship between human behavior and it's effect on the non-human ecosystems. |
| GEOG 310 Environmental Geography | Student will have an in depth understanding about the role economics play in regards to the phenomena of environmental degradation, as it relates to global ecosystems. |
| GEOG 310 Environmental Geography | Students will be able to describe the most significant cycles and systems in each of the earth's spheres. |
| GEOG 310 Environmental Geography | Students will be able to formulate hypotheses to explain various environmental issues. |
| GEOL 150 Physical Geology | Be able to recognize the geologic hazards of an area. |
| GEOL 150 Physical Geology | Describe the anatomy of the earth. |
| GEOL 150 Physical Geology | Explain plate tectonics and the evolution of the earth. |
| GEOL 150 Physical Geology | Explain the direct relationship between geology, history, the individual and society and how humans are altering the earth. |
| GEOL 150 Physical Geology | Explain the formation of a wide variety of landscapes. (For example, given photos of Yosemite, you will be able to identify major glacial land forms.) |
| GEOL 150 Physical Geology | Explain the scientific method. |
| GEOL 150 Physical Geology | Students will be able to identify common desert landforms and explain their formation. |
| GEOL 150 Physical Geology | Students will be able to identify the most common rocks and minerals in the earth's crust. |

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| GEOL 151 Physical Geology Laboratory | Given a geologic cross section of a highly folded and faulted landscape, students will be able to explain its history and determine the relative ages of the various rock units. |
| GEOL 151 Physical Geology Laboratory | Given three seismograms from three different stations, for the same earthquakes, students will be able to find the earthquake's epicenter. |
| GEOL 151 Physical Geology Laboratory | Given topographic maps of the desert, students will be able to identify common desert geologic land forms. |
| GEOL 151 Physical Geology Laboratory | Students will be able to identify a wide variety of coastal land forms and features and be able to explain their formation. |
| GEOL 151 Physical Geology Laboratory | Students will be able to identify a wide variety of glacial land forms and features and be able to explain their formation. |
| GEOL 151 Physical Geology Laboratory | Students will be able to identify and describe the rock formations Rio sits on, and how they formed. |
| GEOL 152 Historical Geology | Demonstrate a fundamental understanding of concepts and principles of Historical Geology including: Fossilization Ecology, Evolution and Extinction Plate Tectonics Geologic Time and Dating Methods The Supercontinent Cycle and Paleo-Climature |
| GEOL 152 Historical Geology | Explain formation of and basic properties of fossils, minerals and rocks. |
| GEOL 152 Historical Geology | Explain the tectonic processes that shape the Earth over geologic time. |
| GEOL 152 Historical Geology | Interpret sequences of geologic events. |
| GEOL 152L Historical Geology Lab | Communicate complex course concepts effectively in writing and diagrams. |
| GEOL 152L Historical Geology Lab | Identify representative samples of fossils and rocks. |
| GEOL 152L Historical Geology Lab | Interpret geologic maps, cross sections and stratigraphic columns |
| GEOL 152L Historical Geology Lab | Practically apply concepts and principles of Historical Geology including: Fossilization Ecology, Evolution, Extinction and the Fossil Record Plate Tectonics Geologic Time and Dating Methods The Supercontinent Cycle and Paleoclimate |
| GEOL 152L Historical Geology Lab | Practically apply knowledge of tectonic processes to interpret geologic events |
| GEOL 152L Historical Geology Lab | Practically apply principles of relative dating to interpret sequences of geologic events. |
| GEOL 299 Directed Study: Geology | Students will demonstrate the ability to acquire, read, evaluate, apply and cite scientific literature, and use basic scientific language in written assignments. |
| GEOL 299 Directed Study: Geology | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of geological concepts. |
| GEOL 299 Directed Study: Geology | Students will understand and apply major concepts in general geology. |
| GIS 120 Intro to Geographic Info Sys | Student attends minimum of 75% of class meetings and assignment completion |
| GIS 120 Intro to Geographic Info Sys | Student can use various methods to share intuitive deliverables using industry standards, conventions. |
| GIS 120 Intro to Geographic Info Sys | Student understands the applications of GIS in their respective field of work and or study. |
| GIS 120 Intro to Geographic Info Sys | Student will be able to demonstrate the use of GIS functions with critical thinking skills to solving geospatial problems |
| GIS 120 Intro to Geographic Info Sys | Students need to effectively access the classroom from off campus due to COVID. This is both an outcome necessary today but also post COVID. Students will effectively be able to connect to lab remote desktop to perform lessons required in class. |
| GIS 120 Intro to Geographic Info Sys | Students need to effectively access the classroom from off campus due to COVID. This is both an outcome necessary today but also post COVID. Students will effectively be able to connect to lab remote desktop to perform lessons required in class. Remote Access is proven valuable and must be extended indefinitely to provided easy access to resources from home or work. |
| GIS 120 Intro to Geographic Info Sys | The student can prepare and geocode table of addresses, classify data using qualitative and quantitative data, join tables, digitize and perform spatial selections |
| GIS 130 Applied Geographic Info Sys | Student can explain the importance of drone imagery capture, the regulations, workflow from flight planning, collection and processing. |
| GIS 130 Applied Geographic Info Sys | Student will outline the steps of GPS workflow from development of data dictionary, field data collection, differential correction and imports into GIS (Mobile or Trimble). |
| GIS 130 Applied Geographic Info Sys | Student will participate in 75% of course meetings |

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| GIS 150 Small Unmanned Aircraft Systems Procedures and Regulations | Student will achieve a minimum of 70% passing for the final FAA107 Exam provided by instructor. |
| GIS 150 Small Unmanned Aircraft Systems Procedures and Regulations | Student will have a working knowledge of physical drone operation |
| GIS 150 Small Unmanned Aircraft Systems Procedures and Regulations | Student will provide understanding of applications for commercial drone use |
| GIS 150 Small Unmanned Aircraft Systems Procedures and Regulations | Student will recite the workflow for survey mapping with drone us. |
| GIS 220 GIS Applications | Completes minimum of 75% of course lessons |
| GIS 220 GIS Applications | Student can build weighted model using raster and vector data to analyze a geographic problem |
| GIS 220 GIS Applications | Student can demonstrate their understanding of SQL and spatial queries |
| GIS 220 GIS Applications | Student can import and interpolate sample points into a raster |
| GIS 220 GIS Applications | Student can share (save) and recover lessons either by file or online. |
| GIS 220 GIS Applications | Student generates and provides a new layer with topology and domains |
| GIS 220 GIS Applications | Student generates mobile GPS application for collecting and reporting to GIS. |
| GIS 220 GIS Applications | student georeferences scanned asbuilt to ground control points. |
| GIS 220 GIS Applications | Student participates in the drone capture, import and surface modeling of drone outputs (orthomosaic, DSM, DTM) in GIS |
| GIS 221 Cartography Design and GIS | Student can effectively generate various deliverables including prints, PDF and online interactive maps (URL and web applications) |
| GIS 221 Cartography Design and GIS | Student can share and recover past lesson data |
| GIS 221 Cartography Design and GIS | Student learns cartographic techniques and understand the most basic principles of map design to distinguish well-designed maps from poorly designed layout deliverables. |
| GIS 221 Cartography Design and GIS | Student participates by submitting 75% of course lessons |
| GIS 222 Plan & Facilities Mgt GIS | Effectively perform civil applications with sUAV workflows to generate orthomosaics and surface models to various related applications including monitor |
| GIS 222 Plan & Facilities Mgt GIS | Student can determine volumetric and surface calculations from raster data |
| GIS 222 Plan & Facilities Mgt GIS | Student demonstrates understanding of value of CAD in GIS |
| GIS 222 Plan & Facilities Mgt GIS | Students demonstrates value of coordinate systems. |
| GIS 222 Plan & Facilities Mgt GIS | Students will be able to explain the value and three examples of GIS for Planning and Facilities Management. |
| GIS 230 GIS Environmental Tech | Student collection location of features in the field using GPS / Mobile Apps to inventory features such as trees, poles, fire hydrants, irrigation valves etc |
| GIS 230 GIS Environmental Tech | Student participates in minimum of 75% of discussions and lesson submittals |
| GIS 230 GIS Environmental Tech | Student will apply GIS tools learned to analyze suitable locations for siting facilities (ie wind farm). |
| GIS 230 GIS Environmental Tech | Student will effectively research and explain the importance of GIS in the Environmental Field. |
| GIS 230 GIS Environmental Tech | Students will learn 5 chapters for preparation of the FAA 107 sUAV exam. |
| GIS 230 GIS Environmental Tech | Students will perform basic remote sensing methods to determine vegetation types and distribution patterns (introduces other career paths) |
| GIS 230 GIS Environmental Tech | Utilize sUAV to collect GIS data for analysis of landcover and surface modeling. |
| GIS 280 Visual Basic Database Mgt | Generate script using ModelBuilder interface and import into python for edits. |
| GIS 280 Visual Basic Database Mgt | student will be able to effective perform lessons and follow course material, attend course meeting or watch recordings. |
| GIS 280 Visual Basic Database Mgt | student will be able to effective perform lessons and follow course material, attend course meeting or watch recordings. |
| GIS 280 Visual Basic Database Mgt | Student will demonstrate understanding of Python Scripting for GIS and automated operation such as determine the number of damaged homes following a wild land fire. |
| GIS 281 Crime Mapping and Analysis | Demonstrate the effective use of GIS tools and operations essential in crime analysis. |
| GIS 281 Crime Mapping and Analysis | Explain the important relationships between people, location, and time with regards to crime analysis. |
| GIS 290 CWE/Internship GIS | Student performs the job skills they learned in the classroom in a realistic setting. |

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| GIS 290 CWE/Internship GIS | Student will complete all tasks as determined by student, faculty member and workplace manager / contact. |
| GIS 299 D.S. Geographic Info. Systems | Student demonstrates understanding of key concepts from assignments, projects from GIS studies. |
| GIS 299 D.S. Geographic Info. Systems | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| HEFR 040 Insulation IndustryOrientation | Student will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 041 Mechanical Piping Systems | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 042 Boiler Insulation | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 043 Construction Mathematics | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 044 Mechanical Piping Insulation | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 045 Foam & Firestopping Insulation | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 046 Blueprint Reading | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 047 Prefabricated Buildings | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 048 Firestop Applicaitons | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 049 Adv. Life Safety Firestop Appl | Students will complete all tasks determined to meet the needs of Indentured Apprentices with the State of California for the area of study. |
| HEFR 290 CWE/Heat Frost Appren | Students will perform activities and responsibilities of the job to a professional level of performance per the State of California apprentice program. |
| HET 051 Outdoor Power Equip Op & Maint | Students will be able to analyze systems, components, and/or processes to identify, formulate, and solve challenges per industry standards. |
| HET 051 Outdoor Power Equip Op & Maint | Students will have a basic understanding of the basic operation of outdoor power equipment, such as garden tractors, lawn equipment, personal watercraft, portable generators, air compressors, pressure washers and many others that are powered by small displacement internal combustion engines. |
| HET 051 Outdoor Power Equip Op & Maint | Students will have the knowledge to pass the specific industry safety exam. |
| HET 051 Outdoor Power Equip Op & Maint | Students will learn tools and service equipment use and how to safely perform basic repair and maintenance operations. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will complete job sheets specific to this course. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will demonstrate the proper use of hand tools, power tools, diagnostic tools, and service equipment specific to this course. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will pass the final exam with a grade of C or better. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will pass the outdoor power equipment safety test with a grade of A. |
| HET 052 Outdoor Power Equip Eng Repair | Upon successful completion of this course, the students in the Outdoor Power Equipment Program will research applicable service information such as periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 053 Outdoor Power Equip Engines | Students will be able to apply the knowledge and skills of science, math, and technical operations per industry standards. |

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| HET 053 Outdoor Power Equip Engines | Students will be able to explain service procedures and proper repair techniques of fuel, ignition, lubrication and cooling systems. |
| HET 053 Outdoor Power Equip Engines | Students will have a basic understanding of tools and service equipment use and how to safely perform basic repair and maintenance operations. |
| HET 053 Outdoor Power Equip Engines | Students will have the knowledge to pass the specific industry safety exam. |
| HET 101 Intro. to Heavy Equip. Tech. | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 101 Intro. to Heavy Equip. Tech. | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 101 Intro. to Heavy Equip. Tech. | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 101 Intro. to Heavy Equip. Tech. | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 101 Intro. to Heavy Equip. Tech. | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 101 Intro. to Heavy Equip. Tech. | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 106 Heavy Equip Electrical Fund | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 106 Heavy Equip Electrical Fund | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 106 Heavy Equip Electrical Fund | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 106 Heavy Equip Electrical Fund | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 106 Heavy Equip Electrical Fund | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 106 Heavy Equip Electrical Fund | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 107 Heavy Equip Op,Perf,Adjusting | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 107 Heavy Equip Op,Perf,Adjusting | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 107 Heavy Equip Op,Perf,Adjusting | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and safely operate various Heavy Equipment machinery following all OSHA safety rules and regulations. |
| HET 107 Heavy Equip Op,Perf,Adjusting | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 107 Heavy Equip Op,Perf,Adjusting | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools, power tools, and service equipment. |
| HET 121 Introduction to Heavy Equipment Maintenance | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 121 Introduction to Heavy Equipment Maintenance | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |

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| HET 121 Introduction to Heavy Equipment Maintenance | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 121 Introduction to Heavy Equipment Maintenance | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 121 Introduction to Heavy Equipment Maintenance | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 121 Introduction to Heavy Equipment Maintenance | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 122 Intro to Heavy Equipment Electronics and Diagnostics | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 123 Introduction to Heavy Equipment Mobile Hydraulics | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 124 Introduction to Heavy Equipment Powertrains | Given the final exam, students taking it will pass it in accordance with the industry standards. |
| HET 124 Introduction to Heavy Equipment Powertrains | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 124 Introduction to Heavy Equipment Powertrains | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 124 Introduction to Heavy Equipment Powertrains | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 124 Introduction to Heavy Equipment Powertrains | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 124 Introduction to Heavy Equipment Powertrains | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | Given the final exam, students taking it will pass it in accordance with the industry standards. |

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| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | Presented with examples of shop and personal protective safety equipment, students will correctly identify their proper usage. |
| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | Provided with a piece of heavy equipment, the students will correctly identify its periodic maintenance intervals, systems operation, schematics, and troubleshooting charts. |
| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | Provided with job sheets specific to this course, students will correctly complete the required tasks. |
| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | While participating in lab activities, students will correctly complete repair orders to include customer information, equipment information, related service history, customer concern, cause, and correction. |
| HET 125 Introduction to Diesel Engines, Fuel Systems and Emissions | While participating in lab activities, students will correctly select and use the hand tools, power tools, diagnostic tools, and service equipment required to perform the tasks described in the job sheets. |
| HET 140 Heavy Equip Elec Diagnostics | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 140 Heavy Equip Elec Diagnostics | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 140 Heavy Equip Elec Diagnostics | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair various Heavy Equipment electrical systems. |
| HET 140 Heavy Equip Elec Diagnostics | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 140 Heavy Equip Elec Diagnostics | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools, electrical tools, and soldering irons. |
| HET 150 Heavy Equip Fuel Sys and Emis | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 150 Heavy Equip Fuel Sys and Emis | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 150 Heavy Equip Fuel Sys and Emis | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different types of Heavy Equipment diesel fuel injection systems. |
| HET 150 Heavy Equip Fuel Sys and Emis | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 150 Heavy Equip Fuel Sys and Emis | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools, power tools, and diesel fuel systems diagnostic and service equipment. |
| HET 160 Heavy Equipment Diesel Engines | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 160 Heavy Equipment Diesel Engines | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 160 Heavy Equipment Diesel Engines | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different Heavy Equipment diesel engines. |

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| HET 160 Heavy Equipment Diesel Engines | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 160 Heavy Equipment Diesel Engines | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools, power tools, precision measuring tools, and engine service equipment |
| HET 200 Heavy Equip Hydraulic Fund | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 200 Heavy Equip Hydraulic Fund | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 200 Heavy Equip Hydraulic Fund | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services and minor repairs of various Heavy Equipment hydraulic systems. |
| HET 200 Heavy Equip Hydraulic Fund | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 200 Heavy Equip Hydraulic Fund | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools and hydraulic system service tools and equipment, |
| HET 210 Heavy Equip Hydraulic Diag | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 210 Heavy Equip Hydraulic Diag | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 210 Heavy Equip Hydraulic Diag | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different types of Heavy Equipment hydraulic systems. |
| HET 210 Heavy Equip Hydraulic Diag | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 210 Heavy Equip Hydraulic Diag | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools and hydraulic system service tools and equipment, |
| HET 220 Heavy Equipment Powertrains I | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 220 Heavy Equipment Powertrains I | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 220 Heavy Equipment Powertrains I | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different Heavy Equipment mechanical powertrain systems. |
| HET 220 Heavy Equipment Powertrains I | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |

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| HET 220 Heavy Equipment Powertrains I | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools and mechanical powertrain systems service tools and equipment, |
| HET 230 Heavy Equipment Powertrains II | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 230 Heavy Equipment Powertrains II | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 230 Heavy Equipment Powertrains II | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different Heavy Equipment power-shift powertrain systems. |
| HET 230 Heavy Equipment Powertrains II | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 230 Heavy Equipment Powertrains II | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools and power-shift powertrain systems service tools and equipment, |
| HET 240 Heavy Equip Heat, Vent, Air | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete and pass the Heavy Equipment Technology Safety Test. |
| HET 240 Heavy Equip Heat, Vent, Air | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to complete repair orders to include customer information, equipment information, customer concern, related service history, and cause and correction. |
| HET 240 Heavy Equip Heat, Vent, Air | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to identify, describe and perform basic services, and troubleshoot and repair different types of Heavy Equipment Heating, Ventilation and Air Conditioning systems. |
| HET 240 Heavy Equip Heat, Vent, Air | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will be able to research applicable equipment service information, such as service intervals, systems operation, and technical service bulletins. |
| HET 240 Heavy Equip Heat, Vent, Air | Upon successful completion of this course, the students in the Heavy Equipment Technology Program will demonstrate proper use of hand tools, Heating, Ventilation and Air Conditioning testing and troubleshooting tools, and refrigerant and recycling equipment. |
| HET 290 CWE for HET related fields | Students will perform assigned tasks under the supervision of the job-site supervisor. |
| HET 290 CWE for HET related fields | Upon successful completion of this course, the students will fill out the paperwork outlined in the CWE Student Handbook. |
| HET 290 CWE for HET related fields | Upon successful completion of this course, the students will pass the Heavy Equipment Technology Safety Test with a grade of A. |
| HET 299 D.S. Heavy Equip. Technology | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| HET 299 D.S. Heavy Equip. Technology | The students will complete individual projects agreed with the instructor. |
| HET 299 D.S. Heavy Equip. Technology | Upon successful completion of this course, the students will pass the Heavy Equipment Technology Safety Test with a grade of A. |
| HIST 101 Hist of World Civ to 17th Cent | Given a primary or secondary source, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 101 Hist of World Civ to 17th Cent | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |

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| HIST 101 Hist of World Civ to 17th Cent | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 101 Hist of World Civ to 17th Cent | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 101 Hist of World Civ to 17th Cent | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 101 Hist of World Civ to 17th Cent | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 102 Hist Wld Civ, 1500 to Present | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions. |
| HIST 102 Hist Wld Civ, 1500 to Present | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 102 Hist Wld Civ, 1500 to Present | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 102 Hist Wld Civ, 1500 to Present | Students will read and take quiz on The Narrative of the Life of Frederick Douglass and take a quiz about it. |
| HIST 122 History of Mexico | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 122 History of Mexico | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic |
| HIST 122 History of Mexico | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 122 History of Mexico | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 131 Hist of N American Indian | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 131 Hist of N American Indian | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 131 Hist of N American Indian | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 131 Hist of N American Indian | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 131 Hist of N American Indian | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 131 Hist of N American Indian | Students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 143 History of the United States to 1877 | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 143 History of the United States to 1877 | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 143 History of the United States to 1877 | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 143 History of the United States to 1877 | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 143 History of the United States to 1877 | Students will a Research Project with Bibliography, Primary Source Document Report, and Summations. |
| HIST 143 History of the United States to 1877 | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 143 History of the United States to 1877 | Students will better understand Constitution through critically reading of it. |

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| HIST 143 History of the United States to 1877 | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 143 History of the United States to 1877 | Students will gain a deeper understanding of the experience of enslaved Americans through reading Life of Frederick Douglass |
| HIST 143 History of the United States to 1877 | Students will understand influence of Great Awakening by reading Nathan Cole |
| HIST 143H History of the US to 1877 H | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 143H History of the US to 1877 H | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 143H History of the US to 1877 H | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 143H History of the US to 1877 H | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 143H History of the US to 1877 H | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 143H History of the US to 1877 H | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 144 Hist of US Since 1865 | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 144 Hist of US Since 1865 | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 144 Hist of US Since 1865 | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 144 Hist of US Since 1865 | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 144 Hist of US Since 1865 | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 144 Hist of US Since 1865 | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 144H History of the United States Since 1865 | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 144H History of the United States Since 1865 | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 144H History of the United States Since 1865 | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 144H History of the United States Since 1865 | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 144H History of the United States Since 1865 | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 144H History of the United States Since 1865 | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 156 Black American Exp. to 1865 | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 156 Black American Exp. to 1865 | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |

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| HIST 156 Black American Exp. to 1865 | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 156 Black American Exp. to 1865 | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 156 Black American Exp. to 1865 | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 156 Black American Exp. to 1865 | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 157 Black American Exp. Since 1865 | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 157 Black American Exp. Since 1865 | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 157 Black American Exp. Since 1865 | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 157 Black American Exp. Since 1865 | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 157 Black American Exp. Since 1865 | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 157 Black American Exp. Since 1865 | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 158 Amer. Indians & BlackAmericans | Given a primary or secondary source relating to the history of the United States, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 158 Amer. Indians & BlackAmericans | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 158 Amer. Indians & BlackAmericans | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 158 Amer. Indians & BlackAmericans | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 158 Amer. Indians & BlackAmericans | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 158 Amer. Indians & BlackAmericans | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 159 Mexican,Asian Amer. & Women | The student accurately identifies and explains the historical facts of a specific historical period or topic. |
| HIST 159 Mexican,Asian Amer. & Women | The student makes meaningful generalizations supported by accurate and concrete historical evidence. |
| HIST 159H Mexican,Asian Amer. & Women H | The student makes meaningful generalizations supported by accurate and concrete historical evidence. |
| HIST 167 History of California | Given a primary or secondary source, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 167 History of California | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 167 History of California | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 167 History of California | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 167 History of California | Students will accurately identify and explain the historical facts of a specific historical period or topic. |

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| HIST 167 History of California | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 170 Women in American History | Given a primary or secondary source, students will accurately identify the source and then apply appropriate historical methods to explain what the source reveals about its historical context. |
| HIST 170 Women in American History | Given a specific historical subject, students will demonstrate an understanding of the historical significance of the topic. |
| HIST 170 Women in American History | Given a specific historical topic students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 170 Women in American History | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 170 Women in American History | Students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 170 Women in American History | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 299 D.S. History | Given a primary or secondary source, students will accurately identify the source and then analyze and interpret its content and significance to explain what the source reveals about the historical period in which it was written. |
| HIST 299 D.S. History | Given a specific historical topic, students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 299 D.S. History | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 299 D.S. History | Students will demonstrate an understanding of the historical significance of the topic. |
| HIST 299 D.S. History | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 299 D.S. History | Students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HIST 325 Hist. of Science & Technology | Given a primary or secondary source, students will accurately identify the source and then analyze and interpret its content and significance to explain what the source reveals about the historical period in which it was written. |
| HIST 325 Hist. of Science & Technology | Given a specific historical topic, students will accurately identify and explain the historical facts of a specific historical period or topic. |
| HIST 325 Hist. of Science & Technology | Given a specific historical topic, students will analyze the causes and consequences of significant historical events/terms as specified by the instructor. |
| HIST 325 Hist. of Science & Technology | Students will demonstrate an understanding of the historical significance of the topic. |
| HIST 325 Hist. of Science & Technology | Students will describe, compare, and evaluate historical interpretations (secondary sources) of the period studied, judging them for their relative quality, accuracy, and persuasiveness. |
| HIST 325 Hist. of Science & Technology | Students will support generalizations with concrete historical evidence and draw relevant conclusions in a written or oral assignment. |
| HMLD 101 Intro. to Homeland Security | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event |
| HMLD 101 Intro. to Homeland Security | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event |
| HMLD 102 Introduction to Emergency Management | Given a real-life problem, students will correctly identify which legal frameworks affect the emergency management planning cycle. |
| HMLD 102 Introduction to Emergency Management | Given a real-life problem, students will correctly identify which legal frameworks affect the emergency management planning cycle. |
| HMLD 102 Introduction to Emergency Management | Given an example of a homeland security problem, students will correctly identify which strategy is most appropriate to address the issue. |

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| HMLD 102 Introduction to Emergency Management | Presented with a case study, students will correctly document their analysis in a writing assignment with proper correspondence, punctuation, and grammar |
| HMLD 103 Terrorism & Violence in Society | Given a real-life problem, students will correctly identify which legal frameworks affect the definition of issues in homeland. |
| HMLD 103 Terrorism & Violence in Society | Given a real-life problem, students will correctly identify which legal frameworks affect the definition of issues in homeland. |
| HMLD 103 Terrorism & Violence in Society | Presented with a real-life problem, the students will effectively analyze the ethical issues involved in homeland security. |
| HMLD 104 Emergency Planning & Response | Given a scenario, the students will correctly identify how the principles of emergency management can be used to address the problem(s) presented. |
| HMLD 104 Emergency Planning & Response | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event. |
| HMLD 104 Emergency Planning & Response | Presented with a case study, students will correctly document their analysis in a writing assignment with proper correspondence, punctuation, and grammar |
| HMLD 105 Hazard Mitigation in Emergency Management | Given a real-life problem, students will correctly identify which legal frameworks affect the definition of issues in homeland. |
| HMLD 105 Hazard Mitigation in Emergency Management | Given a real-life problem, students will correctly identify which legal frameworks affect the emergency management planning cycle. |
| HMLD 105 Hazard Mitigation in Emergency Management | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event. |
| HMLD 200 Foundations of Critical Infrastructure Protection | Given a real-life problem, students will correctly identify which legal frameworks affect the definition of issues in homeland. |
| HMLD 203 Homeland Security: Leadership Policy and Practice | Demonstrate written and oral professional communication and leadership skills essential for homeland security careers |
| HMLD 203 Homeland Security: Leadership Policy and Practice | Given a real-life problem, students will correctly identify which legal frameworks affect the emergency management planning cycle. |
| HMLD 203 Homeland Security: Leadership Policy and Practice | Given an example of a community problem, students will correctly identify which strategy is most appropriate to address the issue. |
| HMLD 205 Cybersecurity: Policy and Practice | Given an example of a community problem, students will correctly identify which strategy is most appropriate to address the issue. |
| HMLD 205 Cybersecurity: Policy and Practice | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event. |
| HMLD 205 Cybersecurity: Policy and Practice | Given an example of an emergency situation or disaster, students will use critical thinking to determine which agencies, organizations, and private organizations can support an appropriate response to the event. |
| HMLD 205 Cybersecurity: Policy and Practice | Presented with a real-life problem, the students will effectively analyze the ethical issues involved in homeland security. |
| HOSP 101 Intro to the Hosp Industry | Students will apply current and relevant technologies in a manner designed to enhance organizational performance in a hospitality business environment. Current technologies streamline and integrate information to maximize organizational performance. This outcome is relevant to understanding how technologies contribute to performance. |
| HOSP 101 Intro to the Hosp Industry | Students will explain different perspectives on guest services, operations, trends , and career opportunities in the hospitality industry . The focus of this outcome is to expose students to the various components that are fundamental to success in the hospitality industry |
| HOSP 101 Intro to the Hosp Industry | The core of hospitality centers on the delivery of a team effort to achieve or exceed guests' standards and expectations . Identifying the strategies to ensure positive team performance is critical to management in a hospitality business environment. |
| HOSP 101 Intro to the Hosp Industry | The scope of this introductory course begins with early development of the hospitality industry from industry entrepreneurs paving the foundation . Students discover the historical relevance of key hospitality leaders and businesses that have evolved to a multi-sector industry supporting economies globally. |

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| HOSP 101 Intro to the Hosp Industry | Various simulations, interactive activities, class discussions, and industry resources provide students with professional service management techniques that create favorable guest experiences in a hospitality business environment. |
| HOSP 102 Intro to Hotel Operations | Students will be able to apply current and relevant technologies in a manner designed to enhance organizational performance in a hospitality business environment. |
| HOSP 102 Intro to Hotel Operations | Students will gain an understanding of hotel organization and classification, and the range of hotel operations including front office, housekeeping, food and beverage, information systems, accounting, and property maintenance. |
| HOSP 102 Intro to Hotel Operations | Students will gain an understanding of how hotel functional areas work together to deliver the guest experience and exceed guests' expectations. |
| HOSP 102 Intro to Hotel Operations | Students will understand the fundamental principles of leadership in a hospitality business environment. |
| HOSP 103 Sanitation and Safety | Students will gain an understanding of the principles and practices of sanitation and safety in food service operations. |
| HOSP 103 Sanitation and Safety | Students will have a working knowledge of safety maintenance and prevention, OSHA's current regulations and accident and fire prevention. |
| HOSP 103 Sanitation and Safety | Students will learn how to contribute to positive team performance in a hospitality business environment. |
| HOSP 103 Sanitation and Safety | Students will understand the fundamental principles food-borne illness identification and prevention and the Hazard Analysis of Critical Control Point (HACCP) system. |
| HOSP 104 Intro to Food & Beverage Mgmt | Students will be able to apply current and relevant technologies in a manner designed to enhance organizational performance in a hospitality business environment. |
| HOSP 104 Intro to Food & Beverage Mgmt | Students will gain a working knowledge of sanitation and safety, managing finances, and sustainability regarding the food service industry. |
| HOSP 104 Intro to Food & Beverage Mgmt | Students will gain a working knowledge of the food service industry, nutrition, menu pricing and food costs, types of food and beverage service. |
| HOSP 104 Intro to Food & Beverage Mgmt | Students will gain an understanding of the food and beverage industry and entry-level management of food and beverage operations. |
| HOSP 201 Hospitality Law | Students will gain a working knowledge of food and beverage liability, employee selection, common contracts, responsibilities to guests and for guest property, and safety and security. |
| HOSP 201 Hospitality Law | Students will gain an understanding of the legal aspects of managing hospitality operations. |
| HOSP 201 Hospitality Law | Students will gain an understanding of the personal and business exposure to liability and best practices for complying with laws and regulations. |
| HOSP 201 Hospitality Law | Students will learn how to contribute to positive team performance in a hospitality business environment. |
| HS 045 Math/Health Care Professional | EBP-Students will recognize the importance of never using a trailing zero in dosage calculations. |
| HS 045 Math/Health Care Professional | IT-Students will be able to accurately label answers to dosage calculations on online homework. |
| HS 045 Math/Health Care Professional | PCC-Students will be able to perform safe and accurate dosage calculations. |
| HS 045 Math/Health Care Professional | Students will be able to perform safe and accurate dosage calculations. |
| HS 050 Nursing Assist Pre-Cert | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| HS 050 Nursing Assist Pre-Cert | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| HS 050 Nursing Assist Pre-Cert | PCC-The student will demonstrate the ability to apply entry level nursing skills and knowledge of the geriatric population. |
| HS 050 Nursing Assist Pre-Cert | QI-The student will recognize learning opportunities in their resume assignment. |
| HS 050 Nursing Assist Pre-Cert | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| HS 050 Nursing Assist Pre-Cert | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |

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| HS 050L Nursing Assist Pre-Cert Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| HS 050L Nursing Assist Pre-Cert Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| HS 050L Nursing Assist Pre-Cert Lab | QI-The student will perform and complete all computerized entries on time. |
| HS 050L Nursing Assist Pre-Cert Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| HS 050L Nursing Assist Pre-Cert Lab | T/C- The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |
| HS 051 Certified Nurse Assist Acute | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| HS 051 Certified Nurse Assist Acute | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| HS 051 Certified Nurse Assist Acute | PCC-The student will demonstrate the ability to apply entry level nursing skills / knowledge of the patient population across the continuum. |
| HS 051 Certified Nurse Assist Acute | QI-The student will recognize learning opportunities in their resumes. |
| HS 051 Certified Nurse Assist Acute | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| HS 051 Certified Nurse Assist Acute | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |
| HS 051L Cert. Nurse Assist Acute Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| HS 051L Cert. Nurse Assist Acute Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| HS 051L Cert. Nurse Assist Acute Lab | PCC - The student will demonstrate empathy and concern for the patient, respect their beliefs, as well as the clinical staff. |
| HS 051L Cert. Nurse Assist Acute Lab | QI-The student will perform and complete all computerized entries on time. |
| HS 051L Cert. Nurse Assist Acute Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| HS 051L Cert. Nurse Assist Acute Lab | T/C-The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |
| HS 052 Home Health Aide Training Crs | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| HS 052 Home Health Aide Training Crs | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| HS 052 Home Health Aide Training Crs | PCC-The student will demonstrate the ability to apply entry level nursing skills and knowledge of the geriatric population. |
| HS 052 Home Health Aide Training Crs | QI-The student will recognize learning opportunities in their resumes. |
| HS 052 Home Health Aide Training Crs | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| HS 052 Home Health Aide Training Crs | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |
| HS 052L Home Health Aide Training Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| HS 052L Home Health Aide Training Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| HS 052L Home Health Aide Training Lab | PCC- the student will demonstrate empathy and concern for the client, respect their beliefs, as well as the clinical staff. |
| HS 052L Home Health Aide Training Lab | QI-The student will perform and complete all computerized entries on time. |
| HS 052L Home Health Aide Training Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| HS 052L Home Health Aide Training Lab | T/C-The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |
| HS 054 Beg. Term for Healthcare Work | Students will demonstrate a basic understanding of medical terms. |
| HS 054 Beg. Term for Healthcare Work | Students will be able to complete chapter case studies and participate in group discussions using approved medical treatments. |
| HS 054 Beg. Term for Healthcare Work | Students will be able to recognize and use acceptable medical abbreviations approved by the Joint Commission |
| HS 054 Beg. Term for Healthcare Work | Students will demonstrate a basic understanding of the 14 human anatomy systems and the medical terms associated with them. |

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| HS 054 Beg. Term for Healthcare Work | Students will demonstrate an understanding of how informatics and technology are a part of the healthcare occupations through weekly group discussions and quizzes. |
| HS 054 Beg. Term for Healthcare Work | Students will demonstrate an understanding of safety within the healthcare field through weekly discussions and quizzes. |
| HS 054 Beg. Term for Healthcare Work | Students will recognize and use acceptable medical abbreviations approved by The Joint Commission. |
| HS 060 Health Science Core | EBP-Students will apply EBP to influence healthful eating behaviors and food choices. |
| HS 060 Health Science Core | IT-Students will access and view videos regarding body systems, through a Streaming site. |
| HS 060 Health Science Core | PCC-Students will apply nutritional information when selecting appropriate meals for patients with medical conditions. |
| HS 060 Health Science Core | QI-Students will recognize acceptable medical abbreviations identified by The Joint commission. |
| HS 060 Health Science Core | SAFETY-Students will identify food safety concerns to prevent contamination and illness. |
| HS 060 Health Science Core | Students will collaborate in groups of 4-6 to draw, label, and present body systems. |
| HS 070 Intro to Ambul Care Nursing | EBP-Students will apply professional standards of care, ethical behaviors, and legal principles of ambulatory nur. prac. to case studies. |
| HS 070 Intro to Ambul Care Nursing | IT-Students will do a online search of the scope of practice of the ambulatory care RN working in the healthcare environment. |
| HS 070 Intro to Ambul Care Nursing | PCC-Students will develop an individualized nursing care plan for outpatient clients and provide health teaching for clients. |
| HS 070 Intro to Ambul Care Nursing | QI -Students will evaluate primary and tertiary care as well as case management skills in coordinating services to vulnerable populations in the outpatient care settings in case scenarios |
| HS 070 Intro to Ambul Care Nursing | SAFETY-Students will list safety guidelines in prescribed vignettes and patient case scenarios. |
| HS 070 Intro to Ambul Care Nursing | T/C-Students will apply ambulatory care nursing procedures and protocols to clinical situations with other healthcare professionals. |
| HUM 110 Survey of Humanities | Students will successfully analyze and interpret the political, artistic, and religious changes in Egypt brought on by Akenahaten. |
| HUM 110 Survey of Humanities | Students will successfully analyze the differences between an Egyptian pyramid and a Maya and Aztec pyramid. |
| HUM 110 Survey of Humanities | Students will successfully analyze the different characteristics regarding an Archaic, Classical, and Hellenistic statue. |
| HUM 110 Survey of Humanities | Students will successfully compare and contrast the afterlife of several cultures. |
| HUM 111 Survey of Humanities | Students will successfully analyze the different styles of painting, such as Renaissance, Realism, Romanticism, Rococo. |
| HUM 111 Survey of Humanities | Students will successfully analyze the similarities and differences of the major religions such as Judaism, Christianity, and Islam. |
| HUM 111 Survey of Humanities | Students will successfully analyze the time period that contributed to the separation of Catholics and Protestants. |
| HUM 125 Intro to Mexican Culture | Students will successfully analyze and identify the work of major artist, such as Orozco, Siqueiros, Rivera and Kahlo. |
| HUM 125 Intro to Mexican Culture | Students will successfully analyze the role the Mexican Revolution has had on Mexico's art, literature, and music. |
| HUM 125 Intro to Mexican Culture | Students will successfully identify different genres of music, such as conjunto, banda, bolero, ska, norteño, ranchera. |
| HUM 125H Intro to Mex Culture Honors | Students will be able to analyze the role the Mexican Revolution has had on Mexico's art, literature, and music. |
| HUM 125H Intro to Mex Culture Honors | Students will successfully analyze and identify the work of major artists, such as Orozco, Siqueiros, Rivera and Kahlo. |
| HUM 125H Intro to Mex Culture Honors | Students will successfully identify different genres of music, such as conjunto, banda, bolero, ska, norteño, ranchera. |

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| HUM 130 Cont Mex-Am Culture | Students will successfully analyze and identify the work of major Mexican-American artists. |
| HUM 130 Cont Mex-Am Culture | Students will successfully analyze how the social movements of the 60s continue to impact today's art, literature, music, and politics. |
| HUM 130 Cont Mex-Am Culture | Students will successfully analyze the social, political, and economic movement which helped foster the Zoot Suit Riots. |
| HUM 140 Introduction to Asian Cultures | Students will successfully analyze the major religions in Asia, and be able to compare and contrast them. |
| HUM 140 Introduction to Asian Cultures | Students will successfully analyze the various customs that have, and currently exist throughout Asia. |
| HUM 140 Introduction to Asian Cultures | Students will successfully identify and analyze major ancient and modern architectural structures throughout Asia. |
| HUSR 111 Human Serv in Cont Society | 1. Students will identify various national human service organizations and articulate the functions and objectives of each . |
| HUSR 111 Human Serv in Cont Society | 2. Students will understand historical development and scope of human services . |
| HUSR 111 Human Serv in Cont Society | 4. Demonstrate knowledge concerning the impact of ageism ,homophobia , racism , sexism , and special populations on the individual , community , and greater society . |
| HUSR 111 Human Serv in Cont Society | 5. Students will identify and evaluate social work roles as related to issues of diversity , ethnicity , and multiculturalism |
| HUSR 111 Human Serv in Cont Society | 6. Students will demonstrate knowledge of the public welfare system , in reference to the modern industrial state , and the impact on the individual . |
| HUSR 111 Human Serv in Cont Society | 7. Students will be able to acquire a basic understanding of the DSM V diagnostic manual , and the relationship to the human services professional . |
| HUSR 111 Human Serv in Cont Society | 8. Students will demonstrate awareness of issues in the human service profession as it relates to client autonomy, confidentiality, and dignity. |
| HUSR 118 Chem Depend: Interv & Rec | 1. Students will demonstrate knowledge of various theoretical approaches , interventions , strategies , as it relates to chemical dependency |
| HUSR 118 Chem Depend: Interv & Rec | 10. Students will demonstrate the knowledge of all ethical and legal standards of the National Association of Social Workers the Council on Human Service Education , and California Association for Alcohol/Drug Educators , California Consortium of Addiction Programs and Professionals , and the California Association of Drinking Driver Treatment Programs . |
| HUSR 118 Chem Depend: Interv & Rec | 2. Students will demonstrate the ability and knowledge to analyze multiple factors involved in initiating , developing , and terminating an interview . |
| HUSR 118 Chem Depend: Interv & Rec | 3. Students will demonstrate the ability and knowledge to evaluate clinical disorders , acquire data , document with accuracy , and conduct clinical assessment . |
| HUSR 118 Chem Depend: Interv & Rec | 4. Students will identify and understand the basic clinical concepts of the DSM V . |
| HUSR 118 Chem Depend: Interv & Rec | 5. Students will demonstrate the ability to understand the various counseling theories , personality theories , models of addiction , and theories of mental illness . |
| HUSR 118 Chem Depend: Interv & Rec | 6. Students will demonstrate an understanding of any issues and problems related to individuals , families , groups , cultures and communities . |
| HUSR 118 Chem Depend: Interv & Rec | 7. Students will demonstrate the knowledge and understanding of the role of the clients family dynamics , social support , and codependency |
| HUSR 118 Chem Depend: Interv & Rec | 8. Students will demonstrate the knowledge to distinguish between the various types of chemical dependency disorders and psychoactive drugs |
| HUSR 118 Chem Depend: Interv & Rec | 9. Students will demonstrate the knowledge to identify the role of social , environmental , cognitive , physical , and psychological influences of addiction . |
| HUSR 122 Intro to Group Leadership | Detail the various types of groups and the purposes and functions of each type of group. |
| HUSR 122 Intro to Group Leadership | Devise an evaluation plan for a group experience. |
| HUSR 122 Intro to Group Leadership | Explain the different procedures for forming a group |
| HUSR 122 Intro to Group Leadership | Explain the therapeutic value of group methods, experiential practice, and facilitation skills. |
| HUSR 122 Intro to Group Leadership | Identify the different stages of group development, process, and explain the characteristics of each of the respective stages. |

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| HUSR 122 Intro to Group Leadership | Students will demonstrate an understanding of the professional codes of ethics and laws related to group work .by the National Association of Social Workers . |
| HUSR 122 Intro to Group Leadership | Students will demonstrate knowledge of the different theories , concepts , strategies , and techniques of group counseling . |
| HUSR 123 Drug Education and Prevention | Students will be able to describe the health risks and effects associated with various drugs that are abused .. |
| HUSR 123 Drug Education and Prevention | Students will be able to identify and understand early intervention with drug abuse and related problems . |
| HUSR 123 Drug Education and Prevention | Students will be able to identify and understand the relationship with the impact that alcohol and drugs has on the individual , community , and in schools . |
| HUSR 123 Drug Education and Prevention | Students will be provided with research findings and theories about drug use and will describe and evaluate the role that both genetic and environment play in the development of substance dependence .. |
| HUSR 123 Drug Education and Prevention | Students will demonstrate knowledge of both licit and illicit drugs . |
| HUSR 123 Drug Education and Prevention | Students will demonstrate knowledge of public policy and drug abuse prevention . |
| HUSR 123 Drug Education and Prevention | Students will demonstrate knowledge of the history of drug abuse . |
| HUSR 123 Drug Education and Prevention | Students will demonstrate knowledge of the needs assessment and drug program prevention . |
| HUSR 123 Drug Education and Prevention | Students will demonstrate knowledge of treatment of alcohol , tobacco , and drug addiction . |
| HUSR 124 Intro to Case Mgmt & Doc | 1. Students will be able to define case management (the goals, principles, roles and responsibilities) and describe the case management process |
| HUSR 124 Intro to Case Mgmt & Doc | 2. Students will demonstrate their ability to keep records and to document information in written form. |
| HUSR 124 Intro to Case Mgmt & Doc | 3. Students will identify and understand the relevant human service values and ethics and legal requirements to the practice of case management . |
| HUSR 124 Intro to Case Mgmt & Doc | 4. Students will identify and understand the different types of theoretical perspectives to enhance their comprehension of the client and context for practice . |
| HUSR 124 Intro to Case Mgmt & Doc | 5. Students will be familiar with the service planning process , and be able to develop client specific service plans with goals and objectives . |
| HUSR 124 Intro to Case Mgmt & Doc | 6. Students will demonstrate the ability with the assessment/intake process , and be able to complete a comprehensive assessment , including the development of a presenting problem statement . |
| HUSR 126 Counseling the Family | 1. Students will be able to identify and explain the various family systems theories and concepts |
| HUSR 126 Counseling the Family | 2. Students will understand the components of all concepts , theories and techniques that are foundational to the practice of addiction treatment . |
| HUSR 126 Counseling the Family | 3. Students will identify and understand the major theoretical perspectives in the field of family development and dynamics |
| HUSR 126 Counseling the Family | 4. Students will identify and understand the different types of models of individual and family therapy .. |
| HUSR 126 Counseling the Family | 5. Students will identify the special topics involved in the study and treatment of individuals and their family systems . |
| HUSR 126 Counseling the Family | 6. Students will demonstrate an understanding of the ethical , legal , and professional issues and values involved in the assessment and treatment of individuals and their families |
| HUSR 128 Chemical Depend and Co-Ocurr | Students will demonstrate knowledge of the professional codes and ethics with the dual diagnosed client . |
| HUSR 128 Chemical Depend and Co-Ocurr | Students will be able to explain the relationship between alcohol/drug use and psychiatric symptoms |
| HUSR 128 Chemical Depend and Co-Ocurr | Students will be able to identify and understand the categories and diagnostic criteria for mental and substance abuse disorders as outlined by the DSM V |
| HUSR 128 Chemical Depend and Co-Ocurr | Students will be able to identify and understand the major categories in drug classification . |
| HUSR 128 Chemical Depend and Co-Ocurr | Students will demonstrate knowledge of the theoretical models and theories and the neurobiology of addiction . |

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| HUSR 128 Chemical Depend and Co-Ocurr | Students will identify and understand the current mental health status of the treatment of dual diagnosed individuals . |
| HUSR 130 Essential Counseling Skills | 1. Students will demonstrate the knowledge of the theories , concepts , strategies, and techniques of the counseling profession . |
| HUSR 130 Essential Counseling Skills | 10. Student will demonstrate the knowledge of appropriate referrals for clients in the community . |
| HUSR 130 Essential Counseling Skills | 2. Students will demonstrate the ability to analyze and identify the factors involved in initiating , developing , and terminating an interview or counseling session . |
| HUSR 130 Essential Counseling Skills | 3. Students will be able to describe and identify the counselors role as it relates to issues of diversity , ethnicity , and multiculturalism . |
| HUSR 130 Essential Counseling Skills | 4. Students will identify and describe how behavioral , cognitive , economic , emotional , environmental . and social factors impact human behavior and decision making . |
| HUSR 130 Essential Counseling Skills | 5. Students will be able to conduct , critique , and document an individual interview or counseling session . |
| HUSR 130 Essential Counseling Skills | 6. Students will demonstrate knowledge of the DSM V and it's importance in the clinical analysis and treatment planning . |
| HUSR 130 Essential Counseling Skills | 7. Students will demonstrate an understanding of the importance of confidentiality , privileged communication , and informed consent in the counseling professions . |
| HUSR 199 Fieldwork in Human Services | Demonstrate competence , empathy , sensitivity , and sound judgement ,when working with clients and colleagues at the organization |
| HUSR 199 Fieldwork in Human Services | Demonstrate sensitivity related to issues of cultural , ethnic , linguistic , and social diversity with vulnerable populations |
| HUSR 199 Fieldwork in Human Services | identify factors involving human interaction in individual , family , group and community in a workplace setting |
| HUSR 199 Fieldwork in Human Services | Student(s) will demonstrate their understanding of confidentiality issues when working with Human Service organizations . |
| HUSR 199 Fieldwork in Human Services | Students will be able to describe emotions , thoughts , processes , and provide relevant feedback to social service clients and colleagues |
| HUSR 199 Fieldwork in Human Services | Students will be able to identify organizational objectives and contribute to the achievement of those objectives through measurable on-the-job learning objectives by completing work-based projects/activities involving problem solving, applied theory, skills and knowledge while undertaking new or expanded workplace responsibilities. |
| JAPN 101 Japanese I | Given oral/written questions, and/or reading selections, students will demonstrate productive and receptive skills in the target language. |
| JAPN 101 Japanese I | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. |
| JAPN 101 Japanese I | Students will demonstrate knowledge of cultural practices and products in the target language. |
| JAPN 102 Japanese II | Given oral questions, written prompts, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| JAPN 102 Japanese II | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| JAPN 102 Japanese II | Students will demonstrate knowledge of cultural practices and products in the target language. |
| JOUR 110 Digital Photojournalism I | Develop a sound, personal understanding of these uses of digital photography in journalism. |
| JOUR 110 Digital Photojournalism I | Explain the uses of digital photography in journalism. |
| JOUR 110 Digital Photojournalism I | Plan, photograph, edit and produce a picture story by using Photoshop and computer graphics. |

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| JOUR 120 COMM RPTNG & WRTNG | Students will learn basic news writing skills for print, digital and broadcasting - spelling, grammar, Associated Press style, attribution, the inverted pyramid structure, single-sentence paragraphs, two-column scripts, crisp and compelling news leads, and the use of quotations. |
| JOUR 120 COMM RPTNG & WRTNG | Students will learn basic reporting techniques - rudimentary interviewing skills and the use of commercial databases (primarily Lexis-Nexis), the Internet and other sources to gather background material for stories and find news documents. |
| JOUR 120 COMM RPTNG & WRTNG | Students will learn the key fundamentals of journalism - accuracy, newsworthiness, deadlines, objectivity and fairness. |
| JOUR 147 Broadcast News | <ul style="list-style-type: none"> • Demonstrate knowledge of the experience needed for a broadcast journalism career. |
| JOUR 147 Broadcast News | <ul style="list-style-type: none"> • Demonstrate knowledge of the workings of radio and television newsrooms. |
| JOUR 147 Broadcast News | <ul style="list-style-type: none"> • Follow broadcast writing guidelines in a variety of applications. |
| JOUR 147 Broadcast News | <ul style="list-style-type: none"> • Identify and apply news values, story formats as both a writer and a viewer. |
| JOUR 147 Broadcast News | <ul style="list-style-type: none"> • Identify the legal rights reporters have as well as legal restraints on and ethical responsibilities of broadcast journalists. |
| JOUR 147 Broadcast News | Employ computer skills, editing skills using industry software, scripting, database use, blogging, and web searches. |
| JOUR 220 Advanced Reporting and Writing | Students will gain an understanding of global awareness based in-depth reporting. |
| JOUR 220 Advanced Reporting and Writing | Students will learn advanced news writing skills. Learn to write for other media outlets with lengthier stories 700+ wc. |
| JOUR 220 Advanced Reporting and Writing | Students will learn advanced reporting techniques. Learn software(s) needed for print media, edit packages for broadcasting, and radio. |
| JOUR 230 Magazine Production | Students will learn to write, edit, publish and design magazine. |
| JOUR 231 Digital Magazine Production | Students will learn to write, edit, produce and publish an online magazine then upload it to issuu.com |
| JOUR 241 Newspaper Production I | Compare and write various types of editorials. Collaborative work amongst editors to create an editorial piece that represents the newspaper as a whole. |
| JOUR 241 Newspaper Production I | Edit newspaper articles. |
| JOUR 241 Newspaper Production I | Evaluate all editorial material for relevancy and topicality. |
| JOUR 241 Newspaper Production I | Evaluate issues of the newspaper for accuracy, correct newswriting style and organization. |
| JOUR 241 Newspaper Production I | Evaluate, analyze, and organize stories, layout (using InDesign), photos, and editing by producing the college newspaper |
| JOUR 241 Newspaper Production I | Execute newspaper layout using InDesign |
| JOUR 241 Newspaper Production I | Learn appropriate interview techniques. |
| JOUR 241 Newspaper Production I | Students will learn the key fundamentals of journalism production.. |
| JOUR 241 Newspaper Production I | Write news stories using a variety of organizational patterns and lead styles. |
| JOUR 242 Digital Newspaper Production I | Learn how to upload to digital platform and adjust story accordingly (SNO, WordPress). |
| JOUR 242 Digital Newspaper Production I | Students will gather, write, and edit copy for digital publication. |
| JOUR 242 Digital Newspaper Production I | Students will understand the rights and responsibilities of the student press and the community it serves. |
| JOUR 242 Digital Newspaper Production I | Understanding objectivity and ethics. |
| JOUR 243 Newspaper Production II | Students will learn advanced editing photographic skills for publication purposes. |
| JOUR 243 Newspaper Production II | Students will learn advanced news writing skills. |
| JOUR 243 Newspaper Production II | Students will learn advanced reporting techniques. |
| JOUR 243 Newspaper Production II | Students will learn how to layout newspaper. |
| JOUR 244 Digital Newspaper ProductionII | Students will learn how to produce, direct a broadcasting segment. |
| JOUR 244 Digital Newspaper ProductionII | Students will learn how to use WordPress to navigate the online newspaper. |
| JOUR 244 Digital Newspaper ProductionII | Students will learn how to work on podcast and broadcast , pre and post production. |
| JOUR 244 Digital Newspaper ProductionII | Students will learn to convert all media to proper formats - upload, resize, convert files for online platform. |
| JOUR 290 CWE Internship Journalism | Students will gain industry experience by working in a professional environment. |
| JOUR 299 Directed Study: Journalism | Students will work independently to practice their media skills by meeting individual objectives. |

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| KIN 058 Yoga Teaching I: Foundations | 1. Demonstrate and explain the anatomical alignment points and physiological benefits of key poses in each category of Hatha Yoga asana/postures: standing poses, forward bends, backbends, and inversions. |
| KIN 058 Yoga Teaching I: Foundations | 2. Demonstrate and explain the form and function of four basic Yogic breath control techniques; diaphragmatic breath, ujjayi breath, nadi shodana and breath of fire, through verbal instruction and written exam.. |
| KIN 058 Yoga Teaching I: Foundations | 3. Demonstrate and explain the form and function of four basic meditation techniques used in Hatha Yoga: Samatha, Mantra Meditation, Yoga Nidra with Pratyahara, and Metta Meditation/Loving Kindness Visualization |
| KIN 059 Yoga Teaching Training II: Methodologies | 1. Students will design and teach a beginning hatha yoga class and utilize best practices for cueing, assisting and giving adjustments. |
| KIN 059 Yoga Teaching Training II: Methodologies | 2. Students will demonstrate and explain the form and function of two basic meditation techniques used in hatha yoga; visualization and loving kindness meditation through verbal instruction and written exam. |
| KIN 059 Yoga Teaching Training II: Methodologies | 3. Describe and summarize the ethics of yoga in Patanjali's "Yoga Sutra" and explain how these can be implemented in contemporary context of student teacher relationships. |
| KIN 059 Yoga Teaching Training II: Methodologies | 4. Prepare and apply for the Yoga Alliance RYS 200 Certification. |
| KIN 115 Fitness Specialist Internship | Design, conduct, and instruct group exercise classes |
| KIN 115 Fitness Specialist Internship | Develop a marketing plan, which includes social media, video, or educational presentation or brochure |
| KIN 115 Fitness Specialist Internship | Develop a resume and cover letter, perform job searches, and prepare for a professional interview. |
| KIN 115 Fitness Specialist Internship | Provide exercise testing and prescriptions and provide one-on-one personal training to clients. |
| KIN 115 Fitness Specialist Internship | Review coursework, prepare to take a national certification exam, and display learning with a grade of 80% or better. |
| KIN 122 Nutrition for Sport & Fitness | Demonstrate his/her knowledge of nutrition as it applied to health, exercise, and performance as outlined on the grading rubric. |
| KIN 122 Nutrition for Sport & Fitness | Design a personalized nutritional program using a food analysis program. |
| KIN 122 Nutrition for Sport & Fitness | Examine the information from food labels and determine beneficial nutrients. |
| KIN 122 Nutrition for Sport & Fitness | Upon completion of the course, be able to apply nutrition terminology as evidenced by a grade of 70% or higher on a written exam. |
| KIN 126 Principles Strength & Cond | 1. Upon completion of the course, be able to apply strength and conditioning terminology as evidenced by a grade of 70% or higher on a written exam. |
| KIN 126 Principles Strength & Cond | 2. Design a strength and conditioning program using proper exercises and names, volume, and progression, covering all components of fitness. |
| KIN 126 Principles Strength & Cond | 3. Examine the information from case studies and write individualized strength and conditioning programs. |
| KIN 126 Principles Strength & Cond | 4. Demonstrate his/her knowledge of exercise techniques, knowledge of muscles, and movement terminology during practical assessments as outlined on the grading rubric. |
| KIN 127 Exercise Physiology | Assess physiological systems, such as the cardiovascular system (such as measuring heart rates and blood pressure) during applied laboratory sessions. |
| KIN 127 Exercise Physiology | Demonstrate knowledge the effects of exercise on the body and the changes that occur as evidenced by a grade of 70% or more in a written exam. |
| KIN 127 Exercise Physiology | Evaluate peer-reviewed scientific research and present objective findings in a class visual and oral presentation. |
| KIN 127 Exercise Physiology | Upon completion of the course, understand all the interconnected systems of the body through class discussion. |
| KIN 127 Exercise Physiology | Using technology, create a video to explain the physiological responses of exercise to function or performance. |
| KIN 128 Fit Testing & Exercise Pres | 1. Upon completion of the course, be able to apply exercise testing and prescription terminology as evidenced by a grade of 70% or higher on |
| KIN 128 Fit Testing & Exercise Pres | 2. Demonstrate his/her knowledge of ACSM's guidelines exercise testing techniques during practical assessments as outlined on the grading ru |

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| KIN 128 Fit Testing & Exercise Pres | 3. Implement proper assessments for cardiovascular, muscle strength and endurance, flexibility, and body composition and interpret the result |
| KIN 128 Fit Testing & Exercise Pres | 4. Apply the results from exercise assessments to design personalized exercise programs using the FITT principle, including proper exercises |
| KIN 128 Fit Testing & Exercise Pres | 5. Examine the information from case studies and write individualized exercise programs. |
| KIN 131 Functional Anatomy of Movement | Adapt to diverse populations and fitness levels and have an awareness of special needs individuals. |
| KIN 131 Functional Anatomy of Movement | Analyze individual health and fitness levels and create individual exercise programs |
| KIN 131 Functional Anatomy of Movement | Apply and demonstrate exercise testing skills and techniques to real world situations, such as individual client fitness assessments. |
| KIN 131 Functional Anatomy of Movement | Students will learn the practical implications of how bones, joints, nerves and muscles work together with respect to movement in an exercise setting. |
| KIN 145 Theory & Analysis Fitness Inst | 1. Design a group exercise class, incorporating techniques, safety, modifications, and adaptability for all participants. |
| KIN 145 Theory & Analysis Fitness Inst | 2. Instruct a group exercise class, using a sound design, and be effective in leading participants through an exercise routine. |
| KIN 145 Theory & Analysis Fitness Inst | 3. Be able to apply knowledge to inform individuals of precautions and proper intensity of exercise in both individual and group settings |
| KIN 146 Train Prin Spec Populations | Assess an individual (case study) with specific health issues and design an exercise program appropriate to their needs with physical and physiological limitations. |
| KIN 146 Train Prin Spec Populations | Identify possible risk factors, and create modified exercise programs to reduce injury and enhance healing. |
| KIN 146 Train Prin Spec Populations | Recognize health conditions and factors that pose risks for exercise participation. |
| KIN 157 Lifeguard Train & Water Safety | Students will be able to teach proper swim techniques and water safety from infants to adults. |
| KIN 157 Lifeguard Train & Water Safety | Students will be able to perform first aid and CPR as required by the Red Cross. |
| KIN 157 Lifeguard Train & Water Safety | Students will be able to use proper and up to date life saving techniques in an aquatic environment. |
| KIN 157 Lifeguard Train & Water Safety | The Red Cross requires lifeguard to be able to swim continually for 3 minutes, tread water for 2 minutes using only your legs, and dive to the bottom of the pool to retrieve a 10 pound weight. |
| KIN 159 Leadership of Sport | Identify behaviors that support building the team environment. |
| KIN 159 Leadership of Sport | Identify behaviors that support building the team environment. Students will present team building goals and strategies. |
| KIN 159 Leadership of Sport | Identify theories and techniques to be a leader, development of leadership skills, abilities and dispositions. |
| KIN 159 Leadership of Sport | Students assess leadership theories and reflect on their personal leadership philosophy, style and tendencies. |
| KIN 159 Leadership of Sport | Utilize individual assessments to identify individual tendencies and communication styles. |
| KIN 170 Sport and Exercise Psychology | Compare and contrast cognitive strategies to maximize performance in fitness and sport. |
| KIN 170 Sport and Exercise Psychology | Comprehend how psychological variables influence participation and performance in sport and physical activity |
| KIN 170 Sport and Exercise Psychology | Identify strategies to increase intrinsic motivation. |
| KIN 170 Sport and Exercise Psychology | Integrate experiential and scientific knowledge of sport-specific psychological factors that can increase performance in competitions |
| KIN 188 Theory of Coaching | Students will be able to assess the leadership skills of effective coaches |
| KIN 188 Theory of Coaching | Students will be able to construct a philosophy of coaching |
| KIN 188 Theory of Coaching | Students will be able to use technology to teach athletes strategy, tactics and technical skills |
| KIN 188 Theory of Coaching | Utilize a periodization scheme to plan coaching programs. Students will identify key areas to focus on to create a yearly and season plan for their teams. |

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| KIN 191 Health: Personal Issues | Student will be able to identify controllable and uncontrollable risk factors associated with chronic illness and disease. Students will use family history information as well as different behavioral markers to identify what their potential health risks could be. |
| KIN 191 Health: Personal Issues | Student will be able to identify the role of all six dimensions of health associated with overall wellness |
| KIN 191 Health: Personal Issues | Student will develop a diet and exercise plan to maintain a healthy weight for their body size and type. Students will analyze their current nutritional habits as well as fitness level to create a plan to improve their overall health. |
| KIN 192 Health Women's Pers Health | 1. The student will have an understanding of major health issues unique to women. |
| KIN 192 Health Women's Pers Health | 2. The student will be able to locate health services within their communities. |
| KIN 192 Health Women's Pers Health | 3. The student will have knowledge of nutritional needs to lead a healthy lifestyle. |
| KIN 192 Health Women's Pers Health | 4. The student will have an understanding of enhancing emotional well-being. |
| KIN 193 Standard 1st Aid & CPR | Administers/performs effective Automatic External Defibrillation technique to a mannikin representing a true life scenario of an individual link opens in new window Administers/performs effective Automatic External Defibrillation technique to a mannikin representing a true life scenario of an individual showing no signs of life. Fitness Specialist Outcomes: Apply and demonstrate exercise... link opens in new window, Communicate in a clear and org... link opens in new window, Upon completion of the certifi... link opens in new window, Outcomes - Institutional level (ILO): I. A. Apply theory to data. link opens in new window, I. B. Demonstrate an understand... link opens in new window, I. E. Apply various problem-so... link opens in new window, II. C. Utilize various media f... link opens in new window, V. D. Maintain and improve the... |
| KIN 193 Standard 1st Aid & CPR | Students will give appropriate immediate care to the suddenly injured or ill person until more advanced medical personnel arrive and take over. |
| KIN 193 Standard 1st Aid & CPR | Students will recognize and respond appropriately to cardiac, breathing and first aid emergencies. |
| KIN 193 Standard 1st Aid & CPR | The student will be able to establish a patent airway in the adult, child and/or infant victim who may be experiencing an obstruction. |
| KIN 193 Standard 1st Aid & CPR | The student will be able to immobilize an injured extremity utilizing the anatomical splinting technique. |
| KIN 193 Standard 1st Aid & CPR | The student will demonstrate how to control external bleeding to an injured person. |
| KIN 194 Introduction to Kinesiology | Explain the importance of physical activity in daily life and its relationship to health. |
| KIN 194 Introduction to Kinesiology | Students will evaluate different career paths in kinesiology and describe the basic requirements needed to pursue a career in this field. |
| KIN 194 Introduction to Kinesiology | Students will understand different types of exercise program and diets and their relationship to their fitness and wellness. |
| KIN 194 Introduction to Kinesiology | Students will understand the role of diet and exercise in controlling chronic health problems |
| KIN 195 Social Issues/Media in Sport | Describe the changing settings of sport and media within society. |
| KIN 195 Social Issues/Media in Sport | Discuss both the possibilities and problems of sport and media. |
| KIN 195 Social Issues/Media in Sport | Discuss the role of sport and social media in society. |
| KIN 195 Social Issues/Media in Sport | Identify issues that affect sport and media. |
| KIN 196 Health: Fitness and Wellness | Student will be able to identify the role of all six dimensions of health associated with overall wellness. |
| KIN 196 Health: Fitness and Wellness | Student will develop a diet and exercise plan to maintain a healthy weight for their body size and type. link opens in new window |
| KIN 196 Health: Fitness and Wellness | Students will analyze their current nutritional habits as well as fitness level to create a plan to improve their overall health. |
| KIN 197 Prev & Treat Athletic Injuries | Demonstrate proper prophylactic wrapping and taping techniques of various extremities. |
| KIN 197 Prev & Treat Athletic Injuries | Differentiate the roles and responsibilities of the athletic trainer and other members of the sports medicine team. |

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| KIN 197 Prev & Treat Athletic Injuries | Explain the legal, moral, and ethical parameters that define the scope of emergency care and identify the proper roles and responsibilities of the certified athletic trainer |
| KIN 197 Prev & Treat Athletic Injuries | Identify and discuss the anatomy, physiology and etiology of common athletic injuries |
| KIN 290 CWE/Internship for Athletics | Students will demonstrate the ability to communicate with patients and obtain a medical history and mechanism of injury |
| KIN 290 CWE/Internship for Athletics | Students will identify the indications, contraindications, and appropriate application techniques of thermal modalities |
| KIN 290 CWE/Internship for Athletics | Students will understand how to use an electronic medical record-keeping system to properly document an injury or treatment |
| KIN 297 Advanced Athletic Training | Students will be able to complete a primary survey following an acute injury and understand when it is appropriate to initiate the emergency action plan. |
| KIN 297 Advanced Athletic Training | Students will understand how intervention strategies with various therapeutic modalities can influence the healing process following an injury. |
| KIN 297 Advanced Athletic Training | Students will understand how to influence the musculoskeletal system with various stretching and mobilization techniques, and progressive resistance exercise. |
| KINA 101 Tennis I | 1. Students will be able to perform beginning skills of ground strokes, volleys and serves. |
| KINA 101 Tennis I | 2. Students will be able to learn tennis rules and how to score a match. |
| KINA 101 Tennis I | 3. Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain one's overall health and wellness. |
| KINA 102 Intercollegiate Baseball I | Perform intermediate defensive skill such as throwing and catching. |
| KINA 102 Intercollegiate Baseball I | Perform intermediate offensive skills such as hitting. |
| KINA 102 Intercollegiate Baseball I | Students will gain understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health and wellness |
| KINA 103 Softball I | Student will be able to demonstrate basic fast-pitch softball skills such as throwing, catching, fielding, hitting, and base running. |
| KINA 103 Softball I | Students will develop a basic knowledge of fastpitch softball rules and strategy |
| KINA 104 Volleyball I | Rules will be explained so students can play the activity in class or outside of class. A rules exam will be given to the students. |
| KINA 104 Volleyball I | Students will participate in games and drills that will allow them to develop their abilities to play the sport of volleyball. |
| KINA 104 Volleyball I | These skills will help the student play the game of volleyball. Volleyball is a lifelong activity which can help with fitness, stress reduction. |
| KINA 105 Basketball I | Student will understand basic rules and terminology of basketball. |
| KINA 105 Basketball I | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health and wellness |
| KINA 105 Basketball I | The student should be able to compete in both the half court games and introductory level full court contests. |
| KINA 107 Badminton I | Students will be student will gain an acceptable level of cognitive knowledge on the rules and terms exam. Students will perform beginning level form and technique for the basic strokes: overhead clear, underhand clear, serve, drop shot, and smash in class exercises and games. |
| KINA 107 Badminton I | Students will demonstrate beginning level form and technique for the basic strokes: overhead clear, underhand clear, serve, drop shot, and smash in class exercises and games. |
| KINA 107 Badminton I | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health and wellness |
| KINA 108 Water Polo I | Record a diary of eating habits 5 or 7 days |
| KINA 108 Water Polo I | Students will participate in a 30 minute non-stop activity at least 3 days a week |
| KINA 109 Soccer I | Students will demonstrate an understanding of the FIFA laws of the game |
| KINA 109 Soccer I | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their ove |

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| KINA 109 Soccer I | The student will be able to participate in a basic soccer game using basic skills as taught in class. |
| KINA 110 Futsal (Indoor Soccer) | Students will be able to demonstrate different styles of play when presented in challenging situations |
| KINA 110 Futsal (Indoor Soccer) | Students will be able to demonstrate fundamental skills of Futsal |
| KINA 110 Futsal (Indoor Soccer) | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their ove |
| KINA 113 Golf I | Students will become competent in basic rules of golf to enable him/her to participate in a regulation or modified game of golf. |
| KINA 113 Golf I | Students will become competent in basic skills of golf to enable him/her to participate in a regulation or modified game of golf. |
| KINA 113 Golf I | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health and wellness. |
| KINA 117 Swimming I | Students will keep a daily log of food intake based on 2000 calories/day for one week |
| KINA 117 Swimming I | Students will participate in a 30 minute non-stop activity at least 3 days a week |
| KINA 120 Swim for Fitness | Students will keep a daily log of food intake based on 2000 calories/day for one week |
| KINA 120 Swim for Fitness | Students will participate in a 30 minute non-stop activity at least 3 days a week |
| KINA 124 Self Defense | Demonstrate a knowledge and awareness of potentially dangerous situations and threat to physical well-being. |
| KINA 124 Self Defense | Students will demonstrate tactics used to avoid physical danger. |
| KINA 124 Self Defense | Students will perform both basic and advanced self-defense movements and analyze his/her own progress towards mastery. |
| KINA 130 Fitness and Wellness Lab | 2. Students will learn how to develop an individualized exercise program. |
| KINA 130 Fitness and Wellness Lab | Students will complete a "Super-Circuit" each class time they attend. |
| KINA 132 Aqua Aerobics | Student will use various forms of cardiovascular type movements in a pool setting to increase their cardiovascular endurance. |
| KINA 132 Aqua Aerobics | Students will gain an understanding of the importance of physical activity combined with proper nutrition and how it affects health |
| KINA 133 Wrestling I | Student will perform basic moves that involve offensive attack |
| KINA 133 Wrestling I | Student will perform basic moves that will focus on defense. |
| KINA 133 Wrestling I | Student will perform conditioning drills that will promote better skill development. |
| KINA 134 Cardio Boot Camp | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health and wellness. |
| KINA 134 Cardio Boot Camp | The student will increase heart rate to "target zone". |
| KINA 134 Cardio Boot Camp | The student will monitor exercising heart rate and recovery rate. |
| KINA 136 Pilates Mat I | 1. Execute proper breathing techniques specific to Pilates. |
| KINA 136 Pilates Mat I | 2. Explain and demonstrate the Pilates Principles of breath, flow, and concentration. |
| KINA 136 Pilates Mat I | 3. Properly demonstrate flexibility, strengthening, and stability movements in Pilates mat work. |
| KINA 136 Pilates Mat I | 4. Demonstrate the differences between precision and control in mat work. |
| KINA 136 Pilates Mat I | 5. Identify the purpose of individual Pilates' exercises. |
| KINA 139 Cross Training for Fitness | Students will be able to replicate a strength training plan as part of their total fitness. |
| KINA 139 Cross Training for Fitness | Students will gain an understanding of terms related to conditioning and fitness. |
| KINA 139 Cross Training for Fitness | Students will learn to incorporate a variety of cardiovascular activities into their fitness lifestyles. |
| KINA 140 Walking for Fitness | 3. Students will demonstrate proper walking techniques and best practices. |
| KINA 140 Walking for Fitness | The instructor will evaluate the diet and provided students will suggestions on how they can improved their eating habits. |
| KINA 140 Walking for Fitness | Using information from the AHA students will walk to improve their fitness. |
| KINA 147 Off-Season Conditioning | Perform exercises developed to prepare students for competition. |

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| KINA 147 Off-Season Conditioning | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health. |
| KINA 147 Off-Season Conditioning | The course provides aerobic conditioning through sport related activity and weight training. |
| KINA 148 Strength Training | Perform customized workouts individually designed by each student to fit their personal needs. Muscular strength, cardiovascular activity and flexibility will all be part of their workout. |
| KINA 148 Strength Training | Students are expected to train according to class assignments. All training weights (resistance) is based on recorded maximum for each. |
| KINA 148 Strength Training | Students will gain an understanding of the importance of physical activity combined with a heart healthy diet as tools to maintain their overall health. |
| KINA 158 Yoga I | 1. Demonstrate proper physical alignment in the various Hatha Yoga Asanas (poses). |
| KINA 158 Yoga I | 2. Increase individual strength and flexibility. |
| KINA 158 Yoga I | 3. Demonstrate skills necessary to participate in a more advanced Hatha Yoga class. |
| KINA 158 Yoga I | 4. Devise a personal yoga practice as demonstrated in a written project. |
| KINA 158 Yoga I | 5. Identify two yoga breathing techniques by name and action. |
| KINA 159 Cross Training for Inter Athletics | Analyze sport specific needs for cardiovascular endurance and physical strength. |
| KINA 159 Cross Training for Inter Athletics | Demonstrate safe free weight lifting techniques. Safety to include spotting the lifter. |
| KINA 159 Cross Training for Inter Athletics | Evaluate the dietary needs of their specific sport |
| KINA 159 Cross Training for Inter Athletics | Identify target aerobic and anaerobic fitness levels |
| KINA 159 Cross Training for Inter Athletics | Recognize importance of core body fitness |
| KINA 170 Women's Inter Basketball Team | Students will be engaged in learning life skills that will insure their success on and off the court. |
| KINA 170 Women's Inter Basketball Team | Students will demonstrate advance skill level in class, practice, and games. The student should be able to compete in the sport of basketball at an intercollegiate level of competition. |
| KINA 170 Women's Inter Basketball Team | The student will demonstrate an acceptable level of cognitive knowledge on the rules and terms on several written quizzes and game evaluations. |
| KINA 171 Women's Inter Tennis Team | 1. Students will understand and demonstrate various game preparation techniques |
| KINA 171 Women's Inter Tennis Team | 2. Students will understand and demonstrate various team work skills including collaboration, dedication, and perseverance. |
| KINA 172 Women's Inter Volleyball Team | Students will be able to perform advanced volleyball skills. |
| KINA 172 Women's Inter Volleyball Team | Students will maintain a GPA of 2.0, fulltime student status (enrolled in 12 units) and be eligible to compete in CCCAA competition. |
| KINA 173 Women's Inter Softball Team | Students will follow course work and compete in order to transfer to a four year institution to continue their educational and athletic goals. |
| KINA 173 Women's Inter Softball Team | The student athlete will increase their protein intake during the season of competition to aide their body in the recovery process as muscle |
| KINA 173 Women's Inter Softball Team | The student should be able to compete in the sport of softball at an intercollegiate level of competition. |
| KINA 176 Women's Inter Soccer Team | Student will be competent in demonstrating the physical fitness, technical, tactical and mental components of the game. |
| KINA 176 Women's Inter Soccer Team | Students will be able to demonstrate the ability to utilize various game strategies |
| KINA 176 Women's Inter Soccer Team | Students will be able to display improved cardiovascular health, muscular strength and muscular endurance |
| KINA 176 Women's Inter Soccer Team | Students will be able to display the ability to work within a team to accomplish a common goal. |
| KINA 180 Men's Inter. Baseball Team | Student athlete will be able to perform advanced skills in the area of strength training in order to maintain strength throughout the season. |
| KINA 180 Men's Inter. Baseball Team | Student athlete will increase their protein intake during the season of competition to aide their body in the recovery process as muscles are asked to perform often at an exceptionally high level during games/practice. |
| KINA 180 Men's Inter. Baseball Team | Student will be able to compete in the sport of baseball at an intercollegiate level of competition. |

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| KINA 181 Men's Inter Basketball Team | The student athlete will increase their knowledge and understanding of CCCAA rules and guidelines in order to participate in intercollegiate athletics. |
| KINA 181 Men's Inter Basketball Team | The student should be able to compete in the sport of basketball at an intercollegiate level of competition. |
| KINA 185 Men's & Women's Int Swim Team | Qualify for participation at Conference Championships. |
| KINA 185 Men's & Women's Int Swim Team | Student athletes will increase protein intake to aide their body in recovery as muscles perform at a high level during games/practice. |
| KINA 185 Men's & Women's Int Swim Team | The student should be able to compete in the sport of swimming at an intercollegiate level of competition. |
| KINA 188 Men's Inter Water Polo Team | The student athlete will increase their protein intake during the season of competition to aide their body in the recovery process as muscles are asked to perform often at an exceptionally high level during games/practices. |
| KINA 188 Men's Inter Water Polo Team | The student should be able to compete in the sport of Water Polo at an intercollegiate level of competition. |
| KINA 189 Men's Inter Wrestling Team | The student athlete will increase their level of conditioning that will allow them to compete at a higher level of fitness. |
| KINA 189 Men's Inter Wrestling Team | The student athlete will increase their protein intake during the season of competition to aide their body in the recovery process as muscles are asked to perform often at an exceptionally high level during games/practices. |
| KINA 189 Men's Inter Wrestling Team | The student should be able to compete in the sport of Wrestling at an intercollegiate level of competition. |
| KINA 190 Men's Inter Soccer Team | Student will be competent in demonstrating the physical fitness, technical, tactical and mental components of the game |
| KINA 190 Men's Inter Soccer Team | Students will be able to demonstrate an advanced level of soccer skill |
| KINA 190 Men's Inter Soccer Team | Students will be able to demonstrate the ability to utilize various game strategies |
| KINA 190 Men's Inter Soccer Team | Students will be able to display the ability to work within a team to accomplish a common goal. |
| KINA 192 Women's Inter Sand Volleyball | The student athlete will increase their protein intake during the season of competition to aide their body in the recovery process as muscle. |
| KINA 192 Women's Inter Sand Volleyball | The student will be able to perform advanced skills to compete in the sport of sand volleyball at an intercollegiate level of competition. |
| KINA 192 Women's Inter Sand Volleyball | The student will maintain a GPA of 2.0, full time student status (enrolled in 12 units) and be eligible to compete in CCCAA competition. |
| KINA 201 Tennis II | Demonstrate intermediate/advanced level skill in groundstrokes, volleys and serves. |
| KINA 201 Tennis II | Demonstrate more advanced strategies and specialty shots |
| KINA 201 Tennis II | Students will demonstrate advanced spins and shot placement |
| KINA 202 Intercollegiate Baseball II | Perform advanced baseball skills in the area of catching. |
| KINA 202 Intercollegiate Baseball II | Perform advanced baseball skills in the area of Hitting. |
| KINA 202 Intercollegiate Baseball II | Perform advanced baseball skills in the area of throwing. |
| KINA 203 Off Season Softball | Students will acquire an advanced skill set (i.e. throwing, catching, hitting, bunting) required to be successful in a fast-pitch softball game. |
| KINA 203 Off Season Softball | Students will comprehend the terminology and advanced strategy involved in participating in a fast-pitch game. |
| KINA 203 Off Season Softball | Students will gain a more advanced understanding of the rules of fast-pitch softball. |
| KINA 204 Volleyball II | The student will be able to perform the five intermediate volleyball skills; serve, pass, set, attack and block. |
| KINA 204 Volleyball II | The student will understand and interpret the rules of volleyball. |
| KINA 205 Basketball II | Students will be student will gain an acceptable level of cognitive knowledge on the rules and terms exam. |
| KINA 205 Basketball II | The student should be able to compete in full court contests at an advanced level of competition. |
| KINA 206 Off Season Women's Inter Volleyball | The student will be able to perform the five advanced volleyball skills; serve, pass, set, attack, drive, dive, roll dink and block. |
| KINA 206 Off Season Women's Inter Volleyball | The student will understand and interpret the rules of volleyball. |

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| KINA 207 Badminton II | Students will be student will gain an acceptable level of cognitive knowledge on the rules and terms exam. |
| KINA 207 Badminton II | Students will perform advanced level form and technique for the basic strokes: overhead clear, underhand clear, serve, drop shot, and smash in competitive games. |
| KINA 209 Soccer II | Demonstrate advanced fundamental skills of soccer |
| KINA 209 Soccer II | Evaluate game situations and utilize strategies to improve game performance |
| KINA 209 Soccer II | Improve or maintain physical condition to perform at a more advanced level of the game |
| KINA 210 Futsal (Indoor Soccer) II | Evaluate game situations and utilize strategies to improve game performance. |
| KINA 210 Futsal (Indoor Soccer) II | Exhibit improvements in physical conditioning and strength. |
| KINA 210 Futsal (Indoor Soccer) II | Recognize systems of play or team shape and identify transitional moments to take advantage of opportunities. |
| KINA 211 Off Season Intercol Tennis | 1. Students will understand and demonstrate various off-season preparation techniques including mental preparation. |
| KINA 211 Off Season Intercol Tennis | 2. Students will understand and demonstrate various off-season preparation techniques including conditioning practices. |
| KINA 213 Golf II | Student will demonstrate knowledge of golf rules by completing a written test with a passing score. |
| KINA 213 Golf II | Student will demonstrate stroke applications by choosing the correct stroke to use under different circumstances. This will be measured by direct observation and written examination. |
| KINA 213 Golf II | Student will demonstrate the correct grip, stance and alignment for each of the strokes by being directly observed and by completion of written examinations. |
| KINA 217 Swimming II | Swim all four competitive strokes (freestyle, butterfly, backstroke, breaststroke) |
| KINA 230 Fitness and Wellness Lab II | Student demonstrates understanding of working heart rate and target zones. During a 20 minute workout students will record their working heart rate and compare it to target zones. The zones will help the students understand conditioning rates for the heart. |
| KINA 230 Fitness and Wellness Lab II | Students will develop their own training program to improve cardiovascular fitness. Using the equipment in the fitness center and the Accuro students will develop a plan to improve their cardiovascular fitness. |
| KINA 258 Yoga II | 1. Demonstrate proper physical alignment in the various Hatha Yoga Asanas with twists and wraps. |
| KINA 258 Yoga II | 2. Increase individual strength and flexibility with sustainment. |
| KINA 258 Yoga II | 3. Demonstrate inversions. |
| KINA 258 Yoga II | 4. Devise a personal yoga practice as demonstrated in a written project using Sanskrit. |
| KINA 258 Yoga II | 5. Identify all yoga breathing techniques by name and action with supporting meditation practices. |
| KINA 270 Women' Inter Basketball Tm II | Student will demonstrate ability to watch and analyze game film of conference opponents. |
| KINA 270 Women' Inter Basketball Tm II | Student will demonstrate the ability to utilize various game strategies. |
| KINA 270 Women' Inter Basketball Tm II | Student will display the ability to work within a team to accomplish a common goal. |
| KINA 276 Off-Season for Intercollegiate Soccer | Build tactical and technical knowledge of the game of soccer. |
| KINA 276 Off-Season for Intercollegiate Soccer | Demonstrate technical skills under pressure. |
| KINA 276 Off-Season for Intercollegiate Soccer | Recognize transitional moments and utilize correct strategies to expose these opportunities. |
| KINA 281 Men's Inter Basketball Tm II | Students will demonstrate ability to watch and analyze game film of conference opponents. |
| KINA 281 Men's Inter Basketball Tm II | Students will demonstrate an advanced level of basketball skill. |
| KINA 281 Men's Inter Basketball Tm II | Students will demonstrate the ability to accomplish a task while under stress |
| KINA 281 Men's Inter Basketball Tm II | Students will display the ability to work within a team to accomplish a common goal. |

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| LAND 101 Intro to Landsc Design & Maint | Students will be able to identify and apply the fundamental skills of planting and irrigation design. |
| LAND 101 Intro to Landsc Design & Maint | Students will be able to identify the types of environmental health and safety hazards that may be encountered with landscape design. |
| LAND 101 Intro to Landsc Design & Maint | Students will be able to perform landscape maintenance and cost analysis. |
| LAND 101 Intro to Landsc Design & Maint | Students will be able to understand the importance of the environmental impacts of landscape design. |
| LAND 102 Intro to Landsc Arch & Design | Students will be able to discuss and demonstrate how human determinants shape the landscape environment. |
| LAND 102 Intro to Landsc Arch & Design | Students will be able to identify the role of landscape architecture profession in environmental design. |
| LAND 102 Intro to Landsc Arch & Design | Students will identify and discuss the technical, professional and social responsibilities of landscape design. |
| LAND 102 Intro to Landsc Arch & Design | Students will understand the fundamental principles and concepts essential to landscape design development. |
| LAND 103 Landscape Arch Theory & Form | Students will be able to identify the role of landscape architecture profession in environmental design. |
| LAND 103 Landscape Arch Theory & Form | Students will be able to interpret and understand 2D and 3D topography and landform designs. |
| LAND 103 Landscape Arch Theory & Form | Students will identify and discuss the theory and methods pertaining to landscape architecture design and site planning. |
| LAND 103 Landscape Arch Theory & Form | Students will understand the advanced principles and concepts essential to landscape design development. |
| LAND 121 Intro to Hist Landscape Arch | Students will be able to discuss landscape architecture/design history from prehistory to today. |
| LAND 121 Intro to Hist Landscape Arch | Students will be able to recognize and identify the possible career opportunities which exists within this profession. |
| LAND 121 Intro to Hist Landscape Arch | Students will recognize the social, economic, and political implications with regards to landscape design. |
| LAND 121 Intro to Hist Landscape Arch | Students will understand the historical principles and concepts essential to landscape design development. |
| LAND 200 D.S. Landscape Design (formerly LAND 299) | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| LIB 101 Fund Library Resch | Given a book's Library of Congress call number, students will locate the correct book in an academic library's book stacks. |
| LIB 101 Fund Library Resch | Students apply all the standard evaluation criteria to assess a web site's reliability. |
| LIB 101 Fund Library Resch | Students will be able to develop a focused topic based on an information need. |
| LIB 101 Fund Library Resch | Students will be able to search by author, title, subject, and keyword in an online library catalog and locate relevant items. |
| LIB 101 Fund Library Resch | Students will identify the elements of a citation when reading or creating a citation from a bibliographic record of a book, a periodical article, or a web site. |
| LIB 101 Fund Library Resch | Students will select the appropriate online database(s) to use to obtain articles. |
| LIT 102 Approaches to Literature | Students will demonstrate an ability to incorporate outside sources through the use of quotes and paraphrases. |
| LIT 102 Approaches to Literature | Students will document outside sources using designated citation format. |
| LIT 102 Approaches to Literature | The student will identify the work of significant writers, literary works, and cultural movements from a variety of diverse communities. |
| LIT 102H Approaches to Literature Honor | Students will document credible outside sources using designated citation format. |
| LIT 102H Approaches to Literature Honor | Students will provide critical analysis of literature. |
| LIT 102H Approaches to Literature Honor | The student will identify the work of significant writers, literary works, and cultural movements from a variety of diverse communities. |
| LIT 112A American Lit through 1865 | All students will identify American expressions of literary movements relevant to the period (e.g. Neoclassicism, Romanticism, Transcendentalism). |
| LIT 112A American Lit through 1865 | All students will identify and explain influences on American Literature between the age of exploration and the civil war. |
| LIT 112A American Lit through 1865 | All students will identify the works of particular American authors. |
| LIT 112AH American Lit through 1865 H | All students will identify American expressions of literary movements relevant to the period (e.g. Neoclassicism, Romanticism, Transcendentalism). |

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| LIT 112AH American Lit through 1865 H | All students will identify and explain influences on American Literature between the age of exploration and the civil war. |
| LIT 112AH American Lit through 1865 H | All students will identify the works of particular American authors. |
| LIT 112AH American Lit through 1865 H | Students will be able to explain and discuss assigned readings in wider social and cultural contexts and in relation to additional assigned readings. |
| LIT 112B American Lit after 1865 | Students will be able to identify and explain various influences (e.g., social, cultural, political, historical, religious, technological) on American literature between the end of the civil war and the present day. |
| LIT 112B American Lit after 1865 | Students will be able to identify the works of particular American authors and American expressions of literary movements relevant to the period (e.g., Realism, Modernism, Postmodernism). |
| LIT 112BH American Lit after 1865 H | Honors students will be able to explain and discuss assigned readings in wider social and cultural contexts and in relation to additional assigned readings. |
| LIT 112BH American Lit after 1865 H | Students will be able to identify and explain various influences (e.g., social, cultural, political, historical, religious, technological) on American literature between the end of the civil war and the present day. |
| LIT 112BH American Lit after 1865 H | Students will be able to identify the works of particular American authors and American expressions of literary movements relevant to the period (e.g., Realism, Modernism, Postmodernism). |
| LIT 114 Child & Adolescent Literature | In a literary analysis essay, students will explain and discuss various influences (e.g., social, cultural, political, historical, etc.) that inform diverse genres of elementary and adolescent literature such as poetry, the short story, and the novel. |
| LIT 114 Child & Adolescent Literature | In thesis-driven essays, students will analyze texts and incorporate outside sources through the use of quotes and paraphrases. |
| LIT 114 Child & Adolescent Literature | In written work, students will incorporate and document outside sources using designated citation format. |
| LIT 114H Child & Adolescent Lit Honors | Students will be able to apply theoretical approaches to analyzing the literature including psychoanalytical, structuralist, and ideological theories. |
| LIT 114H Child & Adolescent Lit Honors | Students will be able to explain and discuss various influences (e.g. social, cultural, political, historical, etc.) that inform diverse genres of children's literature such as poetry, the short story, and the novel. Students will be able to write thesis-driven essays in analyzing the texts, will incorporate outside sources through the uses of quotes and paraphrases, and will document outside sources using designated citation format. In addition, the students will be able to apply theoretical approaches to analyzing the literature including psychoanalytical, structuralist, and ideological theories. |
| LIT 114H Child & Adolescent Lit Honors | The students should be able to demonstrate a thesis, analyze texts, incorporate outside sources through the uses of quotes and paraphrases, and document outside sources using designated citation format. |
| LIT 117 Mex Lit in Translation | Students will be able to explain and discuss the major literary works from pre-hispanic Mexican literature. |
| LIT 117 Mex Lit in Translation | Students will be able to explain and discuss the major literary works from pre-hispanic Mexican literature. |
| LIT 117 Mex Lit in Translation | Students will be able to explain and discuss the major literary works from the colonial period in Mexican literature. |
| LIT 117 Mex Lit in Translation | Students will be able to explain and discuss the major literary works of nineteenth century Mexico. |
| LIT 117 Mex Lit in Translation | Students will be able to explain and discuss the major literary works of twentieth century and contemporary Mexico. |
| LIT 117H Mex Literature inTranslation H | Students will be able to explain and discuss the major literary works from pre-hispanic Mexican literature. |
| LIT 117H Mex Literature inTranslation H | Students will be able to explain and discuss the major literary works from the colonial period in Mexican literature. |
| LIT 117H Mex Literature inTranslation H | Students will be able to explain and discuss the major literary works of nineteenth century Mexico. |
| LIT 117H Mex Literature inTranslation H | Students will be able to explain and discuss the major literary works of twentieth century and contemporary Mexico. |

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| LIT 130 Women and Literature | Students will be able to deconstruct writing by and about diverse females. |
| LIT 130 Women and Literature | Students will be able to explain and discuss feminist literary criticism. |
| LIT 130 Women and Literature | Students will be able to explain and discuss the roles that women play in society and literature. |
| LIT 130H Women and Literature Honors | Students will be able to explain and discuss literary criticism as it pertains to the course. |
| LIT 130H Women and Literature Honors | Students will be able to explain and discuss the themes and the lived experiences of women in society and literature. |
| LIT 130H Women and Literature Honors | Students will be able to identify, analyze, and synthesize poetry, prose fiction, drama, and short stories as it pertains to the course. |
| LIT 140 Introduction to the Novel | Students will be able to explain and discuss the features that distinguish the novel as a literary genre: narrative structure, point of view, character development, setting, theme, style, imagery and symbol. |
| LIT 140 Introduction to the Novel | The students should be able to demonstrate a thesis, analyze texts, incorporate outside sources through the use of quotations and summary, and document sources using designated citation format. |
| LIT 140H Intro to the Novel Honors | Students will be able to explain and discuss the features that distinguish the novel as a literary genre: narrative structure, point of view, character development, setting, theme, style, imagery and symbol. |
| LIT 141 Introduction to Poetry | Students will be able to identify features that distinguish poetry as a literary genre (e.g., form, imagery, meter, diction theme, style, sound devices, etc.). |
| LIT 141 Introduction to Poetry | Students will provide original interpretations of assigned poems based on their understanding of poetic features (form, imagery, meter, diction, theme, style, sound devices, etc.). |
| LIT 142 Introduction to Shakespeare | Students will be able to explain and discuss representative comedies from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142 Introduction to Shakespeare | Students will be able to explain and discuss representative histories from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142 Introduction to Shakespeare | Students will be able to explain and discuss representative poetry and the sonnet cycle from Shakespeare with an emphasis on the conventions of Elizabethan poetry. |
| LIT 142 Introduction to Shakespeare | Students will be able to explain and discuss representative romances from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142 Introduction to Shakespeare | Students will be able to explain and discuss representative tragedies from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142 Introduction to Shakespeare | students will learn all parts of english including words, paragraphs, phrases, dots. |
| LIT 142H Intro to Shakespeare Honors | Students will be able to explain and discuss representative comedies from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142H Intro to Shakespeare Honors | Students will be able to explain and discuss representative histories from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142H Intro to Shakespeare Honors | Students will be able to explain and discuss representative poetry and the sonnet cycle from Shakespeare with an emphasis on the conventions of Elizabethan poetry. |
| LIT 142H Intro to Shakespeare Honors | Students will be able to explain and discuss representative romances from Shakespeare with an emphasis on the dramatic genre. |
| LIT 142H Intro to Shakespeare Honors | Students will be able to explain and discuss representative tragedies from Shakespeare with an emphasis on the dramatic genre. |
| LIT 143 Exploring Authors | Explicate part of the selection using rhetorical textual analysis |
| LIT 143 Exploring Authors | Interpret a selection in light of the social and historical factors that inform the work. |
| LIT 143 Exploring Authors | Students will be able to explain and discuss representative tragedies from Shakespeare with an emphasis on the dramatic genre. |
| LIT 143H Exploring Authors Honors | Explicate part of the selection using rhetorical textual analysis. |
| LIT 143H Exploring Authors Honors | Interpret a selection in light of the social and historical factors that inform the work. |
| LIT 143H Exploring Authors Honors | Interpret/analyze a selection through the lens of a critical approach. |
| LIT 144A World Literature | Students will be able to identify, analyze, and discuss Western and non-Western world literature—poetry, prose fiction, drama, and essays |

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| LIT 144A World Literature | Students will connect artistic themes and intellectual shifts from one period of world literature to another and analyze texts for literary techniques and cultural influences |
| LIT 144A World Literature | Students will identify, analyze, and discuss world literature from the ancient world, the Middle Ages, and the Renaissance |
| LIT 144B World Literature | Students will be able to identify, analyze, and discuss Western and non-Western world literature—poetry, prose fiction, drama, and essays |
| LIT 144B World Literature | Students will connect artistic themes and intellectual shifts from one period of world literature to another and analyze texts for literary techniques and cultural influences |
| LIT 144B World Literature | Students will identify, analyze, and discuss world literatures from the Enlightenment, the 19th and 20th centuries, and the present |
| LIT 145 Intro to the Short Story | Students should be able to critically analyze the literature in their written work. |
| LIT 145 Intro to the Short Story | Students should be able to provide logical and original interpretation of text(s) in their written work. |
| LIT 145 Intro to the Short Story | Students will be able to provide a thesis statement in an essay about the literature in LIT 145. |
| LIT 145H Intro to Short Story Honors | Students should be able to critically analyze the literature in their written work. |
| LIT 145H Intro to Short Story Honors | Students should be able to offer original interpretations of the literature and include accurately documented and credible research of various short stories. |
| LIT 145H Intro to Short Story Honors | Students should be able to provide a thesis statement in their written work. |
| LIT 146A British Literature | Given a major piece of British literature from the Middle Ages, the 16th to the 17th Centuries, and/or the Restoration/18th Century, students will be able to interpret a selection of that literature utilizing rhetorical (literary) analysis. |
| LIT 146A British Literature | Given a major piece of British literature from the Middle Ages, the 16th to the early 17th Centuries, and/or the Restoration/18th Century, students will recognize the relevant socio-historical factors that inform the text. |
| LIT 146AH British Literature Honors | Given a major piece of British literature from the Middle Ages, the 16th to early 17th Centuries, and/or the Restoration/18th Centuries, students will be able to interpret and analyze a selection through the lenses of various and/or appropriate critical approaches. |
| LIT 146AH British Literature Honors | Given a major piece of British literature from the Middle Ages, the 16th to the early 17th Centuries, and/or the Restoration/18th Century, students will be able to interpret a selection of that literature utilizing Rhetorical (literary) analysis. |
| LIT 146AH British Literature Honors | Given a major piece of British literature from the Middle Ages, the 16th to the early 17th Centuries, and/or the Restoration/18th Century, students will recognize the relevant socio-historical factors that inform the text. |
| LIT 146B British Literature | Given a major selection of literature from the British Romantic Period, the Victorian Period and/or the 20th Century, students will be able to explicate part of the selection using rhetorical (literary) textual analysis. |
| LIT 146B British Literature | Given a major selection of literature from the British Romantic Period, the Victorian Period, and/or the 20th Century, students will be able to interpret a selection in light of the significant social and historical factors that inform the work. |
| LIT 146BH British Literature Honors | Given a major selection of literature from the British Romantic Period, the Victorian Period and/or the 20th Century, students will be able to explicate part of the selection using rhetorical (literary) textual analysis. |
| LIT 146BH British Literature Honors | Given a major selection of literature from the British Romantic Period, the Victorian Period, and/or the 20th Century, students will be able to interpret a selection in light of the significant social and historical factors that inform the work. |
| LIT 146BH British Literature Honors | Given a major selection of literature from the British Romantic Period, the Victorian Period, and/or the 20th Century, students will be able to interpret/analyze a selection through the lenses of various critical approaches (Honors section). |
| LIT 147 Cinema as Literature | Students critique artistic works, evaluating elements relevant to the given work (e.g. texture, form, timbre, color, conflict, rhythm, etc.) and how these are effectively integrated in the work as a whole. (General Education SLO) |

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| LIT 147 Cinema as Literature | The student should be able to clearly demonstrate knowledge of the basic elements of film structure in relation to specific directorial approaches. |
| LIT 147 Cinema as Literature | The student should be able to clearly demonstrate knowledge of the basic elements of film structure in relation to specific social concerns. |
| LIT 147 Cinema as Literature | The student should be able to clearly demonstrate knowledge of the basic elements of film structure in relation to specific themes. |
| LIT 148 Intro. to Dramatic Literature | Students will be able to identify and explain various influences (e.g., social, cultural, political, historical, religious, mythological, etc.) on a range of dramatic literature from ancient Greece to the present and to identify the works of particular playwrights and evolving intellectual movements from these times (e.g., Realism, Neoclassicism, Expressionism, etc.). |
| LIT 149 Intro to Chicana/Chicano Lit | Students will identify and explain cultural, political, and historical influences on Chicana/o literature from 1848 to the present |
| LIT 149 Intro to Chicana/Chicano Lit | Students will identify major forms of literary expressions (poetry, drama, corridos, short stories) in Chicana/o literature |
| LIT 299 Directed Study: Literature | Demonstrate an understanding of course material. |
| LOG 101 Supply Chain Management | 1. Presented with a case study, examination, or project, students will evaluate the internal operation of the organization and propose a description of the supply chain. |
| LOG 101 Supply Chain Management | 2. Given a supply chain management situation, students will assess and prescribe the types of technology used to boost supply chain efficiency and responsiveness. |
| LOG 101 Supply Chain Management | 3. Provided a hypothetical scenario, students will identify methods for aligning the supply chain with market demand. |
| LOG 101 Supply Chain Management | student will evaluate the internal operation of the organization and propose a description of the supply chain. |
| LOG 101 Supply Chain Management | Student will evaluate various supplier selection and management methods |
| LOG 101 Supply Chain Management | Student will learn various methods of forecasting that can be applied across multiple sectors and scenarios |
| LOG 101 Supply Chain Management | Students will analyze the supply chain requirements and make informed decisions that will support the strategic goals of the organization. Students can apply critical thinking and reasoning to reach a conclusion |
| LOG 101 Supply Chain Management | Students will prepare a business professional research paper utilizing the new found skills in this class to align the concepts with the research |
| LOG 105 Purchasing Management | 1. Provided with a material buying situation, the student will propose a process for selecting suppliers and suggest methods for evaluating potential suppliers. |
| LOG 105 Purchasing Management | 2. Given a purchasing scenario, student will explain the role of the purchasing function within an organization. |
| LOG 105 Purchasing Management | 3. Presented with a case study, examination, or project, students will determine purchasing requirements and calculate order quantities. |
| LOG 105 Purchasing Management | Characterize the critical supply chain elements. Students will learn about the major activities that support supply chain management with an emphasis on purchasing management. |
| LOG 105 Purchasing Management | Identify critical criteria selecting suppliers and methods for evaluating potential suppliers. Students will be able to utilize a weighted score card calculation to determine most viable source of procurement for a business need. |
| LOG 105 Purchasing Management | Students will be provided with the knowledge on how to approach the best cost approach from a multi-dimensional aspect versus a singular pricing aspect. Students will understand the importance of reviewing quality requirements, on time delivery and supplier capabilities. |
| LOG 105 Purchasing Management | Understand fundamentals of purchasing management. Students will learn subject matter theory, terminology, mathematical calculations and various problem solving techniques to address purchasing requirements |
| LOG 105 Purchasing Management | Understand strategic sourcing and the strategic sourcing process. Students will gain an understanding of strategic cost management, target costing, cost analysis and strategic sourcing |
| LOG 110 Warehouse Management | 1. Given a warehouse scenario, students will evaluate and propose methods to improve productivity and efficiency for the warehouse. |

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| LOG 110 Warehouse Management | 2. Provided with a hypothetical situation, students will determine the management skills necessary to support the human element in warehouse operations. |
| LOG 110 Warehouse Management | 3. Presented with a case study, examination, or project, students will demonstrate how to measure, interpret, report, and communicate information related to productivity, accuracy/quality, and safety. |
| LOG 110 Warehouse Management | student will evaluate and propose methods to improve productivity and quality control for the warehouse. |
| LOG 115 Inventory Management | 1. Given an inventory management scenario, students will propose methods used in accounting for various levels of inventory. |
| LOG 115 Inventory Management | 2. Presented with an inventory situation, students will describe the value in and practice of physical inventories and cycle counting. |
| LOG 115 Inventory Management | 3. Given an inventory situation, student will demonstrate multiple inventory replenishment techniques. |
| LOG 115 Inventory Management | Evaluate and propose methods for accounting for the various inventory quantities |
| LOG 115 Inventory Management | Identify capacity constraints and scheduling delays |
| LOG 115 Inventory Management | Six sigma and lean manufacturing are prominent in manufacturing firms that need to manage inventory closely. Students will develop an appreciation for the criticality of these effective tools |
| LOG 115 Inventory Management | Students will appreciate the importance of data integrity and the complexity of balancing supply with demand |
| LOG 115 Inventory Management | Students will use various calculation methods to determine forecasts based on historical data. Additionally, students will apply the forecast to balance supply/demand to minimize bullwhip effect |
| LOG 120 Transportation Management | 1. Given a transportation need, students will propose methods for transportation services that could be used by the organization. |
| LOG 120 Transportation Management | 2. Given a transportation management situation, students will determine customer needs while maintaining appropriate expense control. |
| LOG 120 Transportation Management | 3. Presented a transportation situation, students will solve problems related to outsourcing transportation needs versus private fleet operations. |
| LOG 125 Contract Management | 1. Presented with a case study, examination, or project, students will evaluate the legal and regulatory requirements for contracts and propose the types of contract provisions needed. |
| LOG 125 Contract Management | 2. Given a contract management situation, students will analyze contracting needs in the supply chain and prescribe recommendations to satisfy those needs. |
| LOG 125 Contract Management | 3. Provided a contract situation, students will evaluate freight and logistics contract provisions and make recommendations about the best alternatives. |
| LOG 125 Contract Management | student will evaluate the legal and regulatory requirements for the constructs and propose the types of contract provisions needed |
| LOG 130 Computerized Logistics | 1. Presented with a case study, examination, or project, students will evaluate the types of software available and recommend a process for selecting an appropriate solution. |
| LOG 130 Computerized Logistics | 2. Given a hypothetical logistics situation, students will analyze how computers are integrated into the logistics industry. |
| LOG 130 Computerized Logistics | 3. Provided a supply chain situation, students will diagnose logistical software selection problems and prescribe implementation procedures. |
| LOG 130 Computerized Logistics | student will evaluate the types of software available and recommend a process for selecting an appropriate solution |
| LOG 135 Quality Management Concepts | 1. Given a hypothetical business problem, students will propose a plan for identifying and implementing quality improvements. |
| LOG 135 Quality Management Concepts | 2. Given a quality control scenario, students will recognize the scope and importance of quality management and the explain the underlying principles. |
| LOG 135 Quality Management Concepts | 3. Presented with a quality management scenario, students will describe and apply the tools of quality improvement including concurrent engineering, benchmarking, quality function deployment, and statistical process control. |
| LOG 135 Quality Management Concepts | student will evaluate the process for improvement and propose a plan for identifying and implementing quality improvements. |
| MATH 013E Essential Topics for Statistics | Evaluate mathematical expressions using the correct order of operations. |

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| MATH 013E Essential Topics for Statistics | Graph fractions, decimals, and signed numbers on a coordinate plane. |
| MATH 013E Essential Topics for Statistics | Use reading and classification strategies to model and solve real world problems. |
| MATH 015E Essential Topics for Quantitative Reasoning | Objective 1. Solve simple algebraic equations including proportions. |
| MATH 015E Essential Topics for Quantitative Reasoning | Objective 2. Graphing ordered pairs and solutions to equations in two variables on the Cartesian plane |
| MATH 015E Essential Topics for Quantitative Reasoning | Objective 3. Find the volume of a simple polyhedral using formulas |
| MATH 016E Essential Topics for College Algebra | Add, subtract, multiply, divide, and exponentiate rational numbers. |
| MATH 016E Essential Topics for College Algebra | Interpret the slope and y-intercept in context for linear data given in the form of words, equations, data tables, or graphs. |
| MATH 016E Essential Topics for College Algebra | Simplify and evaluate numeric and algebraic expressions using the order of operations agreement and properties of real numbers. |
| MATH 016E Essential Topics for College Algebra | Solve simple algebraic equations and inequalities. |
| MATH 017E Essential Topics for Plane Trigonometry | Objective 1. Solve simple algebraic equations and inequalities |
| MATH 017E Essential Topics for Plane Trigonometry | Objective 2. Factor polynomials |
| MATH 017E Essential Topics for Plane Trigonometry | Objective 3. Explain the concepts of functions and inverse functions. |
| MATH 018E Essential Topics for Pre-Calculus | Objective 2. Find domain and range for functions |
| MATH 018E Essential Topics for Pre-Calculus | Objective 3. Calculate and graph with the six trigonometric functions and their inverses. |
| MATH 018E Essential Topics for Pre-Calculus | Solve equations such as polynomials, rations, radicals, linear, non-linear inequalities, and trigonometric equations. |
| MATH 030 Prealgebra | Students will compute sums, differences, products and quotients of integers without a calculator. |
| MATH 030 Prealgebra | Students will evaluate a numerical expression using the order of operations agreement without a calculator. |
| MATH 030 Prealgebra | Students will solve a simple (one-step) linear equation. |
| MATH 030 Prealgebra | Students will use an appropriate operation or operations to answer the question posed in a real-life situation involving rational numbers. |
| MATH 030 Prealgebra | Students will use percents to solve a real world problem. |
| MATH 030 Prealgebra | Students will use ratios or rates to solve a real world problem. |
| MATH 030 Prealgebra | Students will use the order of operations agreement to compute correctly with rational numbers. |
| MATH 030 Prealgebra | Students will write an equation using a variable to describe a real-life situation involving an unknown integer. |
| MATH 033 Mathematical Foundations | Presented with a real-life situation involving rational numbers, students will correctly solve the appropriate operation or operations. |
| MATH 033 Mathematical Foundations | Students will evaluate a numerical expression using the order of operations agreement without a calculator. |
| MATH 033 Mathematical Foundations | Students will solve a simple (one-step) linear equation. |
| MATH 033 Mathematical Foundations | Students will use percents to solve a real-world problem. |
| MATH 033 Mathematical Foundations | Students will use ratios or rates to solve a real-world problem. |
| MATH 033 Mathematical Foundations | Students will use the order of operations agreement to compute correctly with rational numbers. |
| MATH 033 Mathematical Foundations | Students will write an equation using a variable to describe a real-life situation involving an unknown integer. |
| MATH 033 Mathematical Foundations | Without a calculator, students will correctly compute sums, differences, products, and quotients of integers and evaluate a numerical expression using the order of operations agreement. |
| MATH 049 Introduction to MESA | Given information regarding transfer, students will compile a list of courses required for their major and strategize which courses are to be taken at Rio Hondo College and which courses will be taken at the transfer school to fulfill their bachelor's degree requirements. |

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| MATH 049 Introduction to MESA | In an assignment, students will be able to identify and describe their implementation of STEM specific study skills such as early preparation, organizing their learning, the “study cycle”, note taking, participation in study groups, etc. |
| MATH 049 Introduction to MESA | In an assignment, students will describe their implementation of non-cognitive skills important for success in STEM coursework, such as time and priority management, metacognition, behavior modification. |
| MATH 050 Elementary Algebra | Given a linear equation in one variable, the student will solve the equation. |
| MATH 050 Elementary Algebra | Given a point and the slope of a line. Find an equation of the line. |
| MATH 050 Elementary Algebra | Given an expression in one variable, the student will simplify the expression using distributive property and collecting like terms. |
| MATH 050 Elementary Algebra | Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. (Mathematics AS Degree SLO) |
| MATH 050 Elementary Algebra | Given two points, find the slope of the line containing these two points. |
| MATH 050 Elementary Algebra | Students perform on finding the slopes of a line, the equation of a line, and the graph of a line. |
| MATH 050 Elementary Algebra | Students perform on solving system of linear equations in two unknowns using graphing, substitution and addition(elimination) methods. |
| MATH 050 Elementary Algebra | Students perform operations on polynomial, such as addition, subtraction, multiplication, and division. |
| MATH 053 B-STEM Elementary Algebra | Given a multi-step linear equation in one variable, the student will solve the equations. |
| MATH 053 B-STEM Elementary Algebra | Given a point and the slope of a line, find an equation of the line. |
| MATH 053 B-STEM Elementary Algebra | Given the description of a real-world problem, students construct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 053 B-STEM Elementary Algebra | Given two points, find the slope of the line containing these two points. |
| MATH 053 B-STEM Elementary Algebra | Students perform operations on polynomials such as addition, subtraction, multiplication, and division. |
| MATH 053 B-STEM Elementary Algebra | Students solve a system of linear equations in two unknowns using graphing, substitution and addition methods. |
| MATH 053A B-STEM Elementary Algebra - A | Given a multi-step linear equation in one variable, the student will solve the equations |
| MATH 053A B-STEM Elementary Algebra - A | Given a point and the slope of a line, find an equation of the line. |
| MATH 053A B-STEM Elementary Algebra - A | Given the description of a real-world problem, students construct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 053A B-STEM Elementary Algebra - A | Given two points, find the slope of the line containing these two points |
| MATH 053B B-STEM Elementary Algebra - B | Given a quadratic trinomial, students are able to factor it |
| MATH 053B B-STEM Elementary Algebra - B | Students perform operations on polynomials such as addition, subtraction, multiplication, and division |
| MATH 053B B-STEM Elementary Algebra - B | Students solve a system of linear equations in two unknowns using graphing, substitution and addition methods |
| MATH 060 Geometry | Students will apply Pythagorean Theorem to problems involving right triangles. |
| MATH 060 Geometry | Students will describe lines, angles, polygons, and circles and their properties. |
| MATH 060 Geometry | Students will solve 30-60-90 and 45-45-90 right triangles for sides and angles. |
| MATH 060 Geometry | Students will use ratio and proportion to solve geometric problems. |
| MATH 060 Geometry | Students will write and critique proofs regarding congruence and similarity of geometric figures. |
| MATH 062 Pre-Statistics | Choose the appropriate techniques from probability to solve problems. |
| MATH 062 Pre-Statistics | Compute measures of central tendency and standard deviation. |
| MATH 062 Pre-Statistics | Compute permutations and combinations. |
| MATH 062 Pre-Statistics | Construct, use and interpret elements of linear models in applications. |
| MATH 062 Pre-Statistics | Construct/interpret frequency distributions, histograms, box plots, scatter plots, and contingency tables. |
| MATH 062 Pre-Statistics | Demonstrate proper use and understanding of mathematical notation, including set notation, interval notation, summation notation, and probability. |

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| MATH 062 Pre-Statistics | Demonstrate understanding of connections between fractions, decimals and percentages within the context of basic statistics. |
| MATH 062 Pre-Statistics | Find complements of sets. |
| MATH 062 Pre-Statistics | Graph linear equations in two variables. |
| MATH 062 Pre-Statistics | Produce a coherent and well-reasoned descriptive analysis of data, based on numerical and graphical representations, to answer a research question. |
| MATH 062 Pre-Statistics | Simplify intersections and unions of sets, including intervals of numbers. |
| MATH 062 Pre-Statistics | Simplify products and quotients of numbers in scientific notation format, and express the result in scientific notation format. |
| MATH 062 Pre-Statistics | Solve linear equations. |
| MATH 062 Pre-Statistics | Solve literal equations. |
| MATH 062 Pre-Statistics | Use the Order or Operations Agreement to evaluate expressions. |
| MATH 070AB Intermediate Algebra: Part I | Given a point and the slope of a line, find an equation of the line. |
| MATH 070AB Intermediate Algebra: Part I | Given a quadratic trinomial, students are able to factor it. |
| MATH 070AB Intermediate Algebra: Part I | Given the description of a real-world problem, students construct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 070AB Intermediate Algebra: Part I | Given two points, find the slope of the line containing these two points |
| MATH 070AB Intermediate Algebra: Part I | Students perform operations on polynomials such as addition, subtraction, multiplication, and division. |
| MATH 070AB Intermediate Algebra: Part I | Students solve a system of linear equations in two unknowns using graphing, substitution and addition method |
| MATH 070CD Intermediate Algebra: Part II | Given a one-to-one function, students will be able to find the inverse function. |
| MATH 070CD Intermediate Algebra: Part II | Given a quadratic equation in one variable, the student will solve the equation using various methods. |
| MATH 070CD Intermediate Algebra: Part II | Given a radical function, students will be able to solve and graph while finding the domain and range. |
| MATH 070CD Intermediate Algebra: Part II | Given an exponential or logarithmic function, students will demonstrate how to graph while finding the appropriate domain, range, asymptote. |
| MATH 070CD Intermediate Algebra: Part II | Given logarithmic expressions, students will be able to condense and expand using appropriate properties/rules. |
| MATH 070CD Intermediate Algebra: Part II | Given the description of real-world problem, students construct exponential or logarithmic equations to represent the problem and determine the correct solution. |
| MATH 070CD Intermediate Algebra: Part II | Given two appropriate rational expressions, students will be demonstrate proper use of synthetic division to divide. |
| MATH 130 Statistics | From paired data, students will calculate a linear regression line, use the regression line to make a prediction, calculate r and interpret |
| MATH 130 Statistics | Students critique and interpret data presented in appropriate graphical and/or verbal formats |
| MATH 130 Statistics | Students will apply correct formulas to find probabilities of compound events involving ORs, ANDs, COMPLEMENTS, and/or AT LEAST ONES |
| MATH 130 Statistics | Students will apply correct techniques to find probabilities involving random variables having a general, binomial, uniform, or normal dist. |
| MATH 130 Statistics | Students will correctly construct confidence intervals involving a population proportion, population mean, and/or pop. standard deviation |
| MATH 130 Statistics | Students will correctly perform 1- and 2-population hypothesis tests |
| MATH 130 Statistics | Students will correctly perform Goodness-of-Fit, Test for Independence, Homogeneity of Proportions, and/or One-Way Analysis of Variance |
| MATH 130H Statistics Honors | From paired data, students will calculate a linear regression line, use the regression line to make a prediction, calculate r and interpret |
| MATH 130H Statistics Honors | Graph linear equations in two variables. |
| MATH 130H Statistics Honors | Incorporate properties of scientific notation in problem solving. |
| MATH 130H Statistics Honors | Solve applied problems. |
| MATH 130H Statistics Honors | Students critique and interpret data presented in appropriate graphical and/or verbal formats |
| MATH 130H Statistics Honors | Students will apply correct formulas to find probabilities of compound events involving ORs, ANDs, COMPLEMENTS, and/or AT LEAST ONES |

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| MATH 130H Statistics Honors | Students will apply correct techniques to find probabilities involving random variables having a general, binomial, uniform, or normal dist. |
| MATH 130H Statistics Honors | Students will correctly construct confidence intervals involving a population proportion, population mean, and/or pop. standard deviation |
| MATH 130H Statistics Honors | Students will correctly perform 1- and 2-population hypothesis tests |
| MATH 130H Statistics Honors | Students will correctly perform Goodness-of-Fit, Test for Independence, Homogeneity of Proportions, and/or One-Way Analysis of Variance |
| MATH 140 Math for Elementary Teachers | Given a non- routine problem to solve the student will choose appropriate strategies to solve the problem, solve it, and explain why the solution is reasonable. |
| MATH 140 Math for Elementary Teachers | Students will create story problems linked to each conceptual model for addition, subtraction, multiplication, and division. They will also analyze problems to identify which operational model is involved. |
| MATH 140 Math for Elementary Teachers | Students will demonstrate operations with rational numbers using standard and non-standard algorithms, explain why the algorithms yield correct results, and identify advantages and disadvantages of each algorithm. |
| MATH 140 Math for Elementary Teachers | Students will demonstrate operations with real numbers using appropriate physical and conceptual models. |
| MATH 140 Math for Elementary Teachers | The student will identify and explain the conceptual foundations of addition, subtraction, multiplication, and division. |
| MATH 140 Math for Elementary Teachers | The student will write whole numbers in expanded form and use models such as bundles of sticks and base pieces to display whole numbers and operate with whole numbers. The student will also explain the characteristics of a place value number system including the number of digits needed, the values of the places, and the role of zero. |
| MATH 141 Math for Elementary Teachers | Students will be able to measure length, volume, weight, and temperature using American and SI units and uncover units between measurement systems. |
| MATH 141 Math for Elementary Teachers | Students will recognize and describe geometric figures in 2 and 3 dimensions and use their properties. |
| MATH 141 Math for Elementary Teachers | Students will solve a variety of problems using probability, statistics, geometry and measurement. |
| MATH 141 Math for Elementary Teachers | Students will use measures of control tendency and dispersion appropriately to describe data. Students will demonstrate an understanding of appropriate uses of statistics. |
| MATH 141 Math for Elementary Teachers | Students will use the concepts of probability to calculate odds, theoretical,empirical, and conditional probabilities, and mathematical expectation. |
| MATH 150 Quantitative Reasoning in Today's World | Apply deductive and inductive mathematical reasoning skills in the solving of problems and be able to communicate how these skills were used. |
| MATH 150 Quantitative Reasoning in Today's World | Apply financial models to real-world contexts; make inferences and draw conclusions regarding the economic value and feasibility of alternative models. |
| MATH 150 Quantitative Reasoning in Today's World | Apply the concepts and methods of combinatorics and probability to investigate and critique real-world contexts. |
| MATH 150 Quantitative Reasoning in Today's World | Apply the concepts and methods of descriptive statistics and regression to investigate and critique real-world contexts. |
| MATH 150 Quantitative Reasoning in Today's World | Make inferences based on analysis of quantitative data using proportional reasoning. |
| MATH 150 Quantitative Reasoning in Today's World | Recognize the limitations of the models and methods they utilize given the data and assumptions they are working with. |
| MATH 150 Quantitative Reasoning in Today's World | Summarize mathematical information using various forms, and convert between these forms. |
| MATH 160 College Algebra | Given a few consecutive members of a set that makes a sequence, the students will be able to determine the general formula or recursive formula of the sequence. The student can determine the partial sum of a series of a given sequence. |
| MATH 160 College Algebra | Given a linear, quadratic, polynomial, rational, exponential, or logarithmic equation, the student will simplify and solve it. |

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| MATH 160 College Algebra | Given a linear, quadratic, polynomial, rational, exponential, or logarithmic function, the students will be able to find the required information about the function and graph it. |
| MATH 160 College Algebra | Given a system of linear equations, the student will be able to solve the system by writing the augmented matrix and reducing it into triangular form. |
| MATH 160 College Algebra | Given a system of linear or non-linear inequalities, the student will be able to solve the system using graphing technology. |
| MATH 160 College Algebra | Given the graph of a function or sufficient properties of a linear quadratic, polynomial, rational, exponential, or logarithmic function, the students will be able to find an equation of the function. |
| MATH 170 Elements of Calculus | Given a graph of the revenue function and a graph of the corresponding cost function on one graph, the student will interpret the graphs for the practical meaning of the slope and concavity as the marginal revenue and the marginal cost. The student will identify the values of the domain where the revenue function exceeds the cost function. Lastly, the student will discuss the profit function and explain why increasing production increases profit when the marginal revenue exceeds the marginal cost, and why decreasing production increases profit when the marginal cost exceeds the marginal revenue. |
| MATH 170 Elements of Calculus | Given the description of a real-world problem, students construct correct equations and/or inequalities to represent the problem and determine |
| MATH 170 Elements of Calculus | Students will be able to conduct marginal analysis given graphical representations of the revenue and cost. |
| MATH 175 Plane Trigonometry | Given the description of a problem, students construct correct equations and/or inequalities to represent the problem and find the solution |
| MATH 175 Plane Trigonometry | Student is able to use the graph of a trig function to determine its period, amplitude, intercepts and write a formula for the graph |
| MATH 175 Plane Trigonometry | The student will calculate the exact value of a trigonometric expression using trigonometric identities and the unit circle |
| MATH 175 Plane Trigonometry | The student will solve application problems by creating right triangles, and using trigonometric functions and inverse trig functions |
| MATH 175 Plane Trigonometry | The student will use problem solving strategies, including verbal, algebraic, numerical and graphical techniques, to solve trig equations |
| MATH 175 Plane Trigonometry | The student will use the basic trigonometric identities and algebraic techniques to prove that the given identities are true. |
| MATH 180 Pre-Calculus | Expand a sum written in summation notation and evaluate the sum |
| MATH 180 Pre-Calculus | Find the domain, range, intercepts, asymptotes, and symmetries for functions |
| MATH 180 Pre-Calculus | Graph functions and their transformations. Specifically, graph linear, power, quadratic, polynomial, exponential, logarithmic, rational, radical, trigonometric, greatest-integer, absolute value, piecewise-defined functions and their transformations |
| MATH 180 Pre-Calculus | Solve algebraic, logarithmic, and trigonometric equations. Specifically, solve linear, power, polynomial, exponential, logarithmic, rational, radical, trigonometric and absolute value equations. |
| MATH 180 Pre-Calculus | Solve inequalities involving polynomial, absolute value, and rational functions |
| MATH 180 Pre-Calculus | Use functions to model and solve real-world applications Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 180 Pre-Calculus | Use the Remainder, Factor and Rational Zeros Theorems to evaluate and factor polynomials |
| MATH 180 Pre-Calculus | Write equations for a conic section. Given information about the graph, write an equation for a conic section. |
| MATH 190 Calculus I | Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 190 Calculus I | Students develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills. |

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| MATH 190 Calculus I | Students should be able to analyze & graph a function using differentiation and limits to find the important aspects of the function. These should include the domain, asymptotes, critical values, intervals increasing & decreasing, maximum & minimum values, inflection points and intervals of concavity. |
| MATH 190 Calculus I | Students strengthen their skills in reading, writing, oral communication, and critical thinking. |
| MATH 190 Calculus I | Students will be able to apply techniques of basic integration to find the indefinite integral of a variety of functions. These include knowing antiderivatives, applying the Fundamental Theorem of Calculus, constant rule, power rule, sum/difference rules, trigonometric functions & their inverses rules, exponential and logarithmic rules and the Substitution rule. Also, they will be able to identify which functions they cannot integrate by the techniques discussed. |
| MATH 190 Calculus I | Students will be able to apply techniques of differentiation to application problems involving equations of tangent & normal lines, related rates and optimization problems. Students will be able to interpret the result(s) in the context of the problem. |
| MATH 190 Calculus I | Students will be able to apply techniques of differentiation to find the derivative of a variety of functions. These include power rule, sum/difference rule, constant rule, exponential & logarithmic rules, trigonometric functions and their inverses rules, product rule, quotient rule, chain rule and implicit differentiation. |
| MATH 190 Calculus I | Students will evaluate a definite integral and analyze the result in terms of areas, volumes and average value of a function. |
| MATH 190 Calculus I | The student will be able to calculate the limit of a function using a variety of techniques and interpret the result in terms of continuity, differentiability & Reimann sums of the function. |
| MATH 190H Calculus I Honors | Given the description of real-world problem, students construct correct equations and/or inequalities to represent the problem and determine the correct solution or set of solutions. |
| MATH 190H Calculus I Honors | Students develop the ability to evaluate scientific information critically, using analytical reasoning and quantitative skills. |
| MATH 190H Calculus I Honors | Students should be able to analyze & graph a function using differentiation and limits to find the important aspects of the function. These should include the domain, asymptotes, critical values, intervals increasing & decreasing, maximum & minimum values, inflection points and intervals of concavity. |
| MATH 190H Calculus I Honors | Students will be able to apply techniques and theorems related to limits to be able to correctly determine the limit of a function. These include all limit laws, limits of composite functions, trigonometric limits, and L'Hospitals Rule. |
| MATH 190H Calculus I Honors | Students will be able to apply techniques of basic integration to find the indefinite integral of a variety of functions. These include knowing antiderivatives, applying the Fundamental Theorem of Calculus, constant rule, power rule, sum/difference rules, trigonometric functions & their inverses rules, exponential and logarithmic rules and the Substitution rule. Also, they will be able to identify which functions they cannot integrate by the techniques discussed. |
| MATH 190H Calculus I Honors | Students will be able to apply techniques of differentiation to application problems involving equations of tangent & normal lines, related rates and optimization problems. Students will be able to interpret the result(s) in the context of the problem. |
| MATH 190H Calculus I Honors | Students will be able to apply techniques of differentiation to find the derivative of a variety of functions. These include power rule, sum/difference rule, constant rule, exponential & logarithmic rules, trigonometric functions and their inverses rules, product rule, quotient rule, chain rule and implicit differentiation. |
| MATH 190H Calculus I Honors | The student will be able to calculate the limit of a function using a variety of techniques and interpret the result in terms of continuity, differentiability & Reimann sums of the function. |
| MATH 190H Calculus I Honors | The student will evaluate a definite integral and analyze the result in terms of areas, volumes and average value of a function. |

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| MATH 191 Calculus II | Given a series, the student determines the convergence or the divergence of the series using appropriate logic and notation. |
| MATH 191 Calculus II | Given an appropriate integral, the student applies a trigonometric substitution and accurately evaluates the integral. |
| MATH 191 Calculus II | Given an improper integral, the student will correctly set up the problem and determine whether the integral is convergent or divergent. |
| MATH 250 Calculus III | Given a real life situation involving an application from physics or geometry, the student will set up a double integral representing the volume of a solid or the center of mass. The student will correctly compute this double integral. |
| MATH 250 Calculus III | The student will be able to compute partial derivatives, and/or use the Chain Rule. The student will then be able to interpret these results in light of the tangent plane and/or linear approximations. |
| MATH 250 Calculus III | The student will be able to identify, describe, graph and/or write the equation for lines, planes, cylinders and quadric surfaces in 3-D space. In addition, the student will be able to provide any additional information from the results. |
| MATH 251 Linear Algebra and Diff Eq | Given a first or higher order ordinary differential equation, students will apply the appropriate analytical technique to find the solution. |
| MATH 251 Linear Algebra and Diff Eq | Given a linear algebra topic, students will use appropriate proof-writing techniques to show linear independence of vectors, properties of subspaces, linearity, or properties of eigenvalues and eigenvectors. |
| MATH 251 Linear Algebra and Diff Eq | Given a matrix or linear transformation, students will identify the associated dimension of the spaces. |
| MATH 251 Linear Algebra and Diff Eq | Given a real-life situation presented in an exam, students will create an accurate mathematical model using ordinary differential equations |
| MATH 251 Linear Algebra and Diff Eq | Given a system of equations, students will utilize various methods to find the solution. |
| MATH 251 Linear Algebra and Diff Eq | Given an ordinary differential equation, students will derive the power series solution |
| MATH 260 Linear Algebra | Determine if a given set with given operations for vector addition and scalar multiplication forms a vector space. |
| MATH 260 Linear Algebra | Find a basis for the row space, column space and null space for a given matrix. |
| MATH 260 Linear Algebra | Solve applications using Markov chains. Related exiting skill: Use matrix algebra to compute sums, products, inverses, powers, and transposes of matrices. |
| MATH 260 Linear Algebra | Use the definition of linear transformation to determine if a given transformation is linear. |
| MATH 260 Linear Algebra | Use the theory of eigenvectors and eigenspaces to determine if a given matrix is diagonalizable. |
| MATH 270 Differential Equations | Approximate a solution to a first-order ODE. Based on the exiting skill: Find the solution curve of a first-order initial value problem from the slope field. Could include the use of Euler's Method. |
| MATH 270 Differential Equations | Find Laplace transforms and inverse transforms. Based on the exiting skill and C-ID course objective: Determine the Laplace Transform and inverse Laplace Transform of functions. |
| MATH 270 Differential Equations | Find power series solutions to ODEs. Based on the exiting skill and C-ID course objective: Find power series solutions to ordinary differential equations. |
| MATH 270 Differential Equations | Identify the type of DE and required approach to solve. This is based on the exiting skill and C-ID course objective: Identify the type of a given differential equation and select and apply the appropriate analytical technique for finding the solution of first order and selected higher order ordinary differential equations. |
| MATH 270 Differential Equations | Model using differential equations. This is based on the exiting skill and C-ID course objective: Create and analyze mathematical models using ordinary differential equations. |
| MATH 270 Differential Equations | Use existence and uniqueness theorems while solving ODEs Based on the exiting skill and C-ID course objective: Apply the existence and uniqueness theorems for ordinary differential equations. |
| MATH 299 Directed Study: Mathematics | Students will demonstrate problem-solving methods in situations that are encountered outside of the classroom. |

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| MATH 299 Directed Study: Mathematics | Students will demonstrate the ability to apply the processes of scientific inquiry and experimental design to the study of mathematical concepts. |
| MATH 299 Directed Study: Mathematics | Students will understand and apply major concepts in math. |
| MGMT 052 Business Mathematics | Demonstrate proficiency and competency with the consumer behavior value framework by describing how motives and emotions drive |
| MGMT 101 Introduction to Business | 1. Presented with a hypothetical business problem, students will analyze the business situation and recommend a plan for improvement using a general set of knowledge from the functional areas of business which would include: marketing, management, finance, accounting, and the general business environment. |
| MGMT 101 Introduction to Business | 2. Provided with a case study, examination, or project, students will understand the basic tenets of the stock market and explain how various financial elements impact investing. |
| MGMT 101 Introduction to Business | 3. Presented with a case study, examination, or project, students will identify and use common business terms from each functional area of business. |
| MGMT 105 Elements of Supervision | 1. Provided with a managerial scenario, students will demonstrate the skills and techniques used by managers to improve company performance and employee effectiveness. |
| MGMT 105 Elements of Supervision | 2. Given a supervisory situation, students will analyze the challenges that supervisors face in a changing environment and apply solutions to real world practice. |
| MGMT 105 Elements of Supervision | 3. Provided a case study, examination, or project, students will implement the various motivational techniques used for front line employees. |
| MGMT 108 Business Writing | 1. Students will demonstrate proficiency in and competency with the 3X3 writing process- prewriting (analyzing, anticipating, and adapting), writing (researching, organizing, and composing), and revising (revising, proofreading, and evaluating) by successfully identifying and using each component in the writing process. |
| MGMT 108 Business Writing | 2. Provided a job search situation, students will explain the job search process and demonstrate how to create a cover letter and resume. |
| MGMT 108 Business Writing | 3. Presented with a writing prompt, students will produce quality writing and explain what makes it effective. |
| MGMT 120 Human Relations in Business | 1. Provided a managerial situation, students will describe their mastery of dealing with and implementing essential organizational change by explaining the four responses to change- rejection, resistance, tolerance, and acceptance. |
| MGMT 120 Human Relations in Business | 2. Given a business situation, students will demonstrate how teamwork and communication can lead to success in business. |
| MGMT 120 Human Relations in Business | 3. Presented with a case study, examination, or project, students will use motivational theory and explain how it is used to enhance employee performance. |
| MGMT 125 Managerial Computer Appl. | 1. Given a hypothetical business scenario, students will demonstrate familiarity with the use and application of MS Word, MS Excel, and MS PowerPoint. |
| MGMT 125 Managerial Computer Appl. | 2. Provided a case study, examination, or project, students will explain how technology supports business functions and assists with making business management decisions. |
| MGMT 125 Managerial Computer Appl. | 3. Given a case study, examination, or project, students will identify various computer components, network capabilities, and software applications. |
| MGMT 125 Managerial Computer Appl. | Ability to create and edit a Microsoft Access database. |
| MGMT 125 Managerial Computer Appl. | Ability to create and edit a Microsoft Excel spreadsheet. |
| MGMT 125 Managerial Computer Appl. | Ability to create and edit a Microsoft Power Point presentation |
| MGMT 125 Managerial Computer Appl. | Ability to create and edit a Microsoft Word document. |
| MGMT 125 Managerial Computer Appl. | Demonstrate basic computer literacy including input/output devices and MS Office Suite of applications. |
| MGMT 125 Managerial Computer Appl. | Student should be able to identify the various components of a system unit associated with identifying input and output devices. |
| MGMT 130 Small Bus Manage-Entre | 1. Within the context of small business ownership, students will develop a basic business plan for a real or fictitious business |
| MGMT 130 Small Bus Manage-Entre | 2. Given a case study, examination, or project, students will develop promotional strategies for a small business using guerilla marketing tactics. |

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| MGMT 130 Small Bus Manage-Entre | 3. Provided a small business financial situation, students will interpret basic financial data and demonstrate its relevance to the overall success of the small business. |
| MGMT 130 Small Bus Manage-Entre | Describe the costs of starting a business and divide them into two categories: variable and fixed. |
| MGMT 130 Small Bus Manage-Entre | Identify sources of capital for financing and compare the pros and cons of debt and equity financing in business. |
| MGMT 130 Small Bus Manage-Entre | Identify the essential components of an effective business plan and demonstrate each part of the business plan. |
| MGMT 130 Small Bus Manage-Entre | Understand and combine the four P's--Product, Price, Place and Promotion into a marketing mix in a small business. |
| MGMT 140 Intro to International Business | 1. Students will describe managerial ethical issues and cultural sensitivities that occur within the international business environment. |
| MGMT 140 Intro to International Business | 2. Presented with the global monetary system, students will demonstrate a knowledge of foreign exchange markets and explain how they are used to an organization's benefit. |
| MGMT 140 Intro to International Business | 3. Provided a case study, examination, or project, students will describe the differences across the political, economic, and legal systems of multiple countries. |
| MGMT 140 Intro to International Business | Must be understand the cultural dimensions and the roots of unethical behaviors in the global marketplace. |
| MGMT 140 Intro to International Business | Recognize the drivers of globalization and select appropriate entry mode for foreign direct investment. |
| MGMT 140 Intro to International Business | Students clearly identify the economic theories with exchange rate determinations and forecasting |
| MGMT 140 Intro to International Business | Students must apply the knowledge of product life cycle into international trade systems (absolute and comparative advantages). |
| MGMT 140 Intro to International Business | Understand the pros and cons for choosing the best entry mode strategies (import/export, joint ventures, license agreement, franchise and fo |
| MGMT 141 International Marketing | 1. Provided a case study, examination, or project, students will describe the different pricing and promotional strategies used in the international marketplace and explain when each strategy might be used. |
| MGMT 141 International Marketing | 2. Presented a hypothetical situation, students will explain how various distribution channels balance the risk factors found within international business. |
| MGMT 141 International Marketing | 3. Given an international business situation, students will explain the common incentives and restrictions placed by governments to encourage or discourage trade and foreign investment. |
| MGMT 141 International Marketing | Demonstrate the communications process by using technology can help an international marketer avoid problems in international advertising |
| MGMT 141 International Marketing | Demonstrate various marketing strategies that balance the risk factors for an global marketing environments. |
| MGMT 141 International Marketing | Students be able to develop a global vision through marketing product research and assessing global market opportunities. |
| MGMT 141 International Marketing | Students can evaluate the cultural dynamics, international political and legal environment systems to be part of assessing a successful glob |
| MGMT 142 International Management | 1. Given an international management scenario, students will apply the basic steps in strategic planning including environmental scanning, international resource analysis, and global formulations. |
| MGMT 142 International Management | 2. Provided an international setting, students will explain the major dimensions of culture relevant to work settings and demonstrate their effects on behavior for doing business abroad. |
| MGMT 142 International Management | 3. Given a case study, examination, or project, students will describe the major types of entry strategies and explain the organizational structures used in handling international operations. |
| MGMT 143 Import and Export Business | 1. Students will demonstrate an understanding of the global trade process through the creation of a segmented business plan for a specific product/service. |
| MGMT 143 Import and Export Business | 2. Given an international business situation, students will assess the global import/export environment and explain current trends. |

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| MGMT 143 Import and Export Business | 3. Presented with a case study, examination, or project, students will describe the resources available to those in the import/export business (SBA, Export.gov; FITA; etc.) and explain how to use those resources to start, grow, or expand a business. |
| MGMT 143 Import and Export Business | Demonstrate an understanding of the global import/export players and regulatory environment through the accurate completion of assignments a |
| MGMT 143 Import and Export Business | Demonstrate an understanding of the Global Trade process through the creation of a segmented Business Plan for a specific product/service. |
| MGMT 143 Import and Export Business | Identify and assess resources available to those in the Import/Export business (SBA, Export.gov; FITA; etc.) |
| MGMT 143 Import and Export Business | Identify and assess the global import/export environment and business trends. |
| MGMT 144 International Banking & Fin | 1. Students will describe the benefits of global financial markets through the creation of a country analysis report. |
| MGMT 144 International Banking & Fin | 2. Presented with a case study, examination, or project, students will identify the key global financial market players and describe their roles in today's financial environment. |
| MGMT 144 International Banking & Fin | 3. Given an international business situation, students will assess the global financial environment and identify the corresponding business trends. |
| MGMT 144 International Banking & Fin | Demonstrate an understanding of the Global Financial Markets through the creation of Country Analysis Report |
| MGMT 144 International Banking & Fin | Identify and understand the key global financial market players and their roles in today's financial environment. |
| MGMT 144 International Banking & Fin | Successful completion of an investment simulation module and assessment will measure the understanding of 5 MNC's from a financial viewpoint |
| MGMT 146 Human Resources Mgmt | 1. Presented with a case study, examination, or project, students will identify, describe, analyze, and evaluate current issues in HR management including recruitment, hiring, training\development and relevant labor law issues. |
| MGMT 146 Human Resources Mgmt | 2. Provided an HR scenario, students will use structured problem-solving tools to analyze potential HR challenges and develop appropriate solutions. |
| MGMT 146 Human Resources Mgmt | 3. Given a business situation, students will demonstrate how to apply HR terms and concepts across multiple business situations. |
| MGMT 150 Principles of Management | 1. Presented with a case study, examination, or project, students will describe and use the four functional areas of management (planning, organizing, leading, and controlling) to explain how managers get work done through others. |
| MGMT 150 Principles of Management | 2. Given a business situation, students will explain the theories of motivation and how to set a climate for organizational motivation. |
| MGMT 150 Principles of Management | 3. Provided with a managerial dilemma, students will demonstrate effective problem-solving skills and apply these skills to realistic business situations. |
| MGMT 155 Principles of Leadership | 1. Given a leadership situation, students will describe various leadership models, propose a model for use, and create a plan for implementation. |
| MGMT 155 Principles of Leadership | 2. Presented with a case study, examination, or project, students will demonstrate how to influence a group proactively and positively when not operating within an official leadership role. |
| MGMT 155 Principles of Leadership | 3. Given a hypothetical leadership situation, students will explain and apply leadership trait theory. |
| MGMT 160 Principles of Project Mgmt | Demonstrated the ten project management knowledge areas and five phases of project. |
| MGMT 162 Project Cost & Sched Maint | Able to use the tools and techniques required to estimate project tasks, costs, and resources and monitor performance. |
| MGMT 164 Project Risk Management | Able to identify risks, perform qualitative and quantitative risk analysis, plan risk responses and monitor and control risk responses. |
| MGMT 166 Project Management Practicum | Able to simulate a project based on case studies and complete documentation for the five project management process groups. |
| MGMT 208 Business Communications | 1. Students will demonstrate proficiency in and competency with the 3X3 writing process- prewriting (analyzing, anticipating, and adapting), writing (researching, organizing, and composing), and revising (revising, proofreading, and evaluating) by successfully identifying and using each component in the writing process. |
| MGMT 208 Business Communications | 2. Students will describe and explain cross-cultural communication differences within a simulated workplace activity. |

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| MGMT 208 Business Communications | 3. Provided a hypothetical business scenario, students will develop business reports for the business environment. |
| MGMT 208 Business Communications | Begin a job search by recognizing emerging trends and technologies, exploring your interests, evaluating your qualifications, and investigating career opportunities. Understanding the purposes, sequence, and types of job interviews, including screening, one-on-one, panel, group, sequential, and video interviews. |
| MGMT 208 Business Communications | Build your credibility and gain a competitive advantage by developing professionalism, and ethical mind-set, and business etiquette. Explain how to organize your business presentation most effectively, and know how to build audience rapport in presentation. |
| MGMT 208 Business Communications | Describe how strong communication skills will improve your career outlook, strengthen your credibility, and help succeed in today's competitive digital age workplace. |
| MGMT 208 Business Communications | The student should be able to define the goal of business writing, analyze the purpose of a message and improve the tone and clarity of a message by using positive and courteous expressions. Improving readability by applying effective document design including the strategic use of white space, margins, typefaces, fonts, numbered and bulleted lists, and headings. |
| MGMT 208 Business Communications | Understand e-mail, memos, and the professional standards for their usage, structure, and format in the digital era workplace. Name the channels through which typical positive and neutral messages travel in the digital era—e-mails, memos, and business letters—and explain how business letters should be formatted. |
| MGMT 290 CWE/Internship Mgmt | 1. Within the context of employment, students will perform activities and responsibilities of their job to the level of managerial acceptance. |
| MGMT 290 CWE/Internship Mgmt | 2. Within the context of employment, students will demonstrate professionalism in the workplace. |
| MGMT 290 CWE/Internship Mgmt | 3. While on the job, students will follow instructions from supervisors to perform workplace tasks. |
| MGMT 299 Directed Study: Management | 1. Based on directed studies topics agreed upon with a faculty member, students will successfully complete all directed studies tasks. |
| MGMT 299 Directed Study: Management | 2. Based on directed studies topics agreed upon with a faculty member, students will successfully produce a directed studies project. |
| MGMT 299 Directed Study: Management | 3. Based on directed studies topics agreed upon with a faculty member, students will successfully expand their knowledge of business management beyond the survey level. |
| MGMT 299 Directed Study: Management | Students must perform learning activities and responsibilities to a professional level in an academic performance. |
| MRKT 170 Principles of Marketing | 1. Provided a case study, examination, or project, students will analyze a business situation and recommend a plan for improvement using the four elements of the marketing mix (product, price, place, and promotion) and explain how each is used to create a successful marketing strategy. |
| MRKT 170 Principles of Marketing | 2. Given a product, company or brand, students will create an effective integrated marketing campaign that strengthens a brand. |
| MRKT 170 Principles of Marketing | 3. Presented with the idea of a new product/service, students will identify and explain the critical steps in new product/service creation and deployment. |
| MRKT 171 Consumer Behavior | 1. Presented with a case study, examination, or project, students will demonstrate proficiency with and competency in the consumer behavior value framework by describing how motives and emotions drive consumer behavior. |
| MRKT 171 Consumer Behavior | 2. Given a buying situation, students will explain how consumer motives, personality, and lifestyle affect buyer behavior. |
| MRKT 171 Consumer Behavior | 3. Within the buying situation, students will describe the influence of reference groups and opinion leaders on consumer behavior. |
| MRKT 172 Advertising and Promotion | 1. Presented with a case study, examination, or project, students will describe the impact of advertising on the economy and society. |
| MRKT 172 Advertising and Promotion | 2. Given a promotional situation, students will describe the main advertising mediums and explain how each can be used to promote an organization's products or services. |

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| MRKT 172 Advertising and Promotion | 3. Provided an advertising scenario, students will explain the production process for producing print, radio, and TV advertisements. |
| MRKT 173 Principles of Selling | 1. Provided a selling situation, students will apply selling skills (dress for success, art of conversation, effective listening) to develop presentations and selling ability. |
| MRKT 173 Principles of Selling | 2. Provided a selling situation, students will recognize the steps in the buying/selling cycle and develop the skills to present in each area of the cycle. |
| MRKT 173 Principles of Selling | 3. Provided a case study, examination, or project, students will describe the different types of selling/buying situations and explain how to be successful in each. |
| MRKT 174 Small Bus Mrkt and Advert | 1. Within the context of small business promotion, students will differentiate between the various forms of guerilla marketing. |
| MRKT 174 Small Bus Mrkt and Advert | 2. Provided a small business situation, students will create low-cost or no-cost marketing tools for a small business. |
| MRKT 174 Small Bus Mrkt and Advert | 3. Given a case study, examination, or project, students will explain the role of a marketing budget as it pertains to small business success. |
| MRKT 175 Retail Management | 1. Students will identify and explain the different customer responses to store layout and visual merchandising techniques as they occur in different retail formats. |
| MRKT 175 Retail Management | 2. Given a retail business scenario, students will explain the lifetime value of a retail customer. |
| MRKT 175 Retail Management | 3. Provided with a retail scenario, students will demonstrate how retailers plan their product assortments and how they determine the appropriate inventory levels. |
| MSCM 103 Survey of Mtn Pic | Students will be able to demonstrate knowledge of mass media. |
| MSCM 103 Survey of Mtn Pic | Students will be able to understand the historical impact of film, radio, tv. |
| MSCM 103 Survey of Mtn Pic | Students will demonstrate knowledge of the broad areas of the history, theory, aesthetic principles, and techniques used in motion pictures, |
| MSCM 128 MASS MEDIA/MDRN SOC | Students will learn and understand the role of the internet in mass media. |
| MSCM 128 MASS MEDIA/MDRN SOC | Students will learn the impact of mass media on society and individuals. |
| MSCM 128 MASS MEDIA/MDRN SOC | Students will understand mass media's functions in the political environment. |
| MSCM 134 Documentary Film | Analyze and evaluate the content and quality of early newsreels, nature films, propaganda and teaching-informational motion pictures. |
| MSCM 134 Documentary Film | Explore important areas of documentaries such as ethical and legal questions including the importance of thorough research. |
| MSCM 134 Documentary Film | Students will understand the impact on society through various documentary films |
| MUS 101 Fundamentals of Music | Students will accurately construct major and minor scales (natural minor, harmonic minor and melodic minor) in any key, using the appropriate key signature and required accidentals. |
| MUS 101 Fundamentals of Music | Students will accurately notate and/or interpret rhythmic groupings in various meters. |
| MUS 101 Fundamentals of Music | Students will be able to write major, minor, augmented, and diminished forms of the triad. |
| MUS 103 Music Theory I | Students will be able to compare and contrast diatonic scales and triads. |
| MUS 103 Music Theory I | Students will have a basic understanding of basic cadential formulas and phrase structure. |
| MUS 103 Music Theory I | Students will have a basic understanding of rhythm and the basic properties of sound. |
| MUS 104 Music Theory II | Students will be able to describe and demonstrate voice leading involving four-part chorale writing. |
| MUS 104 Music Theory II | Students will be able to explain diatonic harmony. |
| MUS 104 Music Theory II | Students will have a basic understanding of two-part counterpoint. |
| MUS 105 Music Theory III | Students will be able to describe and demonstrate chromatic harmony. |
| MUS 105 Music Theory III | Students will be able to explain secondary/ applied chords; modulation; borrowed chords. |
| MUS 105 Music Theory III | Students will have a basic understanding of Neapolitan and augmented-sixth chords. |

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| MUS 106 Musicianship I | Students will be able to notate, with minimal repetition, various introductory-level rhythmic, melodic, and harmonic dictation exercises. |
| MUS 106 Musicianship I | Students will be able to perform, without prior rehearsal, various introductory-level rhythmic, melodic, and harmonic sight-reading exercises. |
| MUS 106 Musicianship I | Students will be able to recognize, practice, and perform various introductory-level rhythmic, melodic, and harmonic written exercises. |
| MUS 107 Musicianship II | Students will be able to notate, with minimal repetition, various beginning-level rhythmic, melodic, and harmonic dictation exercises. |
| MUS 107 Musicianship II | Students will be able to perform, without prior rehearsal, various beginning-level rhythmic, melodic, and harmonic sight-reading exercises. |
| MUS 107 Musicianship II | Students will be able to recognize, practice, and perform various beginning-level rhythmic, melodic, and harmonic written exercises. |
| MUS 109 Cont Theory: Pop & Jazz | Students will gain an understanding of the basic concepts associated with constructing chords that are identified with Popular and Jazz styles in contemporary music. |
| MUS 109 Cont Theory: Pop & Jazz | Students will gain an understanding of the basic concepts associated with song forms that are identified with Popular and Jazz styles in contemporary music. |
| MUS 109 Cont Theory: Pop & Jazz | Students will gain an understanding of the basic concepts associated with the melodies that are identified with Popular and Jazz styles in contemporary music. |
| MUS 110 College Community Orchestra | Students will be able to apply knowledge to participate in ensemble playing |
| MUS 110 College Community Orchestra | Students will become familiar with the vast body of orchestral music. |
| MUS 110 College Community Orchestra | Students will perform activities to develop their own musical capabilities. |
| MUS 116 Diverse Instruments Ensemble | Students will be able to perform with correct intonation and rhythm as part of a beginning/intermediate-level ensemble. |
| MUS 116 Diverse Instruments Ensemble | Students will become familiar with diverse music styles that might include Latin, Asian, popular and contemporary classical music. |
| MUS 116 Diverse Instruments Ensemble | Students will perform various musical elements on their individual instrument. |
| MUS 117 Music Ensemble II | Students will be able to apply knowledge to perform together in one ensemble at the intermediate level. |
| MUS 117 Music Ensemble II | Students will become familiar with the diversity of music styles that might include Latin, Asian, popular and contemporary classical music. |
| MUS 117 Music Ensemble II | Students will perform activities to develop their own musical capabilities. |
| MUS 119 Adv College Community Orchestra | Students will be able to apply knowledge to perform together in one ensemble at the advanced level. |
| MUS 119 Adv College Community Orchestra | Students will become familiar with the diversity of music styles that might include Latin, Asian, popular and contemporary classical music. |
| MUS 119 Adv College Community Orchestra | Students will perform activities to develop their own musical capabilities at an advanced level. |
| MUS 120 Concert Choir I | Students will be able to apply beginning/intermediate-level musical knowledge and skills to perform as a member of a concert choir. |
| MUS 120 Concert Choir I | Students will be able to discuss and demonstrate beginning/intermediate-level performance practice of various pieces including classical choral literature, world music, popular and contemporary music. |
| MUS 120 Concert Choir I | Students will demonstrate how to conduct themselves in a collegiate manner by performing in a public vocal concert environment. |
| MUS 121 Gospel Choir | Students will be able to apply the knowledge and skills of the fundamentals of singing in the African-American contemporary gospel style. |
| MUS 121 Gospel Choir | Students will be able to develop skills necessary for proficiency. |
| MUS 121 Gospel Choir | Students will demonstrate the skills required to participate as a member of the Gospel choir. |
| MUS 129 Music in Latin Amer Culture | Students will be able to describe the major historical, political and social events that provided the backdrop for music compositions. |
| MUS 129 Music in Latin Amer Culture | Students will be able to identify and aurally recognize the instruments associated with various Latin American countries and their folkloric music. |
| MUS 129 Music in Latin Amer Culture | Students will identify rhythmic and stylistic elements of music from various Latin American countries. |
| MUS 130 Music History Before 1750 | Students will be able to define major musical genres in the Middle Ages, the Renaissance, and the Baroque Period. |

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| MUS 130 Music History Before 1750 | Students will be able to define major styles of music composition in the Middle Ages, the Renaissance, and the Baroque Period. |
| MUS 130 Music History Before 1750 | Students will be able to identify major musical forms from the Middle Ages, Renaissance, and Baroque Period. |
| MUS 131 Music History After 1750 | Students will be able to identify major musical forms from the Classical period, the Romantic period, and the Modern era. |
| MUS 131 Music History After 1750 | Students will be able to define major musical genres in the Classical period, the Romantic period, and the Modern Era. |
| MUS 131 Music History After 1750 | Students will be able to define major musical styles in the Classical period, the Romantic period, and the Modern Era. |
| MUS 132 History of Rock and Roll | Students will be able to aurally recognize and identify the style or genre of a particular piece of music that led to the emergence of Rock and Roll. |
| MUS 132 History of Rock and Roll | Students will be able to identify the social, political and economic influences that led to the creation of Rock and Roll music in various decades. |
| MUS 132 History of Rock and Roll | Students will have the ability to evaluate rhythmic and stylistic characteristics of a particular piece of Rock and Roll. |
| MUS 133 Music Appreciation | Students will be able to define musical historical periods and their general characteristics. |
| MUS 133 Music Appreciation | Students will have the ability to compare and contrast in general terms stylistic differences between musical selections from the Baroque, Classical, Romantic and various 20th and 21st Century periods. |
| MUS 133 Music Appreciation | Students will have the ability to list three composers from the major style periods in Western Music. |
| MUS 134 Chamber Singers | Students will be able to apply beginning/intermediate-level musical skills to refine and polish their vocal technique through rehearsal and performance. |
| MUS 134 Chamber Singers | Students will be able to demonstrate a broad understanding of chamber vocal music literature by performing beginning/intermediate-level ensemble pieces. |
| MUS 134 Chamber Singers | Students will demonstrate beginning/intermediate-level performance practice required to participate as a member of a chamber singers ensemble. |
| MUS 135 Music in Film | Students will be able to analyze a film and its score and discuss its appropriate historical and cultural context. |
| MUS 135 Music in Film | Students will be able to identify the major musical themes and demonstrate how those themes are used to strengthen the dramatic structure of the film. |
| MUS 136 History of Jazz | Students will be able to compare and contrast the performance styles of major Jazz movements as well as the social, political and economic influence those movements had on American society. |
| MUS 136 History of Jazz | Students will be able to identify the various styles of music that led to the emergence of Jazz. |
| MUS 136 History of Jazz | Students will be able to recognize and discuss the influence of jazz on any musical style. |
| MUS 138 Masterworks Chorale | Students will be able to apply advanced-level musical knowledge and skills to refine and polish their vocal technique through rehearsal and performance. |
| MUS 138 Masterworks Chorale | Students will be able to apply advanced-level musical knowledge and skills toward the refinement and polishing of technique through rehearsal and performance. |
| MUS 138 Masterworks Chorale | Students will be able to understand choral literature by performing difficult choral works such as the B minor Mass by Bach, Elijah by Mendelssohn, or Messiah by Handel accompanied by orchestra or other instrumental ensemble. |
| MUS 139 Advanced Concert Choir | Students will be able to apply the knowledge and skills to the refinement and polishing of technique through rehearsal and performance of choral music from various musical periods and styles. |
| MUS 139 Advanced Concert Choir | Students will be able to recognize the need for, and the capacity to persist in life-long learning while achieving a balance of workplace and personal goals. |
| MUS 139 Advanced Concert Choir | Students will demonstrate the skills required to participate as a member of the Advanced Concert choir. |
| MUS 140 Beginning Voice I | Students will be able to apply beginning-level musical knowledge and skills to vocal music literature. |

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| MUS 140 Beginning Voice I | Students will be able to describe and demonstrate beginning-level methods of breath support, posture, intonation, enunciation, and stage presence. |
| MUS 140 Beginning Voice I | Students will be able to understand the foundation skills of singing. |
| MUS 141 History of Rap/Hip Hop Culture | Students will be able to describe and demonstrate their knowledge of rap music and the hip hop culture. |
| MUS 141 History of Rap/Hip Hop Culture | Students will be able to explain the roots of rap music and hip-hop culture from its African bardic tradition to African-American expressive/oral traditions. |
| MUS 141 History of Rap/Hip Hop Culture | Students will be able to locate rap in the context of hip-hop and as a part of a continuum of American popular music. |
| MUS 142 Intermediate Voice I | Students will be able to apply intermediate-level musical knowledge and skills to vocal music literature. |
| MUS 142 Intermediate Voice I | Students will be able to apply the knowledge and skills of the comprehensive study of music style and artistic interpretation. |
| MUS 142 Intermediate Voice I | Students will be able to describe and demonstrate intermediate-level methods of breath support, posture, intonation, enunciation, and stage presence. |
| MUS 145 Piano I | Students will demonstrate a beginning-level ability to perform white-note major scales in one octave, hands together, with reasonable proficiency. |
| MUS 145 Piano I | Students will demonstrate a beginning-level ability to use the damper pedal with reasonable proficiency. |
| MUS 145 Piano I | Students will demonstrate the ability to perform chord progression (I-IV6/4-I-V6/5-I), in white-note keys, hands separately, with reasonable proficiency. |
| MUS 145 Piano I | Students will illustrate a beginning-level musical appreciation and critical judgment through the study and mastery of simple piano repertoire. |
| MUS 146 Piano II | Students will demonstrate an upper-beginning/early intermediate-level ability to perform simple piano pieces from various time periods. |
| MUS 146 Piano II | Students will demonstrate the ability to harmonize and transpose melodies using primary chords. |
| MUS 146 Piano II | Students will demonstrate the ability to perform white-note major scales and arpeggios in two octaves, hands together, with reasonable proficiency. |
| MUS 146 Piano II | Students will demonstrate the ability to play all the major and minor five-finger patterns, hands together. |
| MUS 147 Piano III | Students will be able to demonstrate an intermediate-level ability to sight read with reasonable proficiency. |
| MUS 147 Piano III | Students will be able to play all major and minor scales and arpeggios in two octaves, hands together. |
| MUS 147 Piano III | Students will be able to play two intermediate-level pieces of contrasting styles (one with pedal) with reasonable proficiency. |
| MUS 148 Piano IV | Students will be able to demonstrate an upper-intermediate/early advanced-level ability to perform compositions of various historical styles. |
| MUS 148 Piano IV | Students will be able to demonstrate the ability to play all major and minor scales (harmonic, melodic, natural), hands together, two octaves up and down, at a brisk tempo. |
| MUS 150 Beginning Guitar | Students will be able to perform a beginning-level chord progression in basic keys. |
| MUS 150 Beginning Guitar | Students will be able to perform a given beginning-level melody in first position. |
| MUS 150 Beginning Guitar | Students will be able to perform beginning-level scales in an open position. |
| MUS 151 Intermediate Guitar | Students will be able to demonstrate the five basic movable major scale shapes. |
| MUS 151 Intermediate Guitar | Students will be able to perform a given melody or piece from the intermediate-level guitar literature. |
| MUS 151 Intermediate Guitar | Students will be able to perform intermediate-level chord progressions using various chord forms. |
| MUS 154 Guitar Ensemble | The student will be able to adjust tone, dynamics, and intonation to achieve a musical performance. |
| MUS 156 Musicianship III | Students will be able to notate, with minimal repetition, various intermediate-level rhythmic, melodic, and harmonic dictation exercises. |
| MUS 156 Musicianship III | Students will be able to perform, without prior rehearsal, various intermediate-level rhythmic, melodic, and harmonic sight-reading exercises. |

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| MUS 156 Musicianship III | Students will be able to recognize, practice, and perform various intermediate-level rhythmic, melodic, and harmonic written exercises. |
| MUS 157 Musicianship IV | Students will be able to notate, with minimal repetition, various advanced-level rhythmic, melodic, and harmonic dictation exercises. |
| MUS 157 Musicianship IV | Students will be able to perform, without prior rehearsal, an advanced-level rhythmic, melodic, and harmonic sight-reading exercises. |
| MUS 157 Musicianship IV | Students will be able to recognize, practice, and perform various advanced-level rhythmic, melodic, and harmonic written exercises. |
| MUS 158 Masterworks Chorale II | Students will be able to demonstrate advanced-level musical development and vocal technique through rehearsal and performance of complex choral music. |
| MUS 158 Masterworks Chorale II | Students will be able to demonstrate advanced-level musical knowledge and skills of choral literature by performing complex choral works such as Beethoven's Mass in C, Orff's Carmina Burana, and Britten's War Requiem accompanied by orchestra or other instrumental ensemble, or sung a cappella. |
| MUS 158 Masterworks Chorale II | Students will be able to demonstrate advanced-level musical knowledge and skills of musicianship. |
| MUS 178 Masterworks Chorale III | Students will be able to demonstrate leadership roles as section leaders, mentors to new singers, and committee work for the choral organization. |
| MUS 178 Masterworks Chorale III | Students will be able to demonstrate professional-level musical knowledge and skills of choral literature by performing complex choral works such as Bach sacred and secular cantatas, Mozart and Haydn masses, renaissance madrigals and sacred pieces, and contemporary choral works accompanied by orchestra or other instrumental ensemble, or sung a cappella. |
| MUS 178 Masterworks Chorale III | Students will be able to demonstrate professional-level musical knowledge and skills of vocal technique through rehearsal and performance of complex choral music. |
| MUS 180 Music Laboratory | Students will be able to demonstrate the knowledge and skills of software that will be used in the music industry. |
| MUS 180 Music Laboratory | Students will be able to describe and demonstrate the concepts and techniques needed to compose electronic music . |
| MUS 180 Music Laboratory | Students will be able to utilize various types of synthesis including software analog synthesis and virtual analogue synthesis. |
| MUS 181 Applied Music | Students will be able to demonstrate progressive levels of repertoire in voice, piano, guitar, band, or orchestral instruments with an assigned instructor. |
| MUS 181 Applied Music | Students will be able to demonstrate progressive musical knowledge and skills through performance for a faculty jury. |
| MUS 206 Music Theory IV | Students will be able to analyze the use of pandiatonicism and polytonal uses within a given phrase of music. |
| MUS 206 Music Theory IV | Students will be able to write and identify modes of limited transposition and synthetic scales. |
| MUS 206 Music Theory IV | Students will be able to write and identify tone rows and serial techniques. |
| MUS 216 Industrial Orchestra | Students will be able to demonstrate intermediate/advanced-level performing skills on their instrument. |
| MUS 216 Industrial Orchestra | Students will be able to perform as an ensemble to a click track with correct intonation and rhythm. |
| MUS 216 Industrial Orchestra | Students will become familiar with diverse music styles that might include contemporary classical, popular, film music, video game music, and electroacoustic music. |
| MUS 217 Adv. Music Ensemble II | Students will be able to demonstrate a diversity of styles that include Latin, Asian, Popular and contemporary Classical Music. |
| MUS 217 Adv. Music Ensemble II | Students will be able to demonstrate knowledge and skills of the advanced electric, acoustic instrumental, and vocals. |
| MUS 217 Adv. Music Ensemble II | Students will be able to perform in an ensemble as well as record in the studio at an advanced level. |
| MUS 220 Concert Choir II | Students will be able to apply intermediate/advanced-level musical knowledge and skills to perform as a member of a concert choir. |

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| MUS 220 Concert Choir II | Students will be able to discuss and demonstrate intermediate/advanced-level performance practice of various pieces including classical choral literature, world music, popular and contemporary music. |
| MUS 220 Concert Choir II | Students will demonstrate how to conduct themselves in a professional manner by performing in a public vocal concert environment. |
| MUS 234 Advanced Chamber Singers | Students will be able to apply intermediate/advanced-level musical skills to refine and polish their vocal technique through rehearsal and performance. |
| MUS 234 Advanced Chamber Singers | Students will be able to develop a broad understanding of chamber vocal music literature by performing intermediate/advanced-level ensemble pieces. |
| MUS 234 Advanced Chamber Singers | Students will demonstrate intermediate/advanced-level performance practice required to participate as a member of a chamber singers ensemble. |
| MUS 240 Advanced Voice I | Students will be able to apply advanced-level musical knowledge and skills to vocal music literature. |
| MUS 240 Advanced Voice I | Students will be able to demonstrate detailed analysis of advanced vocal technique and interpretation. |
| MUS 240 Advanced Voice I | Students will be able to describe and demonstrate advanced-level methods of breath support, posture, intonation, enunciation, and stage presence. |
| MUS 245 Advanced Piano | Students will apply traditional performance practices for at least one advanced-level piano piece written in the Romantic style. |
| MUS 245 Advanced Piano | Students will demonstrate the ability to perform at least three advanced-level compositions of varied styles written by different composers. |
| MUS 245 Advanced Piano | Students will interpret Baroque music as well as choose appropriate embellishments to add to the music. |
| MUS 251 Advanced Guitar I | Students will be able to analyze and play a given melody in any practical range on the guitar. |
| MUS 251 Advanced Guitar I | Students will be able to analyze and play an intermediate/advanced-level standard repertory piece with the appropriate voicing, rhythm, and tempo. |
| MUS 251 Advanced Guitar I | Students will be able to perform all major and minor scales. |
| MUS 251 Advanced Guitar I | Students will be able to sight read at an intermediate-level with appropriate accuracy. |
| MUS 252 Advanced Guitar II | Students will be able to analyze and play an advanced-level standard repertory piece with the appropriate voicing, rhythm, and tempo. |
| MUS 252 Advanced Guitar II | Students will be able to embellish (improvise) appropriate to the style of the piece, or song, adding ornaments or melodic embellishment. |
| MUS 252 Advanced Guitar II | Students will be able to sight read at an advanced-level with appropriate accuracy. |
| MUS 290 CWE Internship in Music | Student will complete all tasks as determined by student and faculty member for their CWE/internship. |
| MUS 299 Directed Study: Music | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| MUST 101 Introduction to Music Technology | Students will be able to demonstrate an understanding of basic elements of MIDI and Synthesis. |
| MUST 101 Introduction to Music Technology | Students will be able to demonstrate an understanding of digital audio basics, as well as the ability to record and mix using music software. |
| MUST 101 Introduction to Music Technology | Students will be able to demonstrate an understanding of the fundamental concepts of acoustics and psychoacoustics. |
| MUST 105 Introduction to the Music Business | Students will be able to describe the function and role of music business personnel such as managers, agents, attorneys, producers, and promoters. |
| MUST 105 Introduction to the Music Business | Students will be able to describe the principles of copyrights, publishing, licensing, and royalties as they relate to the music industry. |
| MUST 105 Introduction to the Music Business | Students will be able to discuss the roles of marketing, promotion, advertisement, merchandising, and concert tours. |
| MUST 105 Introduction to the Music Business | Students will be able to explain the components of recording contracts, record companies, mechanicals, and composer agreements. |
| MUST 115 Songwriting and Arranging I | Students will be able to analyze basic songs for genre, form, structure, groove, and lyrical elements. |
| MUST 115 Songwriting and Arranging I | Students will be able to compose original songs and lyrics in specified genres. |
| MUST 115 Songwriting and Arranging I | Students will be able to create a lead sheet for original compositions. |

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| MUST 116 Songwriting and Arranging II | Students will have the ability to analyze complex songs for genre, form, structure, groove, and lyrical elements. |
| MUST 116 Songwriting and Arranging II | Students will have the ability to compose melodies and their accompaniment using harmony or counterpoint. |
| MUST 116 Songwriting and Arranging II | Students will have the ability to create a lead sheet, score and parts for strings, horn section, and back-up harmonies. |
| MUST 116 Songwriting and Arranging II | Students will have the ability to write more complex songs by incorporating contemporary harmony and form. |
| MUST 121 Electronic Music I (previously MUS 165) | Apply MIDI modulations |
| MUST 121 Electronic Music I (previously MUS 165) | Students should be able to describe additive and subtractive synthesis. |
| MUST 122 Electronic Music II (formerly MUS 167) | Students will be able to demonstrate the knowledge and skills of software that will be used in the music industry. |
| MUST 122 Electronic Music II (formerly MUS 167) | Students will be able to describe and demonstrate intermediate-level concepts and techniques needed to compose electronic music and is recommended for students who intend to pursue music professionally. |
| MUST 122 Electronic Music II (formerly MUS 167) | Students will be able to utilize various types of synthesis including software analog synthesis and virtual analogue synthesis. |
| MUST 123 Electronic Music III (formerly MUS 168) | Students will be able to demonstrate the knowledge and skills of advanced notation techniques including full score and individual parts. |
| MUST 123 Electronic Music III (formerly MUS 168) | Students will be able to demonstrate the knowledge and skills of software that will be used in the music industry. |
| MUST 123 Electronic Music III (formerly MUS 168) | Students will be able to score music to stop-time animation and motion picture scenes available on the internet. |
| MUST 141 Recording Studio I | Students will use Digital Audio Workstation (DAW) software for recording and non-linear audio editing. |
| MUST 141 Recording Studio I | Students will use microphones and advanced recording equipment effectively in musical projects. |
| MUST 151 History of Electronic Music | Recognize and describe the influence of the electronic music avant-garde and their technologies who emerged in the Fifties, as well as the social, political and economic influence their music had on American and European society. |
| MUST 151 History of Electronic Music | Students will assess the influence of the media and technology on Electronic Music in the Eighties and Nineties, and describe the influence World Music has had on Electronic Music. |
| MUST 151 History of Electronic Music | Students will identify, aurally recognize and analyze various styles of music that led to the emergence of Electronic Music. |
| NAJ 008 Fund. of Law Enforcement | 1. Upon completion the student will have an understanding of Law Enforcement policies. |
| NAJ 008 Fund. of Law Enforcement | 2. The student wil understand the importance of the police working with the community. |
| NAJ 008 Fund. of Law Enforcement | 3. The student will understand the impact of diversity in the law enforcement community. |
| NART 005 Theatre Production Workshop (Frmly NVOC) | The student will be able to fulfill their assignment on stage or back stage as designated by their teacher/director |
| NART 005 Theatre Production Workshop (Frmly NVOC) | While participating in a play rehearsal students who are acting will be able to identify their character's objective, obstacles and actions. |
| NART 005 Theatre Production Workshop (Frmly NVOC) | While participating in a play rehearsal the students will demonstrate the ability to conduct appropriate research. |
| NART 005 Theatre Production Workshop (Frmly NVOC) | While participating in play rehearsal, the student will memorize their assignment in a timely manner |
| NART 285 Graphic Design Skills Dev (Frmly NVOC) | Students will be able to demonstrate the ability to refine existing graphic design work. |
| NART 285 Graphic Design Skills Dev (Frmly NVOC) | Students will be able to formulate rationales and arguments supporting graphic design work choices. |
| NART 285 Graphic Design Skills Dev (Frmly NVOC) | Students will be able to select appropriate portfolio destined work. |

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| NART 291 Career Exploration: Graphic Design I: Hist (Frmly NVOC) | Analyze the basic origins and the evolution of the Graphic Design profession. |
| NART 291 Career Exploration: Graphic Design I: Hist (Frmly NVOC) | Distinguish the basic differences between various job titles and responsibilities of the Graphic Design profession. |
| NART 291 Career Exploration: Graphic Design I: Hist (Frmly NVOC) | Understand the general social, political and economic influences that changed the graphic design profession from its origin to present. |
| NART 292 Career Exploration: Graphic Design II: Proc (Frmly NVOC) | Analyze and identify the basic professional practices and tasks of the graphic design process. |
| NART 292 Career Exploration: Graphic Design II: Proc (Frmly NVOC) | Describe basic stages of the practices and tasks of the graphic design process. |
| NART 292 Career Exploration: Graphic Design II: Proc (Frmly NVOC) | Understand the basic process of client interaction, research, development and delivery of a graphic design solution. |
| NART 293 Career Exploration: Graphic Design III: Ac Path (Frmly NVOC) | Analyze and identify the general academic pathways that lead into the graphic design profession. |
| NART 293 Career Exploration: Graphic Design III: Ac Path (Frmly NVOC) | Describe the basic requirements of the general academic pathways that lead into the graphic design profession. |
| NART 293 Career Exploration: Graphic Design III: Ac Path (Frmly NVOC) | Understand the general possible advantages and disadvantages of general academic pathways that lead into the graphic design profession. |
| NART 294 Career Exploration: Graphic Design IV: Career Paths (Frmly NVOC) | Analyze and identify the general career pathways that lead into the graphic design profession. |
| NART 294 Career Exploration: Graphic Design IV: Career Paths (Frmly NVOC) | Describe the basic requirements of the general career pathways that lead into the graphic design profession. |
| NART 294 Career Exploration: Graphic Design IV: Career Paths (Frmly NVOC) | Understand the possible advantages and disadvantages of each of the general career pathways that lead into the graphic design profession. |
| NBAS 004 General Academic Advisement | Student will gain awareness of college programs and services and exercise good judgment in the class selection process. |
| NBAS 005 Personal and Career | Students will gain awareness of processes for personal and career-growth and development. Intellectual, social, emotional and physical development are topics to be discussed. |
| NBAS 008 Personal Learning Skills | Students will develop effective and efficient knowledge and skills necessary to be workforce prepared. Skills may include psychomotor, communication and computer software skills. |
| NBAS 009 Sup. Tutoring College Course | Students become active learners by understanding their individual learning needs and styles, identifying learning and study strategies, and improving self-confidence and motivation. |
| NBAS 009 Sup. Tutoring College Course | Students develop an improved understanding of and ability to perform their coursework. |
| NBAS 009 Sup. Tutoring College Course | Students who need instructional assistance will seek lab or tutoring services. |
| NBAS 010 Supervised Tutoring in Math | STUDENTS CAN OPERATE AN ONLINE PROGRAM FOR A COURSE, SUCH AS MYMATHLAB OR WEBASSIGN |
| NBAS 010 Supervised Tutoring in Math | STUDENTS CAN READ A MATH TEXTBOOK AND FOLLOW AN EXAMPLE. |
| NBAS 010 Supervised Tutoring in Math | STUDENTS CAN USE A SCIENTIFIC CALCULATOR OR A GRAPHING CALCULATOR FOR A COURSE. |
| NBAS 014 Review Math I Part A | Demonstrate and explain the solutions of equations and inequalities. Combination of exiting skills: Solve equations and inequalities in one variable; understand solving equations as a process of reasoning and explain the reasoning; solve systems of equations; interpret the structure of expressions; reason quantitatively and use units to solve problems. |
| NBAS 014 Review Math I Part A | Use functions, function notation, and graphs of functions to solve problems. Combination of exiting skills: Understand the concept of a function and use function notation; interpret functions that arise in applications in terms of the context; analyze functions using different representations; build a function that models a relationship between two quantities; build new functions from existing functions. |
| NBAS 015 Review Math I Part B | Apply concepts of geometry in an algebraic context. Combination of exiting skills: Experiment with transformations in the plane; understand congruence in terms of rigid motions; make geometric constructions; use coordinates to prove simple geometric theorems algebraically. |

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| NBAS 015 Review Math I Part B | Construct, compare, and use various mathematical models. Combination of exiting skills: Construct and compare linear, quadratic, and exponential models and solve problems; interpret linear models; interpret expressions for functions in terms of the situation they model; summarize, represent, and interpret data on a single count or measurement variable; summarize, represent, and interpret data on two categorical and quantitative variables. |
| NBAS 016 Review Math II Part A | Demonstrate different ways to use equivalent forms to solve problems. Combination of exiting skills: Perform arithmetic operations on polynomials; analyze functions using different representations; understand the relationship between zeros and factors of polynomials; build new functions from existing functions; create equations that describe numbers or relationships; interpret the structure of expressions. |
| NBAS 016 Review Math II Part A | Extend the properties of exponents to rational exponents. That is an exiting skill. |
| NBAS 017 Review Math II Part B | Demonstrate understanding of probability basics. Combination of exiting skills: Use probability to evaluate outcomes of decisions; understand and evaluate random processes underlying statistical experiments; understand independence and conditional probability and use them to interpret data; make inferences and justify conclusions from sample surveys, experiments, and observational studies; summarize, represent, and interpret data on a single count or measurement variable; use the rules of probability to compute probabilities of compound events in a uniform probability model. |
| NBAS 017 Review Math II Part B | Understand and apply theorems about circles. That is an exiting skill. |
| NBAS 017 Review Math II Part B | Use complex numbers in polynomial identities and equations. That is an exiting skill. |
| NBAS 017 Review Math II Part B | Use trigonometric functions and identities to solve various problems. Combination of exiting skills: Model periodic phenomena with trigonometric functions; prove and apply trigonometric identities; extend the domain of trigonometric functions using the unit circle; translate between the geometric description and the equation for a conic section; define trigonometric ratios and solve problems involving right triangles. |
| NBAS 018 Review Math III Part A | Demonstrate and explain the solutions of equations and inequalities. Combination of exiting skills: Solve equations and inequalities in one variable; understand solving equations as a process of reasoning and explain the reasoning; solve systems of equations; interpret the structure of expressions; reason quantitatively and use units to solve problems. |
| NBAS 018 Review Math III Part A | Demonstrate different ways to use equivalent forms to solve problems. Combination of exiting skills: Perform arithmetic operations on polynomials; analyze functions using different representations; understand the relationship between zeros and factors of polynomials; build new functions from existing functions; create equations that describe numbers or relationships; interpret the structure of expressions. |
| NBAS 018 Review Math III Part A | Perform arithmetic operations on polynomials. That is an exiting skill |
| NBAS 019 Review Math III Part B | Demonstrate understanding of probability basics. Combination of exiting skills: Use probability to evaluate outcomes of decisions; understand and evaluate random processes underlying statistical experiments; understand independence and conditional probability and use them to interpret data; make inferences and justify conclusions from sample surveys, experiments, and observational studies; summarize, represent, and interpret data on a single count or measurement variable; use the rules of probability to compute probabilities of compound events in a uniform probability model. |
| NBAS 019 Review Math III Part B | Use complex numbers in polynomial identities and equations. That is an exiting skill |
| NBAS 019 Review Math III Part B | Use trigonometric functions and identities to solve various problems. Combination of exiting skills: Model periodic phenomena with trigonometric functions; prove and apply trigonometric identities; extend the domain of trigonometric functions using the unit circle; translate between the geometric description and the equation for a conic section; define trigonometric ratios and solve problems involving right triangles. |

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| NBAS 020 Review of Algebra I Part A | Demonstrate and explain the solutions of equations and inequalities. Combination of exiting skills: Solve equations and inequalities in one variable; understand solving equations as a process of reasoning and explain the reasoning; solve systems of equations; interpret the structure of expressions; reason quantitatively and use units to solve problems. |
| NBAS 020 Review of Algebra I Part A | Demonstrate and explain the solutions of equations and inequalities. Combination of exiting skills: Understand the concept of a function and use function notation; interpret functions that arise in applications in terms of the context; analyze functions using different representations; build a function that models a relationship between two quantities; build new functions from existing functions. |
| NBAS 021 Review of Algebra I Part B | Construct, compare, and use various mathematical models. Combination of exiting skills: Construct and compare linear, quadratic, and exponential models and solve problems; interpret linear models; interpret expressions for functions in terms of the situation they model; summarize, represent, and interpret data on a single count or measurement variable; summarize, represent, and interpret data on two categorical and quantitative variables. |
| NBAS 021 Review of Algebra I Part B | Perform arithmetic operations on polynomials. That is an exiting skill. |
| NBAS 022 Review of Geometry Part A | Apply appropriate concepts of geometry to solve problems. Combination of exiting skills: Make geometric constructions; apply geometric concepts in modeling situations; explain volume formulas and use them to solve problems; use coordinates to prove simple geometric theorems algebraically. |
| NBAS 022 Review of Geometry Part A | Prove various geometric theorems. Combination of exiting skills: Prove geometric theorems; use coordinates to prove simple geometric theorems algebraically. |
| NBAS 023 Review of Geometry Part B | Apply concepts of geometry in an algebraic context. Combination of exiting skills: Experiment with transformations in the plane; understand congruence in terms of rigid motions; make geometric constructions; understand similarity in terms of similarity transformations; explain volume formulas and use them to solve problems; visualize relationships between two-dimensional and three-dimensional objects. |
| NBAS 023 Review of Geometry Part B | Demonstrate understanding of probability basics. Combination of exiting skills: Use probability to evaluate outcomes of decisions; understand independence and conditional probability and use them to interpret data; use the rules of probability to compute probabilities of compound events in a uniform probability model. |
| NBAS 023 Review of Geometry Part B | Find arc lengths and areas of sectors of circles. That is an exiting skill. |
| NBAS 023 Review of Geometry Part B | Understand and apply theorems about circles. That is an exiting skill. |
| NBAS 023 Review of Geometry Part B | Use trigonometric functions and identities to solve various problems. Combination of exiting skills: Apply trigonometry to general triangles; prove and apply trigonometric identities; extend the domain of trigonometric functions using the unit circle; translate between the geometric description and the equation for a conic section; define trigonometric ratios and solve problems involving right triangles. |
| NBAS 024 Review of Algebra II Part A | Demonstrate different ways to use equivalent forms to solve problems. Combination of exiting skills: Perform arithmetic operations on polynomials; analyze functions using different representations; understand the relationship between zeros and factors of polynomials; build new functions from existing functions; create equations that describe numbers or relationships; interpret the structure of expressions. |
| NBAS 024 Review of Algebra II Part A | Use complex numbers in polynomial identities and equations. That is an exiting skill. |
| NBAS 025 Review of Algebra II Part A | Demonstrate understanding of probability basics. Combination of exiting skills: Use probability to evaluate outcomes of decisions; understand and evaluate random processes underlying statistical experiments; understand independence and conditional probability and use them to interpret data; make inferences and justify conclusions from sample surveys, experiments, and observational studies; summarize, represent, and interpret data on a single count or measurement variable; use the rules of probability to compute probabilities of compound events in a uniform probability model. |

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| NBAS 025 Review of Algebra II Part A | Rewrite rational expressions. That is an exiting skill. |
| NBAS 025 Review of Algebra II Part A | Use trigonometric functions and identities to solve various problems. Combination of exiting skills: Model periodic phenomena with trigonometric functions; prove and apply trigonometric identities; extend the domain of trigonometric functions using the unit circle; translate between the geometric description and the equation for a conic section; define trigonometric ratios and solve problems involving right triangles. |
| NBAS 025 Review of Algebra II Part A | Visualize relationships between two-dimensional and three-dimensional objects. That is an exiting skill. |
| NBIZ 038 Non-credit Real Estate Practices | Define essential terminology related to real estate transactions. |
| NBIZ 038 Non-credit Real Estate Practices | Demonstrate knowledge of the day-to-day operations in a real estate office, including listings, valuations, taxation, and specialized brokerage operations. |
| NBIZ 038 Non-credit Real Estate Practices | Describe the respective responsibilities of broker, owner, and purchaser and examine the major aspects of agency relationships in real estate. |
| NBIZ 038 Non-credit Real Estate Practices | Identify types of listing agreements and recall their main elements. |
| NBIZ 038 Non-credit Real Estate Practices | Recognize the key elements of property disclosures. |
| NBIZ 038 Non-credit Real Estate Practices | Restate the main features of RESPA (Real Estate Settlement Procedures Act). |
| NBIZ 038 Non-credit Real Estate Practices | Review basic features of a loan and describe the loan qualification process. |
| NBIZ 038 Non-credit Real Estate Practices | Review the negotiation process, including contingencies, escrow, and closing procedures. |
| NCHS 001 Health and Fitness | 1. Improve health and wellness |
| NCHS 001 Health and Fitness | 2. Improve overall fitness and reach individualized fitness goals. |
| NFIR 015 Practical Experience/Fire Sup (Frmly NVOC) | Students will be able to describe and demonstrate the major points of fire service. |
| NFIR 015 Practical Experience/Fire Sup (Frmly NVOC) | Students will be able to describe the traditions of the fire service. |
| NFIR 015 Practical Experience/Fire Sup (Frmly NVOC) | Students will be able to explain the steps of the general development of a firefighter. |
| NFIR 015 Practical Experience/Fire Sup (Frmly NVOC) | Students will have a basic understanding of the ethical and moral standards of the fire service. |
| NGBD 101 Green Building Basics & LEED | Students will define the areas of study and demonstrate an understanding of the fundamental concepts of green building design. |
| NGBD 101 Green Building Basics & LEED | Students will design simple energy saving techniques for green buildings. Designs will adhere to and be evaluated based on accepted standards of industry. |
| NGBD 101 Green Building Basics & LEED | Students will have the knowledge to pass the specific industry safety exam. |
| NGBD 101 Green Building Basics & LEED | Students will identify and discuss the technical, professional and social responsibilities of green building design. |
| NHAN 001 Art Workshop-Handicapped | Given a specific two dimensional medium, such as graphite, charcoal, acrylic paint, gouache, or colored pencil, the students will create images that demonstrate a working knowledge of visual balance. |
| NHAN 001 Art Workshop-Handicapped | Given a specific two dimensional medium, such as opaque watercolor, colored pencil, or acrylic paint, the students will create a project that demonstrates a basic understanding of color relationships. |
| NHSL 030 Nursing Skills Lab | Students will utilize the Health Science Skills and Simulation Centers. |
| NHSN 030 Personal Care Aide (Frmly NVOC) | Students will demonstrate skills needed to provide personal care to elderly, disabled or ill individuals living in their homes. |
| NUTR 110 Intro to Nutrition Science | Students will be able to describe how to prevent illness through appropriate nutrition. |
| NUTR 110 Intro to Nutrition Science | Students will demonstrate a greater ability to discern between nutrition truth and fiction. |
| NUTR 110 Intro to Nutrition Science | Students will identify how to feed a person to nourish the body. |
| NUTR 120 Principles of Foods with Lab | Correctly use food preparation terminology. |
| NUTR 120 Principles of Foods with Lab | Students will demonstrate understanding of food science principles through appropriate storage and preparation. |
| NUTR 120 Principles of Foods with Lab | Students will describe the sensory attributes of food / food groups. |
| NVOC 0029 Effective Supervision | Students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment. , per industry standards. |
| NVOC 0029 Effective Supervision | Students will have the knowledge to pass the specific industry safety exam. |

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| NVOC 018 ACEDD-GIS Skills Development | Student can use various methods to share intuitive deliverables using industry standards, |
| NVOC 018 ACEDD-GIS Skills Development | Student understands the applications of GIS in their respective field of work and or study. |
| NVOC 018 ACEDD-GIS Skills Development | Students will use time wisely to further develop course projects and assignments using computer lab, model shop, traditional drafting stations and other instructional facilities. |
| NVOC 018 ACEDD-GIS Skills Development | The student can prepare and geocode table of addresses, classify data using qualitative and quantitative data, join tables, digitize and perform spatial selections. |
| NVOC 031 First Aid and CPR | Students will accurately demonstrate the skill competencies related to first aid and CPR. |
| NVOC 032 AHA CPR BLS | The student will accurately demonstrate the required skills of the AHA BLS competencies. |
| NVOC 050 Nurse Assist. PreCert | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| NVOC 050 Nurse Assist. PreCert | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| NVOC 050 Nurse Assist. PreCert | PCC-The student will demonstrate the ability to apply entry level nursing skills and knowledge of the geriatric population. |
| NVOC 050 Nurse Assist. PreCert | QI-The student will recognize learning opportunities in their resume. |
| NVOC 050 Nurse Assist. PreCert | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| NVOC 050 Nurse Assist. PreCert | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |
| NVOC 050L Nurse Assist Pre-Cert Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| NVOC 050L Nurse Assist Pre-Cert Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| NVOC 050L Nurse Assist Pre-Cert Lab | PCC - The student will demonstrate empathy and concern for the resident, respect their beliefs, as well as the clinical staff. |
| NVOC 050L Nurse Assist Pre-Cert Lab | QI-The student will perform and complete all computerized entries on time. |
| NVOC 050L Nurse Assist Pre-Cert Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| NVOC 050L Nurse Assist Pre-Cert Lab | T/C- The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |
| NVOC 051 CNA Acute Care Training Course | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| NVOC 051 CNA Acute Care Training Course | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| NVOC 051 CNA Acute Care Training Course | PCC-The student will demonstrate the ability to apply entry level nursing skills / knowledge of the patient population across the continuum. |
| NVOC 051 CNA Acute Care Training Course | QI-The student will recognize learning opportunities in their weekly reflective journals. |
| NVOC 051 CNA Acute Care Training Course | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| NVOC 051 CNA Acute Care Training Course | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |
| NVOC 051L CNA Acute Care Train Crse Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| NVOC 051L CNA Acute Care Train Crse Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| NVOC 051L CNA Acute Care Train Crse Lab | PCC - The student will demonstrate empathy and concern for the patient, respect their beliefs, as well as the clinical staff. |
| NVOC 051L CNA Acute Care Train Crse Lab | QI-The student will perform and complete all computerized entries on time. |
| NVOC 051L CNA Acute Care Train Crse Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| NVOC 051L CNA Acute Care Train Crse Lab | T/C-The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |

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| NVOC 052 Home Health Aide Train Crse | EBP-The student will recognize assumptions vs. facts presented during in-class case studies. |
| NVOC 052 Home Health Aide Train Crse | IT-The student will demonstrate comprehensive knowledge of observation and charting. |
| NVOC 052 Home Health Aide Train Crse | PCC-The student will demonstrate the ability to apply entry level nursing skills and knowledge of the geriatric population. |
| NVOC 052 Home Health Aide Train Crse | QI-The student will recognize learning opportunities in their resumes. |
| NVOC 052 Home Health Aide Train Crse | SAFETY-The student will demonstrate comprehensive knowledge of safety and skills. |
| NVOC 052 Home Health Aide Train Crse | T/C-The student will demonstrate accountability and responsibility by meeting the mandatory minimum requirements of attendance. |
| NVOC 052L Home Hlth Aid Train Crse Lab | EBP-The student will demonstrate the ability to complete all ADL skills per state standards. |
| NVOC 052L Home Hlth Aid Train Crse Lab | IT-The student will demonstrate safe use of all equipment used in the clinical setting. |
| NVOC 052L Home Hlth Aid Train Crse Lab | PCC- the student will demonstrate empathy and concern for the client, respect their beliefs, as well as the clinical staff. |
| NVOC 052L Home Hlth Aid Train Crse Lab | QI-The student will perform and complete all computerized entries on time. |
| NVOC 052L Home Hlth Aid Train Crse Lab | SAFETY-The student will perform skills satisfactorily per state standards. |
| NVOC 052L Home Hlth Aid Train Crse Lab | T/C-The student will perform in a cooperative, pleasant, respectful manner and offer assistance to others without being asked. |
| NVOC 059 Intro to Weld Processes | Students will be able to fill out material build sheets per industry standards. |
| NVOC 059 Intro to Weld Processes | Students will be able to identify and demonstrate safe operation of welding equipment. |
| NVOC 059 Intro to Weld Processes | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 060 Semi-Auto Weld Processes | Students course will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| NVOC 060 Semi-Auto Weld Processes | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 060 Semi-Auto Weld Processes | Upon successful completion of this course, students in the Semi-Automatic Welding Processes course will be able to identify, describe, and demonstrate safe operation of different welding operations using Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW) processes, per Industry Standards. |
| NVOC 060 Semi-Auto Weld Processes | Upon successful completion of this course, the students in the Semi-Automatic Welding Processes course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| NVOC 061 Production Welding Techniques | Students course will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| NVOC 061 Production Welding Techniques | Students will demonstrate proper use of welding and cutting equipment and other related equipment per industry standards. |
| NVOC 061 Production Welding Techniques | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 061 Production Welding Techniques | Upon successful completion of this course, the students in the Production welding course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| NVOC 062 Intro to Fabric Processes | Students will be able to perform tasks that use learned techniques, skills, and modern tools necessary for Fabrication Process per Industry Standards. |
| NVOC 062 Intro to Fabric Processes | Students will gain an understanding of the principles and practices of the fabrication process operations. |
| NVOC 062 Intro to Fabric Processes | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 063 Interm Fabric Processes | Students will be able to fill out material build sheets per industry standards. . |
| NVOC 063 Interm Fabric Processes | Students will be able to identify and demonstrate safe operation of fabrication equipment. |
| NVOC 063 Interm Fabric Processes | Students will be able to identify, comprehend, and read symbols used in a basic blueprint. |
| NVOC 063 Interm Fabric Processes | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 1011 Orientation/Safety | Students will be able to identify, describe, and demonstrate safe operation of various equipment utilized by industry. |

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| NVOC 1011 Orientation/Safety | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 1012 Health/Safety | Students will be able to Identify and select appropriate PPE and lifesaving equipment. |
| NVOC 1012 Health/Safety | Students will be able to recognize and identify what worker rights are protected under OSHA. |
| NVOC 1012 Health/Safety | Students will be able to recognize, avoid, and prevent safety and health hazards in the workplace. |
| NVOC 1012 Health/Safety | Students will have the knowledge to pass the specific industry safety exam. |
| NVOC 138 Engineering Careers & Appl | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| NVOC 138 Engineering Careers & Appl | Students will analyze daily routines to identify trends and recognize potential changes that may support their academic and professional achievement. |
| NVOC 138 Engineering Careers & Appl | Students will demonstrate effective communication skills including listening, speaking, and writing in both individual and group activities. |
| NVOC 138 Engineering Careers & Appl | Students will identify and distinguish characteristics of individuals including personality and methods of learning. |
| NVOC 138 Engineering Careers & Appl | Students will identify the most commonly available disciplines of engineering study. |
| NVOC 138 Engineering Careers & Appl | Students will research engineering topics or problems and collaborate in groups to prepare presentations or design solutions. |
| NVOC 140 Civil Drafting Fundamentals | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| NVOC 140 Civil Drafting Fundamentals | Students will apply basic Civil Engineering concepts to identify problems and use provided formulas to calculate reasonable solutions. |
| NVOC 140 Civil Drafting Fundamentals | Students will differentiate between various sub-disciplines within the field of Civil Engineering by recognizing specific tasks and areas of expertise between the sub-disciplines. Areas of focus include: Transportation Engineering, Geotechnical Engineering, Environmental & Water Resources Engineering, Construction Engineering, and Structural Engineering. |
| NVOC 140 Civil Drafting Fundamentals | Students will identify the steps required for licensure as a Professional Civil Engineer and the rights and responsibilities of this role. |
| NVOC 140 Civil Drafting Fundamentals | Students will illustrate appropriate use of Civil drafting terminology, symbology, linework, and other conventions to prepare basic construction drawings & sketches for various Civil Engineering projects. |
| NVOC 150 AutoCAD for Basic CADD Appl | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |
| NVOC 150 AutoCAD for Basic CADD Appl | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |
| NVOC 150 AutoCAD for Basic CADD Appl | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |

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| NVOC 150 AutoCAD for Basic CADD Appl | Given the current version of the AutoCAD computer aided design software program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the given object according to industry mechanical drafting or architectural drawing standards. The drawing should be completed in a timely manner and include all the dimensions and notes required in order to be used as a working drawing to fabricate or build the drawn object. |
| NVOC 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| NVOC 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| NVOC 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| NVOC 170 Microstation Basic CADD | Given the current version of the MicroStation computer aided design program and a simple object, student will be able to use the necessary commands within the software to produce an orthographic drawing of the object. The drawing should then be able to give someone else enough information to create the object. |
| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |

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| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| NVOC 200 Inter. AutoCAD for Design/Prod | Given the current version of the AutoCAD computer aided design software program and a CAD production drawing problem that involves reference files and multiple viewports, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution should be completed in a timely manner according to industry mechanical drafting or architectural drawing standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent. |
| NVOC 241 Civil Eng Draft & Design | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| NVOC 241 Civil Eng Draft & Design | Students will employ appropriate drafting techniques to create coordinated plan and profile drawings of sloping terrain for example Civil Engineering projects for grading and cut/fill determinations. |
| NVOC 241 Civil Eng Draft & Design | Students will identify common construction materials and appropriate characteristics needed for the creation of Civil Engineering constructs. |
| NVOC 241 Civil Eng Draft & Design | Students will prepare accurate and scaled drawings of land parcels using appropriate indications of boundary delineation. |
| NVOC 241 Civil Eng Draft & Design | Students will produce structural framing/foundation plans and structural details as appropriate using various common construction materials and the interconnections between different materials. |
| NVOC 245 Civil Eng Design & Modeling | Given a classroom / lab environment that simulates industry professional workstations, during lesson and lab activities, students will model professional behavior, professional ethics and professional social responsibility. |
| NVOC 245 Civil Eng Design & Modeling | Students will employ the software capabilities to utilize external data for the creation of 3-dimensional terrain within a drawing project file. |
| NVOC 245 Civil Eng Design & Modeling | Students will illustrate appropriate use of the Civil Design software to annotate a proposed project and display appropriate views (plans, profiles, & sections) of the project and its components. |
| NVOC 245 Civil Eng Design & Modeling | Students will recognize the common commands within Civil Design software to manipulate the entities to create a complete 3-dimensional model of a proposed construction project. |
| NVOC 245 Civil Eng Design & Modeling | Students will recognize the entities utilized by Civil Design software to assemble 3-dimensional models within a drawing project file. |
| NVOC 250 Parametric Modeling 3D | Given a Parametric part model, student will edit features of the model to create a new part or a family of parts. The new part will maintain features of original part and adhere to industry design standards. |
| NVOC 250 Parametric Modeling 3D | Given four or more parametric part models, student will construct assemblies of the parts using properly placed constraints. The assembly will function as one unit. |
| NVOC 250 Parametric Modeling 3D | Given Instruction in Parametric Modeling Software, student will proficiently interface with the software. Students will demonstrate their proficiency with the software, through efficiently developing part models, both in time taken to produce and accuracy of final part. |
| NVOC 250 Parametric Modeling 3D | Given Parametric Design Modeling Software and a design problem, student will design a part. The part design will provide a solution to the design problem and adhere to industry design standards. |
| NVOC 250 Parametric Modeling 3D | Given Parametric Design Modeling Software, student will correctly dimension a 2d multi-view drawing made from a 3d parametric model. The dimensions will adhere to accepted industry (ANSI/ASME and or ISO) standards. |

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| NVOC 250 Parametric Modeling 3D | Given Parametric Design Modeling Software, student will create a 3d model of a given part. The model will be evaluated by its correct geometry, size, position and appearance. |
| NVOC 250 Parametric Modeling 3D | Given Parametric Modeling Software, student will convert a 3d parametric model into a 2d multi-view (orthographic) drawing. The multi-view drawings will adhere to and meet industry (ANSI/ASME and or ISO) accepted standards. |
| NVOC 260 Adv Arch Using REVIT | Creation of 3-dimensional (3D) building information model (BIM) to industry standards for level of detail and content. This shall include the use of and compliance with state and local building codes and the ADA codes for disabled person's access to buildings. |
| NVOC 260 Adv Arch Using REVIT | Develop an understanding for the need of and adherence to common architectural office standards including both electronic and manual file organization including file naming, project template items and project folders |
| NVOC 260 Adv Arch Using REVIT | Develop visualization capabilities using digital perspectives, rendering and animation components of the BIM software to illustrate the design project and provide for clash detection of major building components |
| NVOC 260 Adv Arch Using REVIT | Develop visualization capabilities using digital perspectives, rendering and animation components of the BIM software to illustrate the design project and provide for clash detection of major building components |
| NVOC 260 Adv Arch Using REVIT | Generation of 2-dimensional drawings from an electronic 3-Dimensional Building Information Model (BIM) for simulation of the preparation of construction documents following American Institute of Architects standards of sheet naming, sheet content and sheet organization. |
| NVOC 260 Adv Arch Using REVIT | Given three-dimensional computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to visually experience the design intent. The electronic model will be developed such that other persons can experience the design model and understand the solutions based on the project requirements. |
| NVOC 260 Adv Arch Using REVIT | Utilize electronic data and programs to extract information from 3D BIM models to generate schedules of doors, windows, building areas and room finishes for building cost and construction estimations |
| NVOC 260 Adv Arch Using REVIT | Work in team environment for an assignment to provide group organizational and collaborative solutions to a given set of requirements. |
| NVOC 261 Revit for Adv. BIM Arch, Str | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| NVOC 261 Revit for Adv. BIM Arch, Str | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| NVOC 261 Revit for Adv. BIM Arch, Str | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |

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| NVOC 261 Revit for Adv. BIM Arch, Str | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| NVOC 261 Revit for Adv. BIM Arch, Str | Given three-dimensional Building Information Modeling computer software and a defined design outline. Student will produce an electronic model with sufficient data to allow others to graphically experience the design intent and retrieve building information. The electronic model will be developed such that other persons can access the design for architectural, structural, mechanical, electrical and plumbing information as well as providing a three-dimensional virtual experience of the design solution |
| NVOC 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 265 Pressure Piping Design | Given drafting tools / CAD software and schematic drawings, student will demonstrate the correct application of mechanical drawing industry standards by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 266 Pressure Piping Applications | Given drafting tools / CAD software and schematic drawings, student will apply the correct industry standards for piping by, defining common terminology used in the pressure piping industry, preparing complete piping drawings and describing various types of mechanical equipment, pumps, heat exchangers, vertical and horizontal vessels and their applications. |
| NVOC 270 SolidWorks for 3D Modeling | Given a Parametric part model, student will edit features of the model to create a new part or a family of parts. The new part will maintain features of original part and adhere to industry design standards. |
| NVOC 270 SolidWorks for 3D Modeling | Given four or more parametric part models, student will construct assemblies of the parts using properly placed constraints. The assembly will function as one unit. |
| NVOC 270 SolidWorks for 3D Modeling | Given Instruction in Parametric Modeling Software, student will proficiently interface with the software. Students will demonstrate their proficiency with the software, through efficiently developing part models, both in time taken to produce and accuracy of final part. |
| NVOC 270 SolidWorks for 3D Modeling | Given Parametric Design Modeling Software and a design problem, student will design a part. The part design will provide a solution to the design problem and adhere to industry design standards. |

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| NVOC 270 SolidWorks for 3D Modeling | Given Parametric Design Modeling Software, student will correctly dimension a 2d multi-view drawing made from a 3d parametric model. The dimensions will adhere to accepted industry (ANSI/ASME and or ISO) standards. |
| NVOC 270 SolidWorks for 3D Modeling | Given Parametric Design Modeling Software, student will create a 3d model of a given part. The model will be evaluated by its correct geometry, size, position and appearance. |
| NVOC 270 SolidWorks for 3D Modeling | Given Parametric Modeling Software, student will convert a 3d parametric model into a 2d multi-view (orthographic) drawing. The multi-view drawings will adhere to and meet industry (ANSI/ASME and or ISO) accepted standards. |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| NVOC 280 Adv. MicroStation CADD & BIM | Given the current version of the 3D MicroStation and Bentley Architecture computer aided design software programs and a CAD production drawing problem that involves reference files and multiple drawing sheets, student will be able to use the necessary commands within the software to produce an accurate 2D and 3D electronic model and a scaled hard copy. The finished solution will be completed in a timely manner according to industry mechanical drafting or architectural drawing and design standards complete with dimensions and notes required for production drawings used for fabrication and/or to illustrate design intent |
| OENG 001 Introduction to Apprenticeship | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 002 Grade Checking | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |

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| OENG 003 Equipment Operator | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 004 Plan Reading | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 005 Equipment Operator | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 012 Heavy Duty Repairman | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 013 Heavy Duty Repairman | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 014 Heavy Duty Repairman | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 015 Heavy Duty Repairman | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 016 Heavy Duty Repairman | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 021 Grades and Plans | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 022 Structural Masonry Inspection | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 023 Reinforced Concrete Inspection | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 024 Structural Steel/Welding | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 025 Prestressed Concrete Inspector | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 026 Soil Testing and Inspection | Students will complete all tasks determined to meet the requirements of the State Indentured Apprentices for the operating engineer field. |
| OENG 290 Work Exp Operating Engineer | Students will perform activities and responsibilities of the job to a professional level of performance per the State of California apprentice program. |
| ORTH 040 Intro to Orthopedic Technology | Students will demonstrate an ability to accurately identify physical body structure. |
| ORTH 040 Intro to Orthopedic Technology | Students will describe the role of the Orthopedic Technician. |
| ORTH 040 Intro to Orthopedic Technology | Students will identify how to communicate effectively with a client. |
| ORTH 050 Orth Tech Health Assessment | Students will demonstrate an ability to accurately assess joint motion and positioning. |
| ORTH 050 Orth Tech Health Assessment | Students will describe the role of the Orthopedic Technician in providing joint and bone care. |
| ORTH 050 Orth Tech Health Assessment | Students will identify how to communicate assessment findings with healthcare providers. |
| ORTH 060 Ortho Tech Modalities | Students will demonstrate the appropriate techniques for immobilization. |
| ORTH 060 Ortho Tech Modalities | Students will describe correct operating room techniques. |
| ORTH 060 Ortho Tech Modalities | Students will identify evidence-based practice for wound care. |
| ORTH 060 Ortho Tech Modalities | Students will verbalize the methods for preparing clients for immobilization. |
| ORTH 070 Ortho Tech Practicum | Students will appreciate how unwanted variation affects patient care, value measurement and its role in appropriate patient care. |
| ORTH 070 Ortho Tech Practicum | Students will demonstrate assessment of the patient experiencing orthopedic or mobility problems. |
| ORTH 070 Ortho Tech Practicum | Students will demonstrate comprehensive understanding of the concepts of professional orthopedic technologist practice. |
| ORTH 070 Ortho Tech Practicum | Students will demonstrate correct application and removal of immobilization devices. |
| ORTH 070 Ortho Tech Practicum | Students will discriminate between valid/invalid reasons for modifying EB clinical practice for fractures or altered mobility. |
| ORTH 070 Ortho Tech Practicum | Students will explain why information and technology skills are essential for safe patient care. |
| ORTH 070 Ortho Tech Practicum | Students will recognize personally held values of patient care. |
| PAC 020 Physical Fitness (formerly PAC 43032) | While participating in fitness training, students will successfully complete all tasks and mandated hours. |

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| PAC 021 Firearms (formerly PAC 43035) | 1. While participating in firearms training, students will successfully complete all tasks and mandated hours. |
| PAC 021 Firearms (formerly PAC 43035) | 2. Demonstrate an understanding or proper firearm maintenance. |
| PAC 021 Firearms (formerly PAC 43035) | 3. Demonstrate various approved shooting stances. |
| PAC 022 First Aid/CPR (formerly PAC 43049) | • While participating in First Aid, students will successfully complete all tasks and mandated hours. |
| PAC 022 First Aid/CPR (formerly PAC 43049) | 3. The student will display knowledge of immediate wound care. |
| PAC 022 First Aid/CPR (formerly PAC 43049) | First Aid |
| PAC 023 Field Training Officer Course (formerly PAC 4314) | 1. While participating in the Field Training Officer Course, students will successfully complete all tasks and mandated hours. |
| PAC 023 Field Training Officer Course (formerly PAC 4314) | 2. Display understanding of evaluation practices. |
| PAC 023 Field Training Officer Course (formerly PAC 4314) | 3. Display positive correction techniques when dealing with probationary officers. |
| PAC 024 Wpns/Semi-Auto Handguns (formerly PAC 4342) | 1. The student will successfully complete all handgun tasks and mandated hours for the course. |
| PAC 024 Wpns/Semi-Auto Handguns (formerly PAC 4342) | 2. The student will display an understanding of maintaining various weapons. |
| PAC 024 Wpns/Semi-Auto Handguns (formerly PAC 4342) | 3. The student will display an understanding of various shooting stances. |
| PAC 025 PC 832 Arrest (formerly PAC 4376) | 1. Presented with a set of facts the student will select which laws were violated. |
| PAC 025 PC 832 Arrest (formerly PAC 4376) | 2. Given word picture the student will correctly identify which rules of search and seizure apply. |
| PAC 025 PC 832 Arrest (formerly PAC 4376) | 3. Presented with a real life problem the student will make appropriate decisions utilizing discretionary decision making. |
| PAC 026 PC 832 Firearms (formerly PAC 4377) | 1. Upon completion of the class the student will display basic proficiency with the use of a handgun. |
| PAC 026 PC 832 Firearms (formerly PAC 4377) | 2. The student will understand the importance of proper maintenance of firearms. |
| PAC 026 PC 832 Firearms (formerly PAC 4377) | 3. The student will demonstrate proper stances for shooting firearms. |
| PAC 026 PC 832 Firearms (formerly PAC 4377) | The student will participate and demonstrate safe firearms procedures during the mandated hours. |
| PAC 027 PC 832 Comm. & Arrest Methods (formerly PAC 4378) | 1. Upon completion of the class the student will show knowledge of communication skills in arrest situations. |
| PAC 027 PC 832 Comm. & Arrest Methods (formerly PAC 4378) | 2. The student will demonstrate report writing skills used in public service. |
| PAC 027 PC 832 Comm. & Arrest Methods (formerly PAC 4378) | 3. The student will demonstrate an understanding of arrest control and search and seizure. |
| PAC 027 PC 832 Comm. & Arrest Methods (formerly PAC 4378) | The student will demonstrate proper communications and arrest methods for the mandated hours. |
| PAC 040 Basic Police Recruit | 1. Given a real world situation the student will make the correct ethical decision. |
| PAC 040 Basic Police Recruit | 2. Presented with a fact pattern the student will correctly identify which law was violated. |
| PAC 040 Basic Police Recruit | 3. Given a scenario the student will correctly identify which evidence is admissible. |
| PAC 042 Police Supervision | 1. Given a real world situation the student will correctly identify the proper supervisory action. |
| PAC 042 Police Supervision | 2. Presented with a scenario the student will correctly select positive or negative discipline. |
| PAC 042 Police Supervision | 3. Given a set of facts the student will correctly identify the proper steps in the disciplinary procedure. |
| PAC 043 Advanced Officers Course | 2. The student will understand current policies. |
| PAC 043 Advanced Officers Course | 3. The student will understand techniques used in training. |
| PAC 043 Advanced Officers Course | The student will successfully complete all activities and mandated hours in Advanced Officer Training. |
| PAC 071 Public Safety Dispatcher Basic | 1. Give a set of facts the student will correctly identify which incidents receive priority. |

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| PAC 071 Public Safety Dispatcher Basic | 2. Presented with options in the use of equipment the student will make the correct selection. |
| PAC 071 Public Safety Dispatcher Basic | 3. Given a scenario the student will select the correct steps in handling an emergency call. |
| PAC 075B Basic Course-Module III (Ext) | 1. Presented with information the student will correctly identify if all requirements have been met to be a reserve officer. |
| PAC 075B Basic Course-Module III (Ext) | 2. Give a set of facts the student will correctly prepare a police report. |
| PAC 075B Basic Course-Module III (Ext) | 3. Given a real life situation the student will correctly identify the steps necessary to begin a criminal investigation. |
| PAC 075C Basic Course-Module II(Ext) | 1. Presented with a variety of real world law enforcement problems the student will demonstrate spirit of the law versus letter of the law. |
| PAC 075C Basic Course-Module II(Ext) | 2. Given a situation where force is required to make an arrest the student will correctly demonstrate the amount that is reasonable. |
| PAC 075C Basic Course-Module II(Ext) | 3. Presented with a variety of criminal behavior the student will accurately record the information in a police report. |
| PAC 075D Basic Police Recruit Mod I | 1. Presented with a variety of behaviors the student will correctly identify which laws have been violated. |
| PAC 075D Basic Police Recruit Mod I | 2. Given a real world situation the student will correctly identify which of the Bill of Rights provides protection for the behavior. |
| PAC 075D Basic Police Recruit Mod I | 3. Given a set of circumstances the student will correctly identify the importance of equity and diversity in public sector employment. |
| PAC 078 Requalification - Basic Course | 1. Presented with a real life situation the student will correctly demonstrate deescalation of force procedures. |
| PAC 078 Requalification - Basic Course | 2. Given a scenario the student will correctly identify which laws have been violated. |
| PAC 078 Requalification - Basic Course | 3. Given facts where evidence has been seized the student will correctly determine if the applicable search and seizure laws have been followed. |
| PAC 083 Pre-Academy Physical Fitness | 1. The student will participate in the required physical activities for the mandated hours. |
| PAC 43019 Vehicle Operations | 1. The student will demonstrate safe driving techniques used in law enforcement. |
| PAC 43019 Vehicle Operations | 2. The student will demonstrate an understanding of high speed driving. |
| PAC 43019 Vehicle Operations | 3. Demonstrate an understanding of liability in pursuit driving. |
| PAC 4339 Tactics for Field Officers | 1. The student will display knowledge of current tactics used by police officers. |
| PAC 4339 Tactics for Field Officers | 2. Display knowledge of suspect searching. |
| PAC 4339 Tactics for Field Officers | 3. Display knowledge of applicable arrest and handcuffing techniques. |
| PAC 4351 Indus Sec Pwrs Arr | 1. The student will demonstrate knowledge of all laws applicable to arrest situations. |
| PAC 4351 Indus Sec Pwrs Arr | 2. Display knowledge of discretion to warn or arrest. |
| PAC 4351 Indus Sec Pwrs Arr | 3. Display knowledge of appropriate law enforcement notifications. |
| PAC 4352 Inds Sec Baton - Firearms | 1. Upon completion of the class the student will display knowledge and use of impact weapons. |
| PAC 4352 Inds Sec Baton - Firearms | 2. Display knowledge of proper use of firearms. |
| PAC 4352 Inds Sec Baton - Firearms | 3. Display knowledge of use of force issues. |
| PAC 4353 Inds Sec Baton - Chem Agnt | 1. The student will demonstrate knowledge and proper use of chemical agents. |
| PAC 4353 Inds Sec Baton - Chem Agnt | 2. Display knowledge of approved use of impact weapons. |
| PAC 4353 Inds Sec Baton - Chem Agnt | 3. Understand applicable law regarding use of force. |
| PHIL 101 Introduction to Philosophy | Given a philosophical work, students will demonstrate an understanding through a competent paraphrase of it. |
| PHIL 101 Introduction to Philosophy | Given previous instruction in a philosophical theory the student will correctly identify and explain the basic elements of that theory. |
| PHIL 101 Introduction to Philosophy | Provided with a philosophical argument, students will defend a point of view. |
| PHIL 101 Introduction to Philosophy | Provided with a real world scenario, students will correctly apply a philosophical theory to it. |
| PHIL 101H Intro. to Philosophy Honors | Given a philosophical work, students will demonstrate an understanding through a competent paraphrase of it |
| PHIL 101H Intro. to Philosophy Honors | Given a research topic, students will write an argumentative paper. |
| PHIL 101H Intro. to Philosophy Honors | Given previous instruction in a philosophical theory the student will correctly identify and explain the basic elements of that theory. |

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| PHIL 101H Intro. to Philosophy Honors | Provided with a philosophical argument, students will defend a point of view. |
| PHIL 101H Intro. to Philosophy Honors | Provided with a real world scenario, students will correctly apply a philosophical theory to it. |
| PHIL 110 Critical Thinking | Given a lengthy source, students will correctly summarize a single sentence paraphrase. |
| PHIL 110 Critical Thinking | Given a real world source, students will accurately schematize its argument. |
| PHIL 110 Critical Thinking | Presented with a research topic, students will demonstrate an ability to write an argumentative essay. |
| PHIL 110 Critical Thinking | Presented with an argument, students will correctly articulate the relevance of reasons to conclusions. |
| PHIL 110 Critical Thinking | Presented with examples of each, students will distinguish fact from opinion. |
| PHIL 110H Critical Thinking Honors | Given a lengthy source, students will correctly summarize a single sentence paraphrase. |
| PHIL 110H Critical Thinking Honors | Given a real world source, students will accurately schematize its argument. |
| PHIL 110H Critical Thinking Honors | Presented with a research topic, students will demonstrate an ability to write an argumentative essay. |
| PHIL 110H Critical Thinking Honors | Presented with an argument, students will correctly articulate the relevance of reasons to conclusions |
| PHIL 110H Critical Thinking Honors | Presented with examples of each, students will distinguish fact from opinion. |
| PHIL 112 Introduction to Logic | Given a deductive argument, students will properly differentiate validity from soundness. |
| PHIL 112 Introduction to Logic | Given a deductive argument, students will use a formal means to assess validity. |
| PHIL 112 Introduction to Logic | Provided with a natural language passage, students will translate it into formal language accurately. |
| PHIL 112 Introduction to Logic | Provided with a set of well-formed formulas, students will distinguish consistent formulas from inconsistent formulas. |
| PHIL 112 Introduction to Logic | Provided with argument examples, students will correctly classify inductive and deductive arguments. |
| PHIL 112H Introduction to Logic Honors | Given a deductive argument, students will properly differentiate validity from soundness. |
| PHIL 112H Introduction to Logic Honors | Given a deductive argument, students will use a formal means to assess validity. |
| PHIL 112H Introduction to Logic Honors | Given a research topic, students will demonstrate an ability to write an argumentative paper. |
| PHIL 112H Introduction to Logic Honors | Provided with a natural language passage, students will translate from natural language to formal language accurately. |
| PHIL 112H Introduction to Logic Honors | Provided with a set of well-formed formulas, students will distinguish consistent formulas from inconsistent formulas. |
| PHIL 112H Introduction to Logic Honors | Provided with argument examples, students will correctly classify inductive and deductive arguments. |
| PHIL 115 Symbolic Logic | Given a deductive argument, students will properly differentiate deductive validity from soundness. |
| PHIL 115 Symbolic Logic | Given a deductive argument, students will use a formal means to assess validity. |
| PHIL 115 Symbolic Logic | Given a deductive proof, students will prove the result in both sentential and predicate logic (single and multiple assumption proofs) |
| PHIL 115 Symbolic Logic | Provided with a natural language passage, students will translate it into predicate language accurately (including relations and identity). |
| PHIL 115 Symbolic Logic | Provided with a natural language passage, students will translate it into sentential language accurately. |
| PHIL 120 Introduction to Ethics | Given examples of each type, students will correctly compare and contrast the main ideas of two ethical theories. |
| PHIL 120 Introduction to Ethics | Provided with a practical scenario, students will use an ethical theory to determine the right course of action. |
| PHIL 120 Introduction to Ethics | Provided with a scenario, students will demonstrate the relationship between an ethical theory and the meaning of life. |
| PHIL 120 Introduction to Ethics | Provided with reading passages, students will correctly articulate the associated ethical theories. |
| PHIL 124 History of Philosophy: Ancient | Given a practical scenario, students will identify the main points of an Ancient theory and apply them accurately. |

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| PHIL 124 History of Philosophy: Ancient | Provided with an Ancient philosophical problem, students will demonstrate the ability to defend an Ancient response to the problem. |
| PHIL 124 History of Philosophy: Ancient | Provided with an example of "eudaimonia", students will articulate the responses of different Ancient philosophers. |
| PHIL 126 History of Philosophy: Modern | Provided with a practical scenario, students will apply a Modern idea to a current issue. |
| PHIL 126 History of Philosophy: Modern | Provided with historical passages, students will correctly contrast idealism and Transcendental Idealism. |
| PHIL 126 History of Philosophy: Modern | Provided with historical passages, students will correctly identify the elements of rationalism, empiricism, and idealism. |
| PHIL 128 Intro to Political Philosophy | Given coursework and instruction in a political theory, students will correctly identify and explain the basic elements of that theory. |
| PHIL 128 Intro to Political Philosophy | Provided with a practical scenario, students will apply the basic elements of a political theory to it accurately. |
| PHIL 128 Intro to Political Philosophy | Provided with a reading passage, students will demonstrate a critical understanding of political philosophy through a competent paraphrase. |
| PHIL 128 Intro to Political Philosophy | Provided with primary sources, students will demonstrate a proper sensitivity to divergent political theories through reasoning and writing. |
| PHIL 128H Intro to Political PhilosophyH | Given a research topic, students will demonstrate the ability to write an argumentative paper. |
| PHIL 128H Intro to Political PhilosophyH | Given coursework and instruction in a political theory, students will correctly identify and explain the basic elements of that theory. |
| PHIL 128H Intro to Political PhilosophyH | Provided with a practical scenario, students will apply the basic elements of a political theory to it accurately. |
| PHIL 128H Intro to Political PhilosophyH | Provided with a reading passage, students will demonstrate a critical understanding of political philosophy through a competent paraphrase. |
| PHIL 128H Intro to Political PhilosophyH | Provided with primary sources, students will demonstrate a proper sensitivity to divergent political theories through reasoning and writing. |
| PHIL 135 Philosophy and Contemp Issues | Students will correctly apply one ethical theory to a contemporary issue. |
| PHIL 135 Philosophy and Contemp Issues | Students will correctly discern the differences between inductive and deductive arguments. |
| PHIL 135 Philosophy and Contemp Issues | Students will correctly identify historical origins of contemporary ideas. |
| PHIL 135 Philosophy and Contemp Issues | Students will defend a perspective on a controversial contemporary issue. |
| PHIL 135 Philosophy and Contemp Issues | Students will demonstrate an ability to discern the relevance of an issue to contemporary society. |
| PHIL 135 Philosophy and Contemp Issues | Students will properly articulate the ethical issue(s) involved in a contemporary dispute. |
| PHIL 140 Philosophy of Religion | Given a practical scenario, students will accurately apply the basic elements of a philosophy of religion theory to it. |
| PHIL 140 Philosophy of Religion | Given examples of each, students will properly distinguish arguments from authority from other logical arguments. |
| PHIL 140 Philosophy of Religion | Given prior coursework and instruction, students will correctly identify and explain the basic elements of a philosophy of religion theory. |
| PHIL 140 Philosophy of Religion | Provided with reading passages, students will correctly articulate the arguments for the existence of God. |
| PHIL 299 Directed Study: Philosophy | Students will accurately represent an understanding of a philosophical work through a competent paraphrase. |
| PHIL 299 Directed Study: Philosophy | Students will argue successfully for a position or argument. |
| PHIL 299 Directed Study: Philosophy | Students will ascertain the relevance of an historical concept to a current one. |
| PHIL 299 Directed Study: Philosophy | Students will differentiate a deductive from an inductive argument. |
| PHIL 299 Directed Study: Philosophy | Students will properly apply philosophical concepts to a practical problem. |
| PHIL 325 Applied & Prof. Ethics | Given a theoretical orientation to a relevant Code of Ethics, students will apply the basic elements of that Code to a "real life" scenario. |
| PHIL 325 Applied & Prof. Ethics | Given an ethical theory students will apply the basic elements of that theory to a professional scenario. |
| PHIL 325 Applied & Prof. Ethics | Given prior exposure to various Codes of Ethics, students will form their own specific COE. |

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| PHIL 325 Applied & Prof. Ethics | Given prior instruction and readings, students will demonstrate knowledge of major ethical theories. |
| PHIL 325 Applied & Prof. Ethics | Given prior instruction, students will correctly identify the ethical issue, paraphrase it, and resolve it based on an ethical theory. |
| PHIL 325 Applied & Prof. Ethics | Having been provided the relevant theoretical background, students will compare and contrast the basic concepts, values, and principles. |
| PHIL 325 Applied & Prof. Ethics | Presented with a workplace problem, students will write an argumentative essay demonstrating knowledge/application of the relevant concepts. |
| PHTO 110 Intro. to Digital Photography (formerly PHTO 185) | Given a sample photograph, students will evaluate and apply appropriate editing techniques using digital imaging software to enhance and modify digital photographic images to direct the eye, create a mood, or evoke emotion in a photographic composition. |
| PHTO 110 Intro. to Digital Photography (formerly PHTO 185) | Presented with a scene, students will create sufficiently exposed, sharply focused photographs using a manually operated camera with the application of effective camera control. |
| PHTO 110 Intro. to Digital Photography (formerly PHTO 185) | Presented with an assigned theme, students will create photographs that demonstrate a working understanding of the elements of photographic composition, framing, and the relationship these compositional elements have to the conveyance of meaning in photographic images. |
| PHTO 110 Intro. to Digital Photography (formerly PHTO 185) | Provided with an example from the course, students will recognize and identify important historic photographic genres including landscape, portraiture, still life, and street photography based on their formal and conceptual elements. |
| PHTO 110 Intro. to Digital Photography (formerly PHTO 185) | While participating in a critique, students will appropriately utilize visual and technical vocabulary in order to evaluate photographic work, addressing strengths, areas for growth, and self-reflection as well as the ability to offer insightful, constructively critical feedback to other students in a professional manner. |
| PHTO 111 Interm Digital Photo | Presented with a digital image, students will apply appropriate editing techniques to produce images that demonstrate proper print density and color balance. |
| PHTO 111 Interm Digital Photo | Presented with a subject, students will utilize appropriate shutter speed, aperture, white balance, and ISO settings under different light sources (natural, tungsten, and strobe). |
| PHTO 111 Interm Digital Photo | Presented with an assigned theme, students will create images that appropriately utilize color characteristics such as hue, value, luminance, saturation, complimentary, or analogous colors to direct the eye, create a mood, or evoke emotion in a photographic composition. |
| PHTO 111 Interm Digital Photo | Provided with an example from the course, students will recognize and identify important historic photographic genres including new topographics, environmental portraiture, staged photography, and narrative photography based on their formal and conceptual elements. |
| PHTO 111 Interm Digital Photo | While participating in a critique, students will appropriately utilize visual and technical vocabulary in order to evaluate photographic work, addressing strengths, areas for growth, and self-reflection as well as the ability to offer insightful, constructively critical feedback to other students in a professional manner. |
| PHTO 130 Beginning Photography (formerly PHTO 190) | Given a sample photograph, students will apply appropriate developing techniques to produce images that demonstrate an understanding of proper print development and image density then analyze and compare a completed series or sequence of photographs in terms of technique, concept, and design |
| PHTO 130 Beginning Photography (formerly PHTO 190) | Given a sample photograph, students will evaluate and apply appropriate editing techniques such as burning, dodging, and cropping in an analog darkroom lab setting to direct the eye, create a mood, or evoke emotion in a photographic composition. |
| PHTO 130 Beginning Photography (formerly PHTO 190) | Presented with a scene, students will create sufficiently exposed, sharply focused photographs using a manually operated camera with the application of effective camera control. |

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| PHTO 130 Beginning Photography (formerly PHTO 190) | Presented with an assigned theme, students will create photographs that demonstrate a working understanding of the elements of photographic composition, framing, and the relationship these compositional elements have to the conveyance of meaning in photographic images. |
| PHTO 130 Beginning Photography (formerly PHTO 190) | Provided with an example from the course, students will recognize and identify important historic photographic genres including landscape, portraiture, still life, and street photography based on their formal and conceptual elements. |
| PHTO 130 Beginning Photography (formerly PHTO 190) | While participating in a critique, students will appropriately utilize visual and technical vocabulary in order to evaluate photographic work, addressing strengths, areas for growth, and self-reflection as well as the ability to offer insightful, constructively critical feedback to other students in a professional manner. |
| PHTO 131 Intermediate Photography (formerly PHTO 191) | Presented with a gelatin silver print, students will apply appropriate editing techniques to produce images that demonstrate proper print density and tonal range. |
| PHTO 131 Intermediate Photography (formerly PHTO 191) | Presented with a subject, students will utilize appropriate shutter speed, aperture, and ISO settings under different light sources (natural, tungsten, and strobe). |
| PHTO 131 Intermediate Photography (formerly PHTO 191) | Presented with an assigned theme, students will create photographs that demonstrate a working understanding of the elements of photographic composition; rule of thirds, leading lines, symmetry and the relationship these compositional elements have to the conveyance of meaning in photographic images. |
| PHTO 131 Intermediate Photography (formerly PHTO 191) | Provided with an example from the course, students will recognize and identify important historic photographic genres including new topographics, environmental portraiture, staged photography, and narrative photography based on their formal and conceptual elements. |
| PHTO 131 Intermediate Photography (formerly PHTO 191) | While participating in a critique, students will appropriately utilize visual and technical vocabulary in order to evaluate photographic work, addressing strengths, areas for growth, and self-reflection as well as the ability to offer insightful, constructively critical feedback to other students in a professional manner. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | Given a sample photograph, students will evaluate and apply appropriate darkroom techniques to enhance and modify photographic images to direct the eye, create a mood, or evoke emotion in a photographic composition. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | Presented with a gelatin silver print, students will apply appropriate editing techniques to produce images that demonstrate proper print density and tonal range. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | Presented with a scene, students will create sufficiently exposed, sharply focused photographs using a manually operated medium and/or large format camera with the application of effective camera control. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | Presented with an assigned theme, students will create photographs that demonstrate a working understanding of the elements of photographic composition, framing, and the relationship these compositional elements have to the conveyance of meaning in photographic images. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | Provided with an example from the course, students will recognize and identify important historic photographic genres including landscape, portraiture, still life, and street photography based on their formal and conceptual elements. |
| PHTO 230 Medium and Large Format Photo (formerly PHTO 290) | While participating in a critique, students will appropriately utilize visual and technical vocabulary in order to evaluate photographic work, addressing strengths, areas for growth, and self-reflection as well as the ability to offer insightful, constructively critical feedback to other students in a professional manner. |
| PHTO 299 Directed Study: Photography | Given the approved project proposal, students will create a portfolio of photographic work that demonstrates the goals of their proposal. Completed portfolios will demonstrate the ability to sequence photographs in terms of concept, and design, and will appropriately utilize print finishing and presentation techniques. |

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| PHTO 299 Directed Study: Photography | In the creation of images for the portfolio, students will utilize appropriate darkroom, editing, or printing techniques in order to produce images that demonstrate proper print density and/or color balance. |
| PHTO 299 Directed Study: Photography | Presented with a subject, students will create sufficiently exposed, sharply focused photographs using a manually operated digital or analog camera with the application of effective camera control. |
| PHTO 299 Directed Study: Photography | Provided with the criteria for a semester long project, students will write a proposal for a directed study project that clearly states the technical and conceptual goals for the directed study. Students will devise a timeline to complete the directed study project, and produce the desired results within their established time frame. |
| PHTO 299 Directed Study: Photography | While participating in a discussion or presentation of their projects, students will utilize appropriate photographic vocabulary in order to describe the visual elements, ideas, and goals of a photographic project. |
| PHY 120 Physics for Everyday Use | Student will be able to apply Newton's laws to understand the motion of objects. |
| PHY 120 Physics for Everyday Use | Students will be able to apply the conservation laws of energy, momentum, and angular momentum to physical systems and determine the behavior of said systems. |
| PHY 120 Physics for Everyday Use | Students will evaluate physics laboratory data of mechanics experiments and develop a reasonable hypothesis based on these results to explain said experiment. |
| PHY 150 General Physics - I | Students will be able to apply Newton's Laws to various physical phenomena and solve for associated kinematic variables. |
| PHY 150 General Physics - I | Students will be able to apply the laws of conservation of energy, momentum, and angular momentum and solve for the associated physical variables of interest. |
| PHY 150 General Physics - I | Students will be able to apply the laws of thermodynamics to basic macroscopic systems (ideal gas/fluid), and understand/solve for the associated thermodynamic variables (internal energy/entropy/pressure). |
| PHY 160 General Physics - II | Students will be able to apply the laws of electromagnetism to physical systems to understand and solve for various quantities in said systems. |
| PHY 160 General Physics - II | Students will be able to understand and apply the equations of geometric optics to appropriate physical systems, understand refraction effects (Snell's Law and total internal reflection) and the mirror and lens equations. |
| PHY 160 General Physics - II | Students will be able to understand the wave equation, standing wave phenomena, interference, and diffraction effects and applications of wave phenomena to various physical systems. |
| PHY 160 General Physics - II | Students will understand the basic mechanisms and equations underlying nuclear phenomena and understand basic applications of said phenomena. |
| PHY 211 Physics Scient & Engrs | Students will be able to apply Newton's Laws to various physical phenomena and solve for associated kinematic variables. |
| PHY 211 Physics Scient & Engrs | Students will be able to apply the laws of conservation of energy, momentum, and angular momentum and solve for the associated physical variables of interest. |
| PHY 211 Physics Scient & Engrs | Students will be able to successfully apply Newton's Law of Gravitation to various physical systems and use the laws of conservation and Newton's Laws of motion to solve for various physical variables of interest. |
| PHY 211 Physics Scient & Engrs | Students will understand and apply the equations of motion associated with simple harmonic motion and understand the universality of said model in various physical systems. |
| PHY 212 Physics Sci & Eng II | Students will be able to apply the laws of thermodynamics to basic macroscopic systems (ideal gas) and understand/solve for the associated thermodynamic variables (internal energy/entropy pressure). |
| PHY 212 Physics Sci & Eng II | Students will be able to understand the wave equation, standing wave phenomena, interference and diffraction effects and the applications of wave phenomena to various physical systems. |
| PHY 212 Physics Sci & Eng II | Students will understand the basic mathematical principles of quantum mechanics and be able to calculate inner products, state vectors, and probabilities associated with simple quantum mechanical systems, along with understanding the discrete nature of quantum energy spectra. |

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| PHY 212 Physics Sci & Eng II | Students will understand the basic quantum mechanical mechanisms and equations underlying nuclear phenomena and understand basic applications of said phenomena. |
| PHY 212 Physics Sci & Eng II | Students will understand the basic theory of statistical mechanics in the context of the canonical ensemble (i.e. thermal bath) and be able to calculate to calculate expectation values of non-interacting macroscopic quantum states. |
| PHY 213 Phy Scien & Eng III | Students will be able to apply the theory of relativity to various physical phenomena and understand the implications of the Einstein assumptions including the Lorentz contraction, time dilation, the spacetime interval, and conservation of 4-momentum. |
| PHY 213 Phy Scien & Eng III | Students will be able to successfully use the Kirchoff Current Law and the Kirchoff Voltage Law and apply it to basic circuits with direct and alternation voltage sources involving resistors, capacitors, and inductors, or any combination of the aforementioned circuit components. |
| PHY 213 Phy Scien & Eng III | Students will be able to understand and apply the equations of geometric optics to appropriate physical systems, understand refraction effects (Snell's Law and total internal reflection) and the mirror and lens equations. |
| PHY 213 Phy Scien & Eng III | Students will understand the Maxwell's Equations along with applying them to appropriate physical systems for evaluation and understand of relevant physical properties such as the electromagnetic field. Students will also understand the relationship between the Lorentz invariance of the Maxwell equations, the invariance of the speed of light, and charge distributions. Students will also be able to calculate an electric and magnetic field from a given charge/current distribution. |
| PHY 220 Unmanned Rocket Science | Students will be able to successfully complete the construction of a microcomputer payload with integrated sensors and analyze flight data from said sensors from a rocket flight and draw meaningful conclusions from said data. |
| PHY 220 Unmanned Rocket Science | Students will learn the necessary basics of programming of microelectronics to accomplish a given task using C++/Python/Simulink. |
| PHY 220 Unmanned Rocket Science | Students will successfully complete scientific resume workshops wherein students create/update their resume to match scientific industry/academia standards. Students will successfully completed a scientific internship workshop wherein students learn how to find, apply, and follow-up on applications to various summer and school-year scientific internships and opportunities. |
| PHY 299 D.S. Physics | Students will be able to apply the scientific method to theory and experimental design in the study of physical systems. |
| PHY 299 D.S. Physics | Students will demonstrate problem-solving methods to situations encountered in a research laboratory setting. |
| PHY 299 D.S. Physics | Students will demonstrate self-motivation, responsibility, and ability to prioritize an assigned task to be completed with a designated time frame. |
| PHY 299 D.S. Physics | Students will demonstrate the ability to acquire, read, evaluate, apply, and cite scientific literature in physics and use basic scientific language in written work. |
| PHY 299 D.S. Physics | Students will understand and apply major concepts in physics. |
| POLS 110 Government of the U. S. | Given an example, students will explain the importance of citizen engagement in a democracy. |
| POLS 110 Government of the U. S. | Given the various institutions which exist in the American governmental system, students will describe and assess the impact of Congressional legislation, Supreme Court decisions, political parties, and interest groups on the American political system. |
| POLS 110 Government of the U. S. | Presented with a model, students will correctly identify the most salient features of the US Constitution. |
| POLS 110 Government of the U. S. | While participating in a real-life problem, students will describe the main ways Americans can influence and become engaged in government. |
| POLS 110H Govt. of the U. S. Honors | Given the interaction between the three federal branches of government, the student will demonstrate knowledge and application of "checks and balances" within the workings of government. |
| POLS 120 California State and Local Gov | Analyze the major institutions of California government and their roles in the political process. |

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| POLS 120 California State and Local Gov | Apply theoretical and practical knowledge of California politics to current political issues. |
| POLS 120 California State and Local Gov | Discuss the relative power and influence of interest groups and political parties in California politics. |
| POLS 125 Law and Democracy | Students will accurately distinguish democracy from totalitarianism and authoritarianism |
| POLS 125 Law and Democracy | Students will be able to identify a primary source of federal constitutional law or provision and explain how that law applies, in context, to their own lives or personal experience. |
| POLS 125 Law and Democracy | Students will be able to name and give examples of five different forms of business entities and identify distinguishing characteristics between each form of entity. |
| POLS 125 Law and Democracy | Students will be able to recognize legal issues that may arise in transactions involving the purchase of real and personal property and how to avoid or manage legal pitfalls associated with such transactions. |
| POLS 125 Law and Democracy | Students will correctly distinguish criminal law from civil law |
| POLS 125 Law and Democracy | Students will correctly identify the three branches of government |
| POLS 125 Law and Democracy | Students will fully articulate one substantive challenge to democracy |
| POLS 125 Law and Democracy | Students will fully articulate the benefits and costs of direct democracy |
| POLS 125 Law and Democracy | Students will successfully relate a contemporary social issue to its historical origin |
| POLS 128 Intro to Political Philosophy | Analyze the role political theory plays in current political events. |
| POLS 128 Intro to Political Philosophy | Compare and contrast different political theories, including, but not limited to, the different theoretical bases of liberalism, conservatism, and socialism. |
| POLS 128 Intro to Political Philosophy | Given prior instruction in Social Contract theory, the student will describe the basic assumptions behind the theory and explain how it provides justification for the State. |
| POLS 128H Intro to Political PhilosophyH | Analyze the role political theory plays in current political events. |
| POLS 128H Intro to Political PhilosophyH | Compare and contrast different political theories, including, but not limited to, the different theoretical bases of liberalism, conservatism, and socialism. |
| POLS 128H Intro to Political PhilosophyH | Given prior instruction in Social Contract theory, the student will describe the basic assumptions behind the theory and explain how it provides justification for the State |
| POLS 130 Comparative Government | Given a description of presidential and parliamentary systems of government, the student will evaluate the differences between the two types of democratic rule. The student will also examine and explain the strengths and weaknesses of each form of rule in successfully attempting to achieve the goals of a democratic government. |
| POLS 135 International Political Econ | Identify international organizations and understand their role in the global economy and on local economies. |
| POLS 140 International Relations | In a prepared exam, covering the major International Relations theories of realism and liberalism, the student will express an understanding of these two theoretical approaches. In addition, the student will demonstrate an ability to compare and contrast realism and liberalism. |
| POLS 150 Chicano Politics | Analyze the level of U.S. Latino political incorporation and activism |
| POLS 150 Chicano Politics | Describe how U.S. foreign and economic policies influence Latinos' decisions to migrate |
| POLS 150 Chicano Politics | Explain what it means for race to be a social construction |
| POLS 290 CWE Political Science | Student will complete all tasks as determined by student and faculty member for their CWE/internship. |
| POLS 299 Directed Study: Pol Sci | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| PSY 101 Introductory Psychology | Given research findings and theories in psychology, describe and/or evaluate the role that both genetics and environment play in different behaviors. |
| PSY 101 Introductory Psychology | Students will be able to identify the key contributions to psychological research of: Pavlov, Skinner, Freud, Maslow, Milgram, Zimbardo and Bandura |
| PSY 101 Introductory Psychology | Students will compare and contrast the experimental method to other types of inquiry. |

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| PSY 101 Introductory Psychology | Students will identify and describe the assumptions and central ideas of the psychoanalytic, biological, behaviorist, humanistic, and cognitive perspectives in psychology. |
| PSY 101H Introductory Psychology Honors | Given research findings and theories in psychology, describe and/or evaluate the role that both genetics and environment play in different behaviors |
| PSY 101H Introductory Psychology Honors | Students will compare and contrast the experimental method to other types of inquiry. |
| PSY 101H Introductory Psychology Honors | Students will identify and describe the assumptions and central ideas of the psychoanalytic, biological, behaviorist, humanistic, and cognitive perspectives in psychology |
| PSY 101H Introductory Psychology Honors | Students will identify the key contributions to psychology for the following: Freud, Pavlov, Maslow, Skinner, Bandura, Milgram and Zimbardo. |
| PSY 112 Lifespan Development | Demonstrate an ability to understand and apply the nature-nurture dimension in various human behaviors that develop over the life-span. |
| PSY 112 Lifespan Development | Identify and analyze the effect of non-normative life events, normative history-graded events, and normative age-graded events in the lives of others and in the student's own life. |
| PSY 112 Lifespan Development | Identify and analyze the effect of non-normative life events, normative history-graded events, and normative age-graded events in the lives of others and in the student's own life. |
| PSY 112 Lifespan Development | Students will be able to identify the features of language. |
| PSY 114 Intro to Abnormal Psy | Students presented with research findings and theories on psychological disorders will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development, diagnosis, and treatment of psychological disorders. |
| PSY 114 Intro to Abnormal Psy | Students will demonstrate a knowledge of the DSM-V classification system for mental disorders by identifying the major categories of mental disorder for Axis I and Axis II disorders. |
| PSY 114 Intro to Abnormal Psy | Students will demonstrate a knowledge of, and discuss, the relationship between each major perspective's tenants and their influence on treatment for particular psychological disorders |
| PSY 114 Intro to Abnormal Psy | Students will identify and compare the criteria used to determine whether a behavior is abnormal. |
| PSY 114 Intro to Abnormal Psy | Students will identify and evaluate the particular research methods that are used in research on psychological disorders |
| PSY 121 Drugs, Society, and Behavior | Students provided with research findings and theories concerning drug use will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of substance dependence. |
| PSY 121 Drugs, Society, and Behavior | Students will be able to compare and contrast the different types of substance abuse treatment . |
| PSY 121 Drugs, Society, and Behavior | Students will be able to compare and contrast the methods of administration for drug use. |
| PSY 121 Drugs, Society, and Behavior | Students will be able to describe and define the basic principles of psycho-education related to substance abuse prevention |
| PSY 121 Drugs, Society, and Behavior | Students will be able to describe the health risks and the effects associated with various drugs of abuse. |
| PSY 121 Drugs, Society, and Behavior | Students will be able to describe the outcomes of the Controlled Substances Act. |
| PSY 121 Drugs, Society, and Behavior | Students will be able to differentiate between the various type of psychotropic medication to treat psychiatric disorders |
| PSY 127 Intro to Drugs of Abuse | Given a specific situation and drug, students will be able to discuss the impact of the various forms of drug administration. |
| PSY 127 Intro to Drugs of Abuse | Given the main drugs (alcohol, opium, cocaine, meth, marijuana, nicotine), students will be able to describe the physical and mental effects on the user. |
| PSY 127 Intro to Drugs of Abuse | Students will be able to contrast the defining properties of an agonist and an antagonist. |
| PSY 127 Intro to Drugs of Abuse | Students will be able to describe the structure and function of the brain areas involved in addiction. |

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| PSY 127 Intro to Drugs of Abuse | Students will describe and/or evaluate the role that both genetics and environment (nature and nurture) play in the development of addiction. |
| PSY 127 Intro to Drugs of Abuse | When presented with a list of symptoms, students will be able to make predictions about likely neurotransmitter systems that have been affected. |
| PSY 170 Intro to Learning & Memory | Students presented with examples of learning will be able to discriminate between the different types of learning. |
| PSY 170 Intro to Learning & Memory | Students will be able to compare and contrast the theories of Pavlov, Skinner, Bandura, and Thorndike. |
| PSY 170 Intro to Learning & Memory | Students will be able to use the terminology associated with classical conditioning. |
| PSY 180 Positive Psychology | Students will describe and apply the various theories regarding pleasure, such as the broaden-and-build theory and peak-end theory |
| PSY 180 Positive Psychology | Students will describe and evaluate the research techniques utilized in positive psychology |
| PSY 180 Positive Psychology | Students will describe the properties of flow and explain the characteristics of individuals that are prone to experience flow |
| PSY 180 Positive Psychology | Students will evaluate the factors that contribute to happiness and describe the problems with the research of happiness. |
| PSY 180 Positive Psychology | Students will evaluate the relative contributions of nature and nurture to optimism and optimistic behaviors |
| PSY 180 Positive Psychology | Students will explain the VIA classification of character |
| PSY 190 Stats for Behavioral Sciences | Given a specific experimental design and data, the student will be able to determine which statistical test is appropriate to use. |
| PSY 190 Stats for Behavioral Sciences | Given summary data and a claim to be tested using a t-test, the student will determine the null hypothesis and the alternative hypothesis, compute the test statistic, and conclude whether to accept or reject the claim. Lastly, the student will accurately determine the p-value for the hypothesis test and explain what it means given the context of the summary data. |
| PSY 190 Stats for Behavioral Sciences | Students will be able to compute and analyze data using a correlation (by hand). |
| PSY 190 Stats for Behavioral Sciences | Students will be able to compute and evaluate percentiles for raw scores and determine cutoff scores for given percentiles. |
| PSY 190 Stats for Behavioral Sciences | Students will demonstrate an understanding of and an ability to compute permutations, combinations, event probabilities, conditional probabilities, and probabilities of unions and intersections. |
| PSY 190 Stats for Behavioral Sciences | The student will be able to compute and analyze data using a One Way ANOVA (by hand) |
| PSY 200 Research Methods in Psy | Collect, collate, analyze, and interpret original empirical data and report it in APA style. |
| PSY 200 Research Methods in Psy | Describe and follow the APA Code of Ethics in the treatment of human and nonhuman participants in conducting research. |
| PSY 200 Research Methods in Psy | Distinguish between independent and dependent variables. |
| PSY 200 Research Methods in Psy | Interpret basic statistical conclusions including the decision to retain or reject the null hypothesis. |
| PSY 200 Research Methods in Psy | Locate and use relevant databases, research, and theory to plan conduct and interpret results of research studies. |
| PSY 210 Biological Psychology | Students will apply the concepts of equilibrium potential, diffusion, electrostatic forces, and selective permeability to make predictions about the movement of ions. |
| PSY 210 Biological Psychology | Students will describe the biological evidence in the sexual orientation debate and the limitations of these studies. |
| PSY 210 Biological Psychology | Students will describe the structure and function of the sensory organs and the perceptual processes that accompany them |
| PSY 210 Biological Psychology | When presented with a drug and a particular synaptic mechanism of action, students will be able to classify the drug as an agonist or antagonist appropriately and make predictions about overall activity levels. |
| PSY 210 Biological Psychology | When presented with a specific experiment, students will be able to identify the research techniques employed and the limitation to these techniques. |

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| PSY 210 Biological Psychology | When presented with lists of symptoms, students will be able to make predictions about likely brain areas that have been damaged and neurotransmitters systems that have been affected. |
| PSY 210H Biological Psychology Honors | Students will apply the concepts of equilibrium potential, diffusion, electrostatic forces, and selective permeability to make predictions about the movement of ions. |
| PSY 210H Biological Psychology Honors | Students will describe the biological evidence in the sexual orientation debate and the limitations of these studies. |
| PSY 210H Biological Psychology Honors | Students will describe the structure and function of the sensory organs and the perceptual processes that accompany them |
| PSY 210H Biological Psychology Honors | When presented with a drug and a particular synaptic mechanism of action, students will be able to classify the drug as an agonist or antagonist appropriately and make predictions about overall activity levels. |
| PSY 210H Biological Psychology Honors | When presented with a list of symptoms, students will be able to make predictions about likely brain areas that have been damaged and neurotransmitter systems that have been affected. |
| PSY 210H Biological Psychology Honors | When presented with a specific experiment, students will be able to identify the research techniques employed and the limitation to these techniques. |
| PSY 299 Directed Study: Psychology | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| RDIO 104 Introduction to Broadcasting | Students will learn how to record podcasts, edit, and upload to online medium. |
| RDIO 104 Introduction to Broadcasting | Students will learn how to write for radio. |
| RDIO 104 Introduction to Broadcasting | Students will understand the guidelines placed by the Federal Communications Commission. |
| RDIO 104 Introduction to Broadcasting | The history and fundamentals of radio broadcasting |
| RDIO 136 Radio Production | Students will learn how to produce a radio broadcast. |
| RDIO 236 Advanced Radio Production | Advanced students will host radio podcasts and develop commercials guided towards students. |
| RDIO 290 CWE Internship in Radio | Students will gain industry experience by working in a professional environment. |
| RDIO 299 Directed Study: Radio | Students will work independently on radio projects to reinforce their learning. |
| READ 012 Learning Strategies | Students will learn context clue application in determining meaning of vocabulary, to develop comprehension of text. |
| READ 012 Learning Strategies | Students will understand principles of vocabulary and comprehension. |
| READ 012 Learning Strategies | When preparing for learning and test taking, students will be able to successfully select the appropriate learning strategies to attain personal success. |
| READ 021 Basic Reading | The student will acquire new vocabulary at the middle school level. |
| READ 021 Basic Reading | The student will determine the implied main idea in paragraphs written at the middle school level. |
| READ 021 Basic Reading | The student will identify supporting details in paragraphs written at the middle school level. |
| READ 021 Basic Reading | The student will identify the stated main idea in paragraphs written at the middle school level. |
| READ 021 Basic Reading | The student will identify transitions in paragraphs written at the middle school level. |
| READ 021L Reading Lab | When given prescribed assignments in the Reading Lab, students will be able to demonstrate improved reading comprehension and vocabulary. |
| READ 022 Intermediate Reading Skills | Given a reading selection at the pre-collegiate level, students will be able to utilize various comprehension strategies to construct meaning. |
| READ 022 Intermediate Reading Skills | The student will acquire new vocabulary at the pre-collegiate level. |
| READ 022 Intermediate Reading Skills | The student will determine the main idea of paragraphs written at the pre-collegiate level. |
| READ 022 Intermediate Reading Skills | The student will identify supporting details in paragraphs written at the pre-collegiate level. |
| READ 022 Intermediate Reading Skills | The student will identify various patterns of organization in selections written at the pre-collegiate level. |
| READ 022 Intermediate Reading Skills | The student will utilize critical thinking skills in selections written at the pre-collegiate level. |

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| READ 022L Reading Lab | Given a reading selection at the pre-collegiate level, students will be able to utilize various comprehension strategies to construct meaning. |
| READ 043 Reading College Textbooks | The student will acquire new college-level vocabulary. |
| READ 043 Reading College Textbooks | The student will comprehend passages from college-level academic and vocational textbooks. |
| READ 043 Reading College Textbooks | The student will identify the organizational patterns used by the authors to present information in college-level academic and vocational textbooks. |
| READ 043 Reading College Textbooks | The student will use a study-reading strategy to understand college-level academic and vocational textbooks. |
| READ 043 Reading College Textbooks | When reading textbooks and additional course materials, students will be able to implement appropriate reading strategies in order to ensure comprehension related to academic success at the college level. |
| READ 101 Critical Reading | The student will acquire new college-level vocabulary. |
| READ 101 Critical Reading | The student will demonstrate understanding of foundational elements of critical reading in materials at the college level. |
| READ 101 Critical Reading | The student will identify illogical or biased views in materials written at the college level. |
| READ 101 Critical Reading | The student will identify linguistic devices affecting the reader in college-level materials. |
| READ 101 Critical Reading | The student will understand the process and elements of argumentation in college-level materials. |
| READ 101 Critical Reading | When reading textbooks or assigned class selections, the student will critically determine author's purpose, tone, and bias. |
| READ 134 Acad. Success & Lifelong Learn | Presented with a model of different learning styles, students will correctly identify their preferred learning style and then apply it to an academic task. |
| READ 134 Acad. Success & Lifelong Learn | Provided with an example of different test questions (i.e. multiple choice, T/F, short answer, essay), students will demonstrate test-taking strategies. |
| READ 134 Acad. Success & Lifelong Learn | When preparing for assignments and class tests in any academic environment, students will be able to successfully select the appropriate study technique. |
| SOC 101 Introduction to Sociology | Given a particular reading prompt, students will demonstrate an understanding of the diversity of the social experience and perspectives; especially as they relate to race, class, gender, age, sexual orientation, disability, religion and nationality. |
| SOC 101 Introduction to Sociology | Given a social situation, student learners will be able to accurately recognize and define the situation through the three major theoretical perspectives in social research while identifying one major sociological theorist associated with each perspective. |
| SOC 101 Introduction to Sociology | Given a written assignment prompt, students will accurately recognize the nature of culture and social structure. |
| SOC 101 Introduction to Sociology | In a written assignment, students will explain how sociology contributes to an understanding of social reality. |
| SOC 101 Introduction to Sociology | In the analysis of a reading assignment, students will accurately recognize the reciprocal relationship between the individual and society |
| SOC 101 Introduction to Sociology | Presented with an example, students will correctly identify how Sociology views the development of the self. |
| SOC 101H Intro. to Sociology Honors | Given a particular reading prompt, students will demonstrate an understanding of the diversity of the social experience and perspectives; especially as they relate to race, class, gender, age, sexual orientation, disability, religion, and nationality. |
| SOC 101H Intro. to Sociology Honors | Given a social situation, student learners will be able to accurately recognize and define the situation through the three major theoretical perspectives in social research while identifying one major sociological theorist associated with each perspective. |
| SOC 101H Intro. to Sociology Honors | Given a written assignment prompt, students will accurately recognize the nature of culture and social structure. |
| SOC 101H Intro. to Sociology Honors | Given an article on a specific social issue, the student will accurately describe how that issue impacts the social structure. Specifically, the student will evaluate concepts such as culture, socio-economic status, gender, race, age and/or religion in analyzing the existence of the social issue. |

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| SOC 101H Intro. to Sociology Honors | In a written assignment, students will explain how sociology contributes to an understanding of social reality. |
| SOC 101H Intro. to Sociology Honors | Presented with an example, students will correctly identify how Sociology views the development of the self. |
| SOC 102 Major Social Problems | Given a reading assignment, students will distinguish between the structure(s) of society and its major institutional components |
| SOC 102 Major Social Problems | Given an article on a specific social problem, the student will accurately recognize how the circumstances come to be defined as a social problem and how it impacts society both individually and structurally. |
| SOC 102 Major Social Problems | Given several general social problems, students will appropriately utilize an intersectional understanding; especially as it relates to race, class, gender age, sexual orientation, disability, religion and nationality. |
| SOC 102 Major Social Problems | In a written assignment, students will demonstrate how social problems impact individuals, communities and societies. |
| SOC 102 Major Social Problems | Provided with a Social Problem, Students will effectively analyze the problem through macro, mezzo and micro sociology using different Theoretical Perspectives. |
| SOC 102 Major Social Problems | Through a particular example, students will accurately recognize the relevance of the "sociological imagination" to the study of social problems. |
| SOC 105 Intro to Human Sexuality | Given an example, Students will distinguish between the social and cross cultural variations of deviant sexual practices within particular societies. |
| SOC 105 Intro to Human Sexuality | In a writing assignment, students will correctly identify the physiological components of human conception and reproduction |
| SOC 105 Intro to Human Sexuality | In a writing assignment, students will explain and understand the changing role of sexuality in a post-AIDS environment |
| SOC 105 Intro to Human Sexuality | Through a class reading assignment, students will accurately recognize the social, historical, and cultural factors that impact a person's sexuality in forming a sexual identity. |
| SOC 105 Intro to Human Sexuality | Through a classroom discussion, students will accurately recognize and examine the role of the media in impacting socially acceptable sexual practices. |
| SOC 105 Intro to Human Sexuality | Through a writing prompt, students will correctly determine the role sexuality plays in varying intimate relationships throughout the life-course. |
| SOC 110 Hum Sex from Crs Cult Pers | Given an example, Students will distinguish between the social and cross-cultural variations of deviant sexual practices within particular societies. |
| SOC 110 Hum Sex from Crs Cult Pers | In a writing assignment, students will correctly identify the physiological components of human conception and reproduction. |
| SOC 110 Hum Sex from Crs Cult Pers | In a writing assignment, students will explain and understand the changing role of sexuality in a post-AIDS environment. |
| SOC 110 Hum Sex from Crs Cult Pers | Through a class reading assignment, students will accurately recognize the social, historical, and cultural factors that impact a person's sexuality in forming a sexual identity. |
| SOC 110 Hum Sex from Crs Cult Pers | Through a classroom discussion, students will accurately recognize and examine the role of the media in impacting socially acceptable sexual practices. |
| SOC 110 Hum Sex from Crs Cult Pers | Through a writing prompt, students will correctly determine the role sexuality plays in varying intimate relationships throughout the life-course. |
| SOC 114 Marriage, Family and Int Rel | In a writing assignment, students will accurately recognize how Sociology contributes to an understanding of marriage and the family relationships. |
| SOC 114 Marriage, Family and Int Rel | Provided with an example, students will discern how sexuality plays in varying intimate relationships throughout the life-course. |
| SOC 114 Marriage, Family and Int Rel | Through a discussion prompt, students will effectively analyze the impact popular culture and traditional culture have on the mate selection process. |
| SOC 114 Marriage, Family and Int Rel | Through reading and writing assignments, students will demonstrate a deeper appreciation for the nature of gender development within a marital and familial context. |
| SOC 114 Marriage, Family and Int Rel | While participating in a classroom discussion, students will be able to distinguish the various aspects of society that impact the institution of marriage and the family. |

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| SOC 116 Intro to Race and Ethnic Rel | Given a specific example, students will distinguish between the general facets of race and ethnic relations, and how it impacts interactions within the social world. |
| SOC 116 Intro to Race and Ethnic Rel | In a writing prompt, students correctly identify and explain the barriers to the development of a multi-cultural world and the global benefits its creates. |
| SOC 116 Intro to Race and Ethnic Rel | In a written assignment, students will explain the different forms of structural and individual racism that exist within the social structure of society |
| SOC 116 Intro to Race and Ethnic Rel | Provided with a specific example, students will accurately recognize and apply the multiple sociological theories of race and ethnicity. |
| SOC 116 Intro to Race and Ethnic Rel | Through reading assignments, Students will explain changes in race and ethnic social and political capital |
| SOC 116 Intro to Race and Ethnic Rel | While participating in a classroom discussion, students will effectively analyze race and ethnicity in a global context, looking at ways countries and cultures are interconnected. |
| SOC 120 Perspectives of Sex & Gender | Given a reading assignment, students will identify and explain issues of body image and their effect on gender identity in children and adults. |
| SOC 120 Perspectives of Sex & Gender | Given a specific scenario, students will explain how violence has been gendered and impacts individuals and the larger social world. |
| SOC 120 Perspectives of Sex & Gender | Given a written assignment, student will identify and explain the different gendered social institutions that create barriers/windows of opportunity. |
| SOC 120 Perspectives of Sex & Gender | Given an example, students will demonstrate the effects of the media on gender role stereotypes. |
| SOC 120 Perspectives of Sex & Gender | In a classroom discussion, students will demonstrate an understanding of gender socialization and how it affects body identity. |
| SOC 120 Perspectives of Sex & Gender | In a written response, students will the definitions of sex and gender from a biological, social and cross-cultural perspectives. |
| SOC 127 Introduction to Criminology | Given a specific example, students will successfully utilize (a) the three major criminological theories in social research and (b) the researchers associated with them. |
| SOC 127 Introduction to Criminology | Given an article on a specific crime, the student will evaluate how the circumstances come to be defined as a crime and how the problem impacts the participants and others |
| SOC 127 Introduction to Criminology | In a classroom discussion, students will discern the differences between corporal and capital punishment from a cross cultural perspective. |
| SOC 127 Introduction to Criminology | In a reading assignment, students will correctly identify the social and historical differences in the levels of incarceration in the United States. |
| SOC 127 Introduction to Criminology | In a writing assignment, students will successfully distinguish between the biological, psychological and sociological explanation of criminal behavior. |
| SOC 127 Introduction to Criminology | In a writing prompt, students will effectively analyze the process of the criminal justice system. |
| SOC 148 La Chicana: The Contemporary | In a critical media review, students will successfully apply multiple theories and frameworks to analyze Mexican American women's navigation of social, cultural, and/or political systems. |
| SOC 148 La Chicana: The Contemporary | In a reflective assignment that explores critical thinking and creativity, students will appropriately apply course content in relation to their lived experiences and beyond. |
| SOC 148 La Chicana: The Contemporary | Presented with the Four I's of Oppression, students will identify the individual, interpersonal, institutional, and ideological factors that influence identity formation and shape the lived experiences of Mexican American women. |
| SOC 299 D.S. Sociology | Given a writing assignment, students will explain complex sociological concepts. This outcome is for those 299's that require a writing component to it |
| SOC 299 D.S. Sociology | Given reading assignments, students will successfully read a sociological text and engage in thoughtful discussion. This is for students that are given a reading list as a part of their 299 |
| SOC 299 D.S. Sociology | Students, through a specific activity, will effectively analyze the relationship between the individual and the broader social world. This outcome is for students that participate in a activity as a part of their 299. |
| SOC 325 Analysis of Social Change | Given a reading assignment, students will demonstrate an intermediate understanding of the concepts of Social Change, its causes and basic models. |

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| SOC 325 Analysis of Social Change | Given a scenario, students will accurately recognize the way all types of war and revolutions effect social change. |
| SOC 325 Analysis of Social Change | Given a writing assignment, students will utilize proficient writing skills to explain the importance of various period of rapid social change on society. |
| SOC 325 Analysis of Social Change | Given an example, Students will effectively analyze the situation using various and multi-variant theories of social change. |
| SOC 325 Analysis of Social Change | In a classroom discussion, students will effectively demonstrate the importance of the development and effect of numerous social movements and their outcomes. |
| SOC 325 Analysis of Social Change | In a reading assignment, students will accurately recognize the evolution of modern technology and its contributions to the process of social change. |
| SOC 325 Analysis of Social Change | In an written assignment, students will cultivate a proficient argument for the use of social activism in the future of Social Change. |
| SPAN 101 Spanish I | Given oral/written questions,and/or reading selections,students will demonstrate productive and receptive skills in the target language. |
| SPAN 101 Spanish I | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. |
| SPAN 101 Spanish I | Students will demonstrate knowledge of cultural practices and products in the target language. |
| SPAN 101S Spanish for Spanish Speakers I | Given oral/written questions,and/or reading selections,students will demonstrate productive and receptive skills in the target language. Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. Students will demonstrate knowledge of cultural practices and products in the target language. |
| SPAN 101S Spanish for Spanish Speakers I | Students will be able to answer questions orally using paragraph structure. Furthermore, students will be able to show improvement in their Spanish language structure and usage, including problematic areas such as common spelling errors, standard vs. non-standard Spanish language, use of accent marks, and punctuation, among other topics |
| SPAN 101S Spanish for Spanish Speakers I | Using critical thinking skills, students will be able to read and analyze paragraphs for their topic sentences and content, as well as write well-constructed paragraphs using planned language (topic sentence, supporting paragraph structure). |
| SPAN 102 Spanish II | Given oral/written questions, and/or reading selections, students will demonstrate productive and receptive skills in the target language through sentences and strings of sentences and in some instances paragraphs. |
| SPAN 102 Spanish II | Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. In addition, students will comprehend and be intelligible to sympathetic speakers of the target language. |
| SPAN 102 Spanish II | Students will demonstrate knowledge of cultural practices and products in the target language |
| SPAN 102S Spanish for Spanish Speakers II | Given oral/written questions,and/or reading selections,students will demonstrate productive and receptive skills in the target language. Students will demonstrate accuracy and proficiency in the use of learned structures and vocabulary. Students will demonstrate knowledge of cultural practices and products in the target language. |
| SPAN 102S Spanish for Spanish Speakers II | Students will be able to answer questions orally using essay structure as well. Furthermore, students will be able to show improvement in their Spanish language structure and usage, including problematic areas such as common spelling errors, standard vs. non-standard Spanish language, use of accent marks, and punctuation, among other topics. |
| SPAN 102S Spanish for Spanish Speakers II | Using critical thinking skills, students will be able to read and analyze essays for their theses and content, as well as write well-constructed essays using planned language (thesis, supporting essay structure). |
| SPAN 201 Spanish III | Students will be able to speak at the intermediate level commensurate with the grammar and vocabulary of that level, and demonstrate increased knowledge of the Spanish language, literature, and culture. |

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| SPAN 201 Spanish III | Students will be able to write dialogues, descriptions, letters, reports and summaries as well as simple compositions and essays on various topics using correct grammar, syntax, punctuation, capitalization, and diacritical marks. |
| SPAN 201 Spanish III | Using critical thinking skills students will be able to read, discuss and analyze simple journalism and literary works in Spanish. |
| SPAN 201H Spanish III Honors | Students will be able to write dialogues, descriptions, letters, reports and summaries as well as simple compositions and essays on various topics using correct grammar, syntax, punctuation, capitalization, and diacritical marks. |
| SPAN 201H Spanish III Honors | Using critical thinking skills students will be able to read, discuss and analyze simple journalism and literary works in Spanish. |
| SPAN 201H Spanish III Honors | Using critical thinking skills students will be able to read, discuss and analyze simple journalism and literary works in Spanish. |
| SPAN 202 Spanish IV | Ability to speak at the intermediate level commensurate with the grammar and vocabulary of that level. Furthermore, students will be able to speak more fluently at the intermediate level commensurate with the grammar and vocabulary of that level, and demonstrate increased knowledge and appreciation of the Spanish language, literature, and culture. |
| SPAN 202 Spanish IV | Students will be able to write dialogues, letters, reports summaries and essays on various topics using correct grammar, syntax, punctuation, capitalization, and diacritical marks. |
| SPAN 202 Spanish IV | Using critical thinking skills, students will be able to read, discuss and analyze literary selections in Spanish that vary in style from simple journalist writing to highly original and complex literary works. |
| SPAN 299 Directed Study: Spanish | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| SPCH 100 Interpersonal Communication | Overall, I (the student), felt like I gained an _____ understanding of conflict management strategies in an interpersonal setting. |
| SPCH 100 Interpersonal Communication | Students will conclude the course with an understanding of conflict management strategies in an interpersonal relationship context. |
| SPCH 100 Interpersonal Communication | When in a communication interaction, students will apply various verbal competencies(e.g., Sapir-Whorf Hypothesis, directness/indirectness, etc.) . |
| SPCH 100 Interpersonal Communication | When in a communication interaction, students will be able demonstrate awareness of emotions (e.g., positive and negative), and the influences of those emotions to heighten their communication competence including effective conflict management. |
| SPCH 100 Interpersonal Communication | When in a communication interaction, students will be able to display various nonverbal competencies (e.g., body language, eye contact, facial expressions, etc.). |
| SPCH 100 Interpersonal Communication | When in a communication interaction, students will demonstrate their communication competency in personal and professional relationships. |
| SPCH 100 Interpersonal Communication | When in a communication interaction, students will understand the cultural influences upon an interaction; and utilize that understanding to communicate ethically and competently |
| SPCH 101 Public Speaking | control/manage your verbal and nonverbal communication to enhance the audience's understanding & appreciation of the speech message appropriate to the specific audience. |
| SPCH 101 Public Speaking | deliver a coherent speech inclusive of a distinctive introduction, body, and conclusion, as well as 2-3 substantive main points within the body and appropriate transitions. |
| SPCH 101 Public Speaking | In an oral presentation, students will display effective speech delivery. |
| SPCH 101 Public Speaking | In an oral presentation, students will effectively implement appropriate content and research |
| SPCH 101 Public Speaking | In an oral presentation, students will effectively organize speech content. |
| SPCH 101 Public Speaking | Students should be able to control/manage their verbal and nonverbal communication to enhance the audience's understanding and appreciation of the speech message appropriate to the specific audience. |

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| SPCH 101 Public Speaking | Students will have the ability to deliver a coherent speech inclusive of a distinctive introduction, body, and conclusion, as well as 2-3 substantive main points within the body and include appropriate transitions. |
| SPCH 101H Public Speaking Honors | After listening to an oral presentation, students will apply related rhetorical principles in a written analysis of the presentation. |
| SPCH 101H Public Speaking Honors | In an oral presentation, students will demonstrate the effective use of language devices (e.g., alliteration, repetition, antithesis, etc.) to strengthen their communicative message. |
| SPCH 101H Public Speaking Honors | In an oral presentation, students will effectively implement appropriate content and research |
| SPCH 101H Public Speaking Honors | In an oral presentation, students will effectively organize speech content |
| SPCH 101H Public Speaking Honors | In an oral presentation, students will manage their communication apprehension (anxiety) |
| SPCH 110 Forensics:Speech & Debate Team | 1. Students should have the ability to apply speech knowledge in an out-of-class environment. |
| SPCH 110 Forensics:Speech & Debate Team | 3. In a debate, speech, and or oral interpretive event, students will adapt public discourse to a variety of situational considerations. |
| SPCH 110 Forensics:Speech & Debate Team | 4. In a debate, speech, and or oral interpretive event, students will integrate feedback from critics into their event. |
| SPCH 110 Forensics:Speech & Debate Team | In a debate, speech, and or oral interpretive event, students will research and speak on current events (i.e., political, economic, legal and social issues). |
| SPCH 111 Forensics: Debate Rsch & Prac | Students should have the ability to apply speech knowledge in an out-of-class environment. |
| SPCH 112 Forensics: Oral Interp. Lab | Students should have the ability to apply communication study performance theories in class. |
| SPCH 112 Forensics: Oral Interp. Lab | Students should have the ability to apply speech knowledge in an out-of-class environment. |
| SPCH 112 Forensics: Oral Interp. Lab | Students should have the ability to apply textual analysis to literature for developing a critical performance |
| SPCH 130 Oral Interpretation | In an oral interpretation performance students will demonstrate the ability to differentiate between different literary styles appropriate for the event. |
| SPCH 130 Oral Interpretation | In an oral interpretation performance students will demonstrate the ability to edit literary work appropriate for the event |
| SPCH 130 Oral Interpretation | In an oral interpretation performance students will demonstrate verbal and nonverbal skills required to effectively communicate the literary work. |
| SPCH 132 Readers Theatre | In a readers theatre performance students will differentiate between various modes of communication to select appropriate content. |
| SPCH 132 Readers Theatre | In a readers theatre performance students will edit various types of communication to compose a polished group performance to communicate a socially significant message. |
| SPCH 132 Readers Theatre | In a readers theatre performance students will, under the direction of the faculty member, demonstrate verbal and nonverbal skills required to effectively communicate a polished group performance. |
| SPCH 140 Argumentation and Debate | When engaging in a critical discussion or debate, students should apply the principles of argumentation and debate theory. |
| SPCH 140 Argumentation and Debate | While participating in a debate or critical discussion, and in the process of evaluating the strength of an argument, students will distinguish between credible and non-credible evidence. |
| SPCH 140 Argumentation and Debate | While participating in a debate or critical discussion, students should learn to avoid the use of fallacious arguments. |
| SPCH 150 Intercultural Communication | In a discussion, students will examine cultural identity, privileges, challenges and how to manage cultural anxiety. |
| SPCH 150 Intercultural Communication | In a discussion, students will examine how culture impacts verbal communication and nonverbal communication behavior. |
| SPCH 150 Intercultural Communication | In a final research paper, students will demonstrate communication competence from an intercultural setting. |
| SPCH 150 Intercultural Communication | In a paper, students will differentiate cultural communication patterns. |
| SPCH 150 Intercultural Communication | In a project, students will apply intercultural communication theories. |

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| SPCH 240 Argumentation and Discussion | In a research paper students will consider and incorporate multiple viewpoints on the topic. |
| SPCH 240 Argumentation and Discussion | When engaging in a critical discussion, students will apply the principles of discussion theory (i.e., social exchange, critical race, banking method). |
| SPCH 240 Argumentation and Discussion | When engaging in a critical discussion, students will argue in favor of a thesis with credible and relevant supportive examples. |
| TCED 044 OSHA Workplace Safety | Students will be able to identify and select appropriate PPE and lifesaving equipment. |
| TCED 044 OSHA Workplace Safety | Students will be able to recognize, avoid, and prevent safety and health hazards in the workplace. |
| TCED 044 OSHA Workplace Safety | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 044 OSHA Workplace Safety | Students will obtain and understanding workers' rights, employer responsibilities pertaining to safety. |
| TCED 045 Survey of Technology | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 046 Ind. Design & Visual Comm | Students will be able to produce and present a solution to a given design problem and produce visual aids to describe product proposal and solution. |
| TCED 046 Ind. Design & Visual Comm | Students will be able to recognize and identify the possible career opportunities which exists within this profession. |
| TCED 046 Ind. Design & Visual Comm | Students will learn to improve hand/eye coordination through repetition of given drawing task. |
| TCED 046 Ind. Design & Visual Comm | Students will obtain an understanding of the fundamentals of industrial design drawing and communication. |
| TCED 054 OSHA Workplace Safety II | Students will be able to describe types of health and safety construction hazards and appropriate forms mitigation. |
| TCED 054 OSHA Workplace Safety II | Students will be able to recognize and identify what worker rights are protected under OSHA. |
| TCED 054 OSHA Workplace Safety II | Students will be able to recognize employer requirements for providing a safety and health program that effectively reduces and prevents employee injury, illness, and fatality. |
| TCED 054 OSHA Workplace Safety II | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 060 Elementary Metallurgy | Students will be able to identify the types of environmental health and safety hazards that may be encountered with Metallurgy. |
| TCED 060 Elementary Metallurgy | Students will be able to recognize common manufacturing flaws and the modes of common failure of various alloys. |
| TCED 060 Elementary Metallurgy | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 060 Elementary Metallurgy | Students will identify and discuss the terminology, numbering systems, methods of altering the properties of metals, and the effect on fabrication. |
| TCED 070 Foundation Skills I | Students will be able to interpret fractions, decimals, and percentages; graphs and charts; perimeter, area, and volume. |
| TCED 070 Foundation Skills I | Students will gain an understanding of attitudes and behaviors that are beneficial to succeed in vocational settings and everyday life. |
| TCED 070 Foundation Skills I | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 070 Foundation Skills I | Students will obtain an understanding of units of measure and various measurement tools. |
| TCED 080 Foundation Skills II | Students will be able to identify and apply fundamental skills that are used in technical trades. |
| TCED 080 Foundation Skills II | Students will be able to interpret fractions, decimals, and percentages; graphs and charts; perimeter, area, and volume. |
| TCED 080 Foundation Skills II | Students will be able to recognize technical problems that are common within the trades. |
| TCED 080 Foundation Skills II | Students will have the knowledge to pass the specific industry safety exam. |
| TCED 090 Blueprint Reading for Industry | Students will be able to interpret fractions, decimals, and percentages; graphs and charts; perimeter, area, and volume. |
| TCED 090 Blueprint Reading for Industry | Students will be able to recognize the technical details that are common within blueprints. |
| TCED 090 Blueprint Reading for Industry | Students will be able to understand and visualize technical drawings to read and understand various design details. |
| TCED 090 Blueprint Reading for Industry | Students will have the knowledge to pass the specific industry safety exam. |

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| TCED 299 D.S. Technical Education | Students will be able to recognize technical problems that are common within the trades. |
| TCED 299 D.S. Technical Education | Students will be able to recognize, avoid, and prevent safety and health hazards in the workplace. |
| TCED 299 D.S. Technical Education | Students will have the knowledge to pass the specific industry safety exam. |
| TESL 100 Tesla Student Automotive Technician (START) Program | Students completing the START program will perform high voltage safety requirements for certification. |
| TESL 100 Tesla Student Automotive Technician (START) Program | Students will be able to perform Penthouse certification on Model 3 vehicle. |
| TESL 100 Tesla Student Automotive Technician (START) Program | Students will be able to perform ToolBox program data. |
| THTR 101 Theatre Arts Appreciation | Presented with a play performance, students will effectively analyze the elements of the performance. |
| THTR 101 Theatre Arts Appreciation | Presented with a play, students will correctly identify Aristotle's six components of a play. |
| THTR 101 Theatre Arts Appreciation | Provided with a timeline of theatre history, students will accurately recognize the major historical theatre periods. |
| THTR 101 Theatre Arts Appreciation | Provided with examples of scenic designs, students will correctly identify the various types of materials used by a scenic designer. |
| THTR 105 Hist & Devel of the Theatre | Presented with a play the student will identify Aristotle's six components |
| THTR 105 Hist & Devel of the Theatre | Presented with a range of plays, the student will identify basic theatrical genres. |
| THTR 105 Hist & Devel of the Theatre | While participating in a discussion of theatre movements, the student will be able to identify the theories and causes behind the major art movements of the early 20th century. |
| THTR 105 Hist & Devel of the Theatre | While participating in a discussion of theatre origins, the student will be able to identify the 4 steps needed for theatre to separate from religion. |
| THTR 105H Hist & Devel of Theatre Honors | Presented with a play the student will identify Aristotle's six components. |
| THTR 105H Hist & Devel of Theatre Honors | Presented with a range of plays, the student will identify basic theatrical genres. |
| THTR 105H Hist & Devel of Theatre Honors | While participating in a discussion of theatre movements, the student will be able to identify the theories and causes behind the major art movements of the early 20th century. |
| THTR 105H Hist & Devel of Theatre Honors | While participating in a discussion of theatre origins, the student will be able to identify the 4 steps needed for theatre to separate from religion. |
| THTR 110 Principles of Acting I | Presented with a play rehearsal the student can identify and answer the questions needed to prepare a character role preparation. |
| THTR 110 Principles of Acting I | Presented with a play rehearsal the student will be able to demonstrate the ability to move on stage in a scene and apply proscenium blocking rules. |
| THTR 110 Principles of Acting I | Presented with a play rehearsal the student will be able to present a scene that is prepared and memorized. |
| THTR 110 Principles of Acting I | Presented with a play rehearsal the student will know theatre vocabulary including stage areas, body positions and basic theatre terminology. |
| THTR 110 Principles of Acting I | While participating in a discussion of acting technique, the student correctly identify the 2 basic approaches to acting and discuss the differences between them. |
| THTR 111 Principles of Acting II | Presented with a play rehearsal the student will appropriately utilize actions in the presentation of a scene. |
| THTR 111 Principles of Acting II | Presented with a play rehearsal the student will correctly identify actor's beats. |
| THTR 111 Principles of Acting II | Presented with a play rehearsal the student will demonstrate the ability to identify and choose a character's objectives and obstacles. |
| THTR 111 Principles of Acting II | Presented with a play rehearsal the students will successfully memorize and perform a live scene. |
| THTR 112 Acting for the Camera | Presented with a film/tv script the student will demonstrate the ability to create characterizations for camera portrayal. |
| THTR 112 Acting for the Camera | Provided with real-life examples, students will identify the steps necessary for a career in film and/or television. |
| THTR 112 Acting for the Camera | While participating in film/tv shooting, the student will correctly demonstrate the technique for slating before an audition or filming. |

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| THTR 112 Acting for the Camera | While participating in film/tv shooting, the students will successfully demonstrate knowledge of the language unique to acting for the camera. |
| THTR 150 Stagecraft I for Theatre, TV, and Film | In a laboratory setting, students will demonstrate correct technical theatre safety practices and procedures. |
| THTR 150 Stagecraft I for Theatre, TV, and Film | In a laboratory setting, students will successfully construct, paint, install, and operate stage scenery. |
| THTR 150 Stagecraft I for Theatre, TV, and Film | Presented with an assortment of technical theatre tools, students will correctly identify and demonstrate how to use them. |
| THTR 151 Stagecraft II for Theatre, TV, and Film | In a laboratory setting, students will accurately operate the counterweight rigging system. |
| THTR 151 Stagecraft II for Theatre, TV, and Film | In a laboratory setting, students will accurately operate the lighting board. |
| THTR 151 Stagecraft II for Theatre, TV, and Film | In a laboratory setting, students will accurately operate the sound board. |
| THTR 152 Stagecraft III for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will create a stage manager's prompt book. |
| THTR 152 Stagecraft III for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will design the scenery. |
| THTR 152 Stagecraft III for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will devise the scenic construction plan. |
| THTR 153 Lighting Design and Production for Theatre, TV, and Film | Provided with a light plot for a theatrical production, students will correctly demonstrate how to hang, focus and circuit lighting equipment. |
| THTR 153 Lighting Design and Production for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will design and draft a basic light plot with accompanying paperwork. |
| THTR 153 Lighting Design and Production for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will design and program the lighting cues. |
| THTR 154 Sound Design and Production for Theatre, TV, and Film | Provided with a sound plot for a theatrical production, students will correctly demonstrate how to hang, circuit, and operate sound equipment. |
| THTR 154 Sound Design and Production for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will design and draft a basic sound plot with accompanying paperwork. |
| THTR 154 Sound Design and Production for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will design and program the sound cues. |
| THTR 159 Stage Crew Activity | While participating in the production of a theatrical performance, the acting students will demonstrate correct technique needed for performance preparation and discipline. |
| THTR 159 Stage Crew Activity | While participating in the production of a theatrical performance, the stage manager students will demonstrate organization needed for calling a show. |
| THTR 159 Stage Crew Activity | While participating in the production of a theatrical performance, the technical theatre students will be able to demonstrate organization and tracking of theatrical props. |
| THTR 160 Intro Play/Screenwriting | Presented with a play, students will correctly identify Aristotle's six components of a play. |
| THTR 160 Intro Play/Screenwriting | Presented with a text of a play, the student can correctly identify the themes of the play. |
| THTR 160 Intro Play/Screenwriting | Presented with a text of a screenplay, the student can correctly identify the themes of the film. |
| THTR 161 Play/Screenwrit for Production | Presented with a format of either theatre, film, tv, etc, the student will be able to write a script that follows standard structure for the chosen field. |
| THTR 161 Play/Screenwrit for Production | Provided with feedback from an audience, students will revise their original work and justify choices. |
| THTR 161 Play/Screenwrit for Production | Provided with real life-examples, students will correctly identify where and how to market work for professional consideration. |
| THTR 164 Theatre Production Lab I | While participating in the production of a theatrical performance, students will demonstrate correct technical theatre safety practices and procedures. |
| THTR 164 Theatre Production Lab I | While participating in the production of a theatrical performance, students will successfully construct, paint, install, and operate stage scenery and properties. |
| THTR 164 Theatre Production Lab I | While participating in the production of a theatrical performance, students will successfully install audio or lighting equipment. |

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| THTR 165 Theatre Production Lab II | While participating in the production of a theatrical performance, students will accurately operate the counterweight rigging system. |
| THTR 165 Theatre Production Lab II | While participating in the production of a theatrical performance, students will demonstrate how to perform the duties of a backstage assistant stage manager. |
| THTR 165 Theatre Production Lab II | While participating in the production of a theatrical performance, students will successfully operate audio or lighting equipment. |
| THTR 166 Theatre Production Lab III | While participating in the production of a theatrical performance, students will demonstrate how to perform the duties of a lead scenic carpenter and/or properties artisan. |
| THTR 166 Theatre Production Lab III | While participating in the production of a theatrical performance, students will demonstrate how to perform the duties of a lead sound technician and/or sound board programmer. |
| THTR 166 Theatre Production Lab III | While participating in the production of a theatrical performance, students will demonstrate how to perform the duties of a master electrician and/or light board programmer. |
| THTR 170 Theatre Rehearsal & Perform | While participating in a play rehearsal the student who is acting will be able to identify their character's objective, obstacles and actions. |
| THTR 170 Theatre Rehearsal & Perform | While participating in a play rehearsal the student will demonstrate the ability to conduct research appropriate to the play being prepared. |
| THTR 170 Theatre Rehearsal & Perform | While participating in a play rehearsal the student will memorize their assignment in a timely manner. |
| THTR 171 Musical Theatre Rehears & Perf | While participating in a musical students will demonstrate the ability to blend with other performers. |
| THTR 171 Musical Theatre Rehears & Perf | While participating in a musical the student who is performing will be able to identify specifics about their character's life, background and objectives. |
| THTR 171 Musical Theatre Rehears & Perf | While participating in a musical the students will demonstrate the ability to conduct appropriate research. |
| THTR 172 Performing/Preparing Comedy | While participating in a comedy rehearsal the student will be able to demonstrate techniques of comic timing. |
| THTR 172 Performing/Preparing Comedy | While participating in a comedy rehearsal the student will be able to identify the contrasts between comedy and tragedy genres. |
| THTR 172 Performing/Preparing Comedy | While participating in a comedy rehearsal, the student will demonstrate the ability to conduct appropriate research. |
| THTR 172 Performing/Preparing Comedy | While participating in a comedy rehearsal, the student will memorize their assignment in a timely manner. |
| THTR 173 The Style Play | While participating in a discussion of acting technique the student will have the ability to distinguish between the presentational (internal) and representational (external) acting styles. |
| THTR 173 The Style Play | While participating in a style play, the student will correctly identify the stylistic conventions that the actors, writer, designers and/or director use to establish the style. |
| THTR 173 The Style Play | While participating in a style play, the student will demonstrate the ability to conduct appropriate research. |
| THTR 173 The Style Play | While participating in a style play, the student will memorize their assignment in a timely manner. |
| THTR 174 Costume Design and Production for Theatre, TV, and Film | Presented with a pattern, students will build an original costume based on their own design. |
| THTR 174 Costume Design and Production for Theatre, TV, and Film | Provided with a play script, students will collect research and create an original costume design with accompanying paperwork. |
| THTR 174 Costume Design and Production for Theatre, TV, and Film | While participating in the production of a theatrical performance, students will demonstrate basic hand and/or machine sewing skills to complete alterations as needed. |
| THTR 175 Original Play in Production | While participating in a discussion of acting technique the student will have the ability to distinguish between the presentational (internal) and representational (external) acting styles. |
| THTR 175 Original Play in Production | While participating in a style play, the student will correctly identify the stylistic conventions that the actors, writer, designers and/or director use to establish the style. |

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| THTR 175 Original Play in Production | While participating in a style play, the student will demonstrate the ability to conduct appropriate research. |
| THTR 175 Original Play in Production | While participating in a style play, the student will successfully memorize their assignment in a timely manner. |
| THTR 176 Makeup, Design, & Production for Theatre, TV, and Film | Presented with a character prompt, students will collect research and create an original makeup design. |
| THTR 176 Makeup, Design, & Production for Theatre, TV, and Film | Presented with an established story as source material, students will design five cohesive makeup looks that establish character and a unified aesthetic. |
| THTR 176 Makeup, Design, & Production for Theatre, TV, and Film | Provided with a makeup design chart, students will analyze and replicate the design on their own face or a model. |
| THTR 180 Touring Theatre Local I | Students working on a touring show will demonstrate the ability to adapt to new performance spaces. |
| THTR 180 Touring Theatre Local I | While participating in a touring play, the student will successfully memorize their assignment in a timely manner. |
| THTR 180 Touring Theatre Local I | While participating in touring rehearsals, students will successfully design and create costumes and props. |
| THTR 181 Touring Theatre Local II | While participating in a touring play, student performers will demonstrate the ability to adjust blocking, projection and characterization to fit differing performance venues. |
| THTR 181 Touring Theatre Local II | While participating in a touring play, students engaged in a touring theatrical production will successfully recognize the logistics of transportation and variety of audiences and venues. |
| THTR 181 Touring Theatre Local II | While participating in a touring play, students will demonstrate the ability to perform in a leadership role in the preparation and performance of a touring theatrical production. |
| THTR 186 Touring Theatre Amer College | While participating in audition competitions, students will demonstrate the ability to find material appropriate for their age and type and prepare it in the format necessary for the KC/ACTF acting competition. |
| THTR 186 Touring Theatre Amer College | While participating in audition competitions, students will demonstrate the ability to rehearse and prepare acting and technical material in different locations under extreme conditions. |
| THTR 186 Touring Theatre Amer College | While participating in audition competitions, the student will demonstrate the ability to adjust vocal size and quality and physical presence to performance spaces used. |
| THTR 186 Touring Theatre Amer College | While participating in theatre festivals, students will demonstrate the ability to find workshops and plays that appeal to their needs and interests while at a theatre festival. |
| THTR 210 Acting Workshop: Devising | While participating in the creation of a devised piece students will effectively analyze created scenes and moments presented by the class. |
| THTR 210 Acting Workshop: Devising | While participating in the creation of a devised piece, students will accurately recognize areas of interest. |
| THTR 210 Acting Workshop: Devising | While participating in the creation of a devised piece, students will be able to appropriately utilize the elements of the theatre. |
| THTR 215 Acting:Audition & Cold Reading | In preparation for auditions, the student will create a resume with standard protocols. |
| THTR 215 Acting:Audition & Cold Reading | The student will be able to identify the best sources for finding audition material. |
| THTR 215 Acting:Audition & Cold Reading | While participating in audition preparation the student can demonstrate cold reading technique with clear choices. |
| THTR 230 Principles of Directing | Presented with a play rehearsal, students will be able to demonstrate the process necessary in the stage management of a production.. |
| THTR 230 Principles of Directing | Presented with a play the student will correctly identify Aristotle's six components. |
| THTR 230 Principles of Directing | Presented with a play, students can correctly identify the basic structural elements of the script. |
| THTR 231 Principles of Directing II | Presented with a play rehearsal, students will appropriately utilize levels to create stage scenes with variety. |
| THTR 231 Principles of Directing II | Presented with a play rehearsal, students will appropriately utilize stage planes to create stage scenes with variety. |

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| THTR 231 Principles of Directing II | Presented with a play rehearsal, students will correctly identify director's beats. |
| THTR 290 CWE/Internship in Theatre Arts | As participants in a cooperative work experience/internship, students will successfully develop, manage, and complete all internship tasks as agreed upon with a faculty member. |
| THTR 299 Directed Study: Theatre | Based on directed studies topics agreed upon with a faculty member, students will successfully develop, manage, and complete all directed studies tasks. |
| TV 135 Digital Filmmaking I: Intro | Students will be able to demonstrate competency with technology used in TV production. For example: set-up and operate a digital camcorder and tripod, select and set-up microphones, record video and audio to storage medium, and transfer/capture and edit digital video and audio. |
| TV 135 Digital Filmmaking I: Intro | Students will be able to describe dramatic television production methodology and demonstrate that knowledge through practical application |
| TV 136 Digital Filmmaking II: Intermediate | 1. Understand and successfully execute the workflow behind a film/video production. |
| TV 136 Digital Filmmaking II: Intermediate | 2. Analyze and execute creative visual language, including symbolism and aspects of mise-en-scene. |
| TV 136 Digital Filmmaking II: Intermediate | 3. Use non-linear editing software to assemble and deliver finished film projects. |
| VN 061 Basic Fundamentals of Nursing | Entry level vocational nursing students will be able to apply the basic nursing skills utilizing the nursing process for patients with a variety of medical-surgical disorders |
| VN 061 Basic Fundamentals of Nursing | EPB-Students will identify the practice of the LVN as identified in the practice act. |
| VN 061 Basic Fundamentals of Nursing | IT-Students will use the electronic health record to obtain patient information. |
| VN 061 Basic Fundamentals of Nursing | QI-Students will understand the concept of quality patient care. |
| VN 061 Basic Fundamentals of Nursing | Safety-Students will be able to identify the components of a safe care environment. |
| VN 061 Basic Fundamentals of Nursing | T/C-Students will demonstrate the role of the LVN on the healthcare team. |
| VN 061L Basic Fundamentals of Nursing | EPB-Students will identify the practice of the LVN as identified in the practice act. |
| VN 061L Basic Fundamentals of Nursing | IT-Students will use the electronic health record to obtain patient information. |
| VN 061L Basic Fundamentals of Nursing | PCC-Students will utilize the nursing process to guide care of patients in the clinical area. |
| VN 061L Basic Fundamentals of Nursing | QI-Students will participate in the delivery of quality patient care. |
| VN 061L Basic Fundamentals of Nursing | Safety-Students will be able to maintain a safe care environment. |
| VN 061L Basic Fundamentals of Nursing | T/C-Students will demonstrate the role of the LVN on the healthcare team. |
| VN 071L Introduction to Medical -Surgi | EBP- The student will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| VN 071L Introduction to Medical -Surgi | IT-The student will perform satisfactorily in the clinical simulation session. |
| VN 071L Introduction to Medical -Surgi | PCC-The student will be able to apply the nursing process in providing care for patients in an organized and timely manner. |
| VN 071L Introduction to Medical -Surgi | QI- The student will be able to apply the nursing process in providing quality patient care. |
| VN 071L Introduction to Medical -Surgi | SAFETY- The student will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| VN 071L Introduction to Medical -Surgi | T/C-Students will recognize the importance of teamwork and collaboration while completing and presenting the diabetic project. |
| VN 072L Intermediate Medical-Surgical | EBP- The student will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| VN 072L Intermediate Medical-Surgical | IT-The student will perform satisfactorily in the clinical simulation session. |
| VN 072L Intermediate Medical-Surgical | PCC-The student will be able to apply the nursing process in providing care for patients in an organized and timely manner. |
| VN 072L Intermediate Medical-Surgical | QI- The student will be able to apply the nursing process in providing quality patient care. |
| VN 072L Intermediate Medical-Surgical | SAFETY- The student will calculate, prepare and safely administer medications per institutional and RHC procedures. |
| VN 072L Intermediate Medical-Surgical | The student will recognize the importance of teamwork and collaboration while communicating effectively with peers, staff, patients, family and instructor |
| VN 073 Basic Pharmacology | EBP-The student will complete a journal search to integrate current research into their paper. |

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| VN 073 Basic Pharmacology | IT - The student will be able to construct appropriate response to case study assignments on-line. |
| VN 073 Basic Pharmacology | PCC-The student will recognize the patient as a full partner in determining medication regimens. |
| VN 073 Basic Pharmacology | QI- The student will be able to identify accurate side effects during patient teaching of medications. |
| VN 073 Basic Pharmacology | SAFETY - The student will be able to apply basic pharmacologic computations to safely administer medications. |
| VN 073 Basic Pharmacology | T/C-The student will identify the importance of collaborating with peers to complete a group project. |
| VN 074 Nurs Care Integ Ort | EBP- Students will describe a disorder related to patient population using research. |
| VN 074 Nurs Care Integ Ort | IT-Students will develop understanding of the elderly population based on information collected through an interview in the EHR. |
| VN 074 Nurs Care Integ Ort | PCC-Students will apply the nursing process to patients with integumentary & orthopedic disorders, and alterations in aging. |
| VN 074 Nurs Care Integ Ort | QI-Students will identify areas to increase quality of care to a specific patient that they have cared for in the program. |
| VN 074 Nurs Care Integ Ort | SAFETY-Students will recognize safe patient care measures applied to the integumentary & orthopedic issues, and gerontologic populations. |
| VN 074 Nurs Care Integ Ort | T/C-Students will formulate a complete nursing care plan for a case study scenario in the group assigned. |
| VN 075 Endocrine Nursing Problems | EPB-Students will appreciate the importance of regularly reading relevant professional journals. |
| VN 075 Endocrine Nursing Problems | I/T-Students will use information and technology to support decision making practices. |
| VN 075 Endocrine Nursing Problems | PCC: The student will recognize the patient or designee as the source of control in coordinating care for the patient with an endocrine disorder. |
| VN 075 Endocrine Nursing Problems | QI-Students will explain the importance of variation and measurement in collecting patient data in response to medication. |
| VN 075 Endocrine Nursing Problems | Safety-Students will demonstrate awareness of varied levels of nursing practices/licenses. |
| VN 075 Endocrine Nursing Problems | T/C-Students will integrate the contributions of others in organizing the care of the patient with an endocrine disorder. |
| VN 076 GI & Renal Nursing Problems | EBP- Students will evaluate current research to incorporate into the teaching plan. |
| VN 076 GI & Renal Nursing Problems | IT- Student will design a powerpoint presentation, pamphlet, or various presentation modalities related to the teaching plan. |
| VN 076 GI & Renal Nursing Problems | PCC- Students will apply the nursing process when caring for patients with disorders of the GU and GI systems. |
| VN 076 GI & Renal Nursing Problems | QI-Students will identify areas to increase quality of care to a specific patient that they have cared for in the program. |
| VN 076 GI & Renal Nursing Problems | Safety-Students will identify alterations in nutrition/fluid/electrolyte requirements with disorders of the GI & GU systems. |
| VN 076 GI & Renal Nursing Problems | T/C-Students will recognize the importance of active participation while working as a team to create a teaching plan. |
| VN 077 Cardio & Resp Prob | EBP- The student will describe a disorder related to a patient population using research to present in class. |
| VN 077 Cardio & Resp Prob | IT- The student will demonstrate proficiency with informatics with an on-line assignment. |
| VN 077 Cardio & Resp Prob | PCC-Students will be able to apply the nursing process to the respiratory and cardiac patient population. |
| VN 077 Cardio & Resp Prob | QI- The student will be able to identify accurate side effects during patient teaching of all medications. |
| VN 077 Cardio & Resp Prob | SAFETY- The student will recognize safe patient care measures applied to the cardiorespiratory population. |
| VN 077 Cardio & Resp Prob | T/C-Students will identify their scope in the healthcare team while caring for patients with respiratory or cardiac problems. |

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| VN 081L Maternal and Pediatric Nursing | EBP-Students will demonstrate appropriate interventions for a specialty population patient through a simulated scenario. |
| VN 081L Maternal and Pediatric Nursing | IT-Students will formulate appropriate documentation entered in electronic medical record device during simulation. |
| VN 081L Maternal and Pediatric Nursing | PCC-Students will create a complete care plan for the patient populations: obstetrics, newborn, pediatrics, & women's health. |
| VN 081L Maternal and Pediatric Nursing | QI-Students will identify age specific safety guideline after completing day care rotation |
| VN 081L Maternal and Pediatric Nursing | SAFETY-Students will demonstrate safe medication administration in a simulation scenario. |
| VN 081L Maternal and Pediatric Nursing | T/C-Students will demonstrate effective teamwork and healthcare collaboration skills in a simulated scenario. |
| VN 082L Advanced Medical / Surgical | EBP-Students will demonstrate safe patient care to maintain a safe environment in accordance with institutional guidelines. |
| VN 082L Advanced Medical / Surgical | IT-Students will demonstrate clinical competencies in the clinical simulation session. |
| VN 082L Advanced Medical / Surgical | PCC-Students will be able to apply the nursing process in providing care for patients in an organized and timely manner. |
| VN 082L Advanced Medical / Surgical | QI-Students will be able to apply the nursing process in providing quality patient care. |
| VN 082L Advanced Medical / Surgical | SAFETY-Students will calculate, prepare and safely administer medications per institutional and RHC guidelines. |
| VN 082L Advanced Medical / Surgical | T/C-Students will demonstrate teamwork and collaboration while effectively communication with the health care team. |
| VN 083 Applied Pharmacology | EBP-Students will complete a journal search to integrate current research into their paper. |
| VN 083 Applied Pharmacology | IT-Students will document medication administration in the patients EMR per institutional policy and scope of practice. |
| VN 083 Applied Pharmacology | PCC-Students will recognize the patient as a full partner in determining medication regimens. |
| VN 083 Applied Pharmacology | QI-Students will plan nursing care based on possible medication outcomes, lab results & detection of undesired effects. |
| VN 083 Applied Pharmacology | SAFETY-The student will demonstrate accuracy with medication dosage calculations. |
| VN 083 Applied Pharmacology | T/C-Students will identify the importance of collaborating with peers to complete a group project. |
| VN 084 Maternal and Pediatric Nursing | EBP-Students will demonstrate appropriate choices of current journals articles for their group project. |
| VN 084 Maternal and Pediatric Nursing | IT- Students will accurately examine and measure data as a response to medication in the pediatric population |
| VN 084 Maternal and Pediatric Nursing | PCC-Students will apply the nursing process to the following patient populations: obstetrics, newborn, pediatrics, and women's health. |
| VN 084 Maternal and Pediatric Nursing | QI-Students will recognize the value of quality improvement while caring for the obstetrical population. |
| VN 084 Maternal and Pediatric Nursing | SAFETY-The student will demonstrate safe medication calculations. |
| VN 084 Maternal and Pediatric Nursing | T/C-Students will demonstrate effective team building skills through cooperative efforts in a group project. |
| VN 085 Leadership & Supervision | EBP-Students will describe the scope of practice for the vocational nurse. |
| VN 085 Leadership & Supervision | IT-Students will demonstrate proficiency using IT skills to complete the leadership style and resume assignments. |
| VN 085 Leadership & Supervision | PCC-Students will apply the nursing process to a leadership role including group dynamics, delegation and communication skills. |
| VN 085 Leadership & Supervision | QI-Students will recognize the role of data collection to improve safety measures for healthcare personnel. |
| VN 085 Leadership & Supervision | SAFETY - Students will identify rationales for patient safety goals. |
| VN 085 Leadership & Supervision | Students will identify the importance of collaboration when caring for patients within their scope of practice. |

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| VN 086 Mental Health and Neurological | EPB-Students will discriminate between valid/invalid reasons for modifying EBP for those undergoing neurological surgery. |
| VN 086 Mental Health and Neurological | IT-Students will explain why information and technology skills are essential for safe patient care. |
| VN 086 Mental Health and Neurological | PCC-Students will recognize the patient / designee as the source of control in coordinating care for the patient with neurological problems. |
| VN 086 Mental Health and Neurological | QI-Students will collect data of the patient response to medications in an appropriate manner. |
| VN 086 Mental Health and Neurological | Safety-Students will delegate tasks and follows up on completion of tasks appropriately. |
| VN 086 Mental Health and Neurological | T/C-Students will function as a part of the healthcare team in managing the care of the patient with a mental health problem. |
| VN 087 Nursing Care of Patients | EBP-Students will identify current EBP information from the American Cancer Society website. |
| VN 087 Nursing Care of Patients | IT-Students will be able to evaluate lab values, pathology reports, and radiology reports associated with oncology diagnostic tests. |
| VN 087 Nursing Care of Patients | PCC-Students will apply the nursing process for patients who have a diagnosis of cancer or immunologic deficiencies. |
| VN 087 Nursing Care of Patients | QI-Students will describe quality of care they would desire if diagnosed with cancer. |
| VN 087 Nursing Care of Patients | SAFETY-Students will identify safety measures for the patient receiving chemotherapy and/or radiation treatment. |
| VN 087 Nursing Care of Patients | T/C-Students will recognize the importance of teamwork and collaboration while presenting information from case studies. |
| VOCB 025 Intermediate Vocabulary | Given a list of words containing common English word elements (Latin and Greek roots), the student will be able to analyze the elements of the word. |
| VOCB 101 Vocabulary & Etymology | Given a selected list of college-level words within context, students will be able to select and utilize appropriate vocabulary strategies to determine word meaning and correct usage. |
| VOCB 101 Vocabulary & Etymology | Presented with the etymology of a word, students will create a narrative that outlines the passage of that word through time and place, thereby demonstrating an understanding of how the English language – and the meanings of words – is ever evolving. |
| VOCB 101 Vocabulary & Etymology | While reading college-level passages from various disciplines, students will apply their knowledge of words parts, including prefixes, roots, and suffixes, to successfully analyze the structure of unfamiliar vocabulary and demonstrate understanding of the material. |
| WELD 040 Intro to Welding Processes | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 040 Intro to Welding Processes | Upon successful completion of this course, students in the Introduction to Welding Processes course will be able to identify, describe, and demonstrate safe operation of different welding operations using several different welding processes, per Industry Standards. |
| WELD 040 Intro to Welding Processes | Upon successful completion of this course, students will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| WELD 040 Intro to Welding Processes | Upon successful completion of this course, the students in the Introduction to Welding Processes course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per Industry Standards. |
| WELD 045 Basic Electric Arc Welding | Students will be able to read, comprehend, and fill out material build sheets, including type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| WELD 045 Basic Electric Arc Welding | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 045 Basic Electric Arc Welding | Upon successful completion of this course, students in the Introduction to Welding Processes course will be able to identify, describe, and demonstrate safe operation of different welding operations using several different welding processes, per Industry Standards. |
| WELD 050 Semi-Automatic Welding Process | Students will have the knowledge to pass the specific industry safety exam. |

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| WELD 050 Semi-Automatic Welding Process | Upon successful completion of this course, students in the Semi-Automatic Welding Processes course will be able to identify, describe, and demonstrate safe operation of different welding operations using Gas Metal Arc Welding (GMAW) and Flux Cored Arc Welding (FCAW) processes, per Industry Standards. |
| WELD 050 Semi-Automatic Welding Process | Upon successful completion of this course, students in the Semi-Automatic Welding Processes course will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment, per industry standards. |
| WELD 050 Semi-Automatic Welding Process | Upon successful completion of this course, the students in the Semi-Automatic Welding Processes course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| WELD 055 Manual Elec Arc Weld Processes | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 055 Manual Elec Arc Weld Processes | Upon successful completion of this course, students will be able to identify, describe, and demonstrate safe operation of different welding operations using Shielded Metal Arc Welding (SMAW) and Gas Tungsten Arc Welding (GTAW) processes, per Industry Standards. |
| WELD 055 Manual Elec Arc Weld Processes | Upon successful completion of this course, students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment per industry standards. |
| WELD 055 Manual Elec Arc Weld Processes | Upon successful completion of this course, the students will be able to identify, comprehend, and read welding symbols and a basic blueprint per industry standards. |
| WELD 060 Production Welding Techniques | Students will be able to identify, demonstrate safe operation of welding equipment and the welding process. |
| WELD 060 Production Welding Techniques | Students will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per industry standards. |
| WELD 060 Production Welding Techniques | Students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment per industry standards. |
| WELD 060 Production Welding Techniques | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 065 Inert Gas Welding | Students will be able to identify, describe, and demonstrate safe operation of various welding operations per industry standards. |
| WELD 065 Inert Gas Welding | Students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment per industry standards. |
| WELD 065 Inert Gas Welding | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 065 Inert Gas Welding | Upon successful completion of this course, students in will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| WELD 070 Adv. Inert Gas Welding | Students will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per Industry Standards. |
| WELD 070 Adv. Inert Gas Welding | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 070 Adv. Inert Gas Welding | Upon successful completion of this course, students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment per Industry Standards. |
| WELD 070 Adv. Inert Gas Welding | Upon successful completion of this course, the students in the Advanced Gas Tungsten Arc Weld course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| WELD 075 Certification Welding I | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 075 Certification Welding I | Upon successful completion of this course, students in the will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |
| WELD 075 Certification Welding I | Upon successful completion of this course, the students in the Certification Welding-I course will be able to identify, comprehend, and read welding symbols and a basic blueprint, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |

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| WELD 075 Certification Welding I | Upon successful completion of this course, the students in the Certification Welding-I course will be able to read, comprehend, and fill out material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |
| WELD 080 Certification Welding II | Students will be able identify industry safety hazards based upon ANSI Z49.1 published by AWS and federal/state/local regulations. Safe Practices Annex R located in the AWS D1.1 Structural Steel Code book. |
| WELD 080 Certification Welding II | Upon successful completion of this course, students in the Certification Welding-II course will be able to identify, describe, and correlate current building & safety codes related to different welding operations using Shielded Metal Arc Welding (SMAW), Flux Cored Arc Welding (FCAW), and Gas Metal Arc Welding (GMAW) processes, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |
| WELD 080 Certification Welding II | Upon successful completion of this course, the students in the Certification Welding-II course will be able to identify, comprehend, read, and correlate current building & safety codes related to welding symbols and a basic blueprint, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |
| WELD 080 Certification Welding II | Upon successful completion of this course, the students in the Certification Welding-II course will be able to read, comprehend, and correlate current building & safety codes related to material build sheets, including customer information, type and amount of materials, filler metal, rod, and electrodes, per City of Los Angeles Department of Building and Safety (LADBS) Standards. |
| WELD 085 Metal Fabrication | Students will be able to identify, describe, and demonstrate safe operation of various welding operations per industry standards. |
| WELD 085 Metal Fabrication | Students will have the knowledge to pass the specific industry safety exam. |
| WELD 085 Metal Fabrication | Upon successful completion of this course, students will be able to identify, comprehend, and read welding symbols and a basic blueprint, per industry standards. |
| WELD 085 Metal Fabrication | Upon successful completion of this course, students will demonstrate proper use of hand and power tools, welding and cutting equipment, and other related equipment, per industry standards. |
| WELD 299 D.S. Welding Technology | Student will complete all tasks as determined by student and faculty member for their directed studies topic. |
| WFT 040 Firefighter Type 2 | Students will be able to apply knowledge to actual work environments and safely manipulate wildland fire tools, including shovel, Pulaski, and McLeod. |
| WFT 040 Firefighter Type 2 | Students will be able to apply knowledge to actual work environments to assess impacts of fuel, weather, and topography on wildland fire behavior. |
| WFT 040 Firefighter Type 2 | Students will be able to apply knowledge to actual work environments to demonstrate proper use of the following tools and equipment: back pump, fusees, and backfire torch. |
| WFT 040 Firefighter Type 2 | Students will be able to apply knowledge to actual work environments to Recall the 10 Standard Firefighting Orders. |
| WFT 040 Firefighter Type 2 | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 041 Firefighter Type 1 | Students will be able to apply knowledge to actual work environments and safely manipulate wildland fire tools, including shovel, Pulaski, and McLeod. |
| WFT 041 Firefighter Type 1 | Students will be able to apply knowledge to actual work environments to assess impacts of fuel, weather, and topography on wildland fire behavior |
| WFT 041 Firefighter Type 1 | Students will be able to apply knowledge to actual work environments to demonstrate proper use of the following tools and equipment: back pump, fusees, and backfire torch. |
| WFT 041 Firefighter Type 1 | Students will be able to apply knowledge to actual work environments to Recall the 10 Standard Firefighting Orders. |
| WFT 041 Firefighter Type 1 | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 042 Portable Pumps and Water Use | Students will be able to apply knowledge to actual work environments and safely manipulate wildland fire tools, including shovel, Pulaski, and McLeod. |

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| WFT 042 Portable Pumps and Water Use | Students will be able to apply knowledge to actual work environments to assess impacts of fuel, weather, and topography on wildland fire behavior. |
| WFT 042 Portable Pumps and Water Use | Students will be able to apply knowledge to actual work environments to demonstrate proper use of the following tools and equipment: back pump, fusees, and backfire torch. |
| WFT 042 Portable Pumps and Water Use | Students will be able to apply knowledge to actual work environments to Recall the 10 Standard Firefighting Orders. |
| WFT 042 Portable Pumps and Water Use | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 043 Wildland Fire Chain Saws | Students will be able to apply knowledge to actual work environments to Recall the 10 Standard Firefighting Orders. |
| WFT 043 Wildland Fire Chain Saws | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 043 Wildland Fire Chain Saws | Students will be able to demonstrate the tactical use of wildland fire chainsaws. |
| WFT 043 Wildland Fire Chain Saws | Students will understand the function, maintenance, and use of internal combustion engine powered chain saws |
| WFT 044 Introduction to ICS | Students will be able to apply knowledge to actual work environments to Recall the 10 Standard Firefighting Orders. |
| WFT 044 Introduction to ICS | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 044 Introduction to ICS | Students will gain a basic working knowledge of the human performance concepts in dynamic and high-risk environments |
| WFT 044 Introduction to ICS | Students will have a basic understanding of wildland fire management |
| WFT 045 ICS for Single Resources | Students will be able to apply knowledge to actual work environments to safely function within an Incident Command System environment. |
| WFT 045 ICS for Single Resources | Students will be able to demonstrate the tactical use Incident Command System in wildland fire situations. |
| WFT 045 ICS for Single Resources | Students will be able to describe and demonstrate the implementation of ICS and single resources. |
| WFT 045 ICS for Single Resources | Students will gain a basic working knowledge to operate efficiently during an incident or event within the Incident Command System (ICS). |
| WFT 046 Intermediate ICS (I300) | Describe the functions of the command staff under ICS. |
| WFT 047 Advanced ICS (I400) | Students will be able to demonstrate the advanced applications of Incident Command System (ICS) in wildland fire situations. |
| WFT 047 Advanced ICS (I400) | Students will be able to demonstrate the tactical use advanced application of the Incident Command System (ICS) organization and operations. |
| WFT 047 Advanced ICS (I400) | Students will be able to explain Incident Command System fundamentals for major and/or complex incident/event management, area command, and multi-agency coordination. |
| WFT 047 Advanced ICS (I400) | Students will have an advanced understanding of wildland fire management. |
| WFT 077 Wildland Fire Academy | Demonstrate the nozzle settings for straight stream and fog spray during a simulated wildland fire attack. |
| WFT 077 Wildland Fire Academy | Demonstrate the proper sharpening techniques and use of wildland firefighting tools including: shovel, Pulaski, and McLeod. |
| WFT 077 Wildland Fire Academy | Demonstrate the technique of cold trailing on a simulated wildland fire perimeter. |
| WFT 077 Wildland Fire Academy | Describe how Lookouts, Communications, Escape Routes, and Safety Zones (LCES) is related to the Standard Firefighting Orders. |
| WFT 077 Wildland Fire Academy | Describe the steps to protect cultural resources during fire management activities. |
| WFT 077 Wildland Fire Academy | Identify potential hazards in the wildland fire environment. |
| WFT 101 Wildland Fire Behavior | Describe indications that wildland fire behavior may be increasing. |
| WFT 101 Wildland Fire Behavior | Describe the effect temperature and relative humidity have on wildland fire behavior. |
| WFT 101 Wildland Fire Behavior | Identify the environmental factors of fuels, weather, and topography that affect the start and spread of a wildland fire. |
| WFT 102 Wildland FF Safety & Survival | Describe the origins and role of the 10 Standard Firefighting Orders and 18 Watch-Out Situations in fireline decision-making. |
| WFT 102 Wildland FF Safety & Survival | Describe the role crew and individual characteristics play in fireline safety. |

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| WFT 102 Wildland FF Safety & Survival | Identify historic wildland fire entrapment and fatality investigations and describe common factors between case studies. |
| WFT 103 Wildland Fire Operation | Describe three methods of attack on a wildland fire. |
| WFT 103 Wildland Fire Operation | Explain different types of crew organizations commonly used in initial and extended wildland fire attack. |
| WFT 103 Wildland Fire Operation | Identify the different logistical and tactical aircraft missions used during wildland fires. |
| WFT 104 Wildlnd Fire Inv/Prev | Describe items to watch for when traveling to, arriving at, and during initial attack that might show the origin/ or cause of the fire. |
| WFT 104 Wildlnd Fire Inv/Prev | Describe the three components of wildland fire prevention: education, engineering, and enforcement. |
| WFT 104 Wildlnd Fire Inv/Prev | Prepare a wildland fire press release. |
| WFT 105 Wildlnd Fire Logs Fin & Plan | Describe the General Staff roles within ICS. |
| WFT 105 Wildlnd Fire Logs Fin & Plan | Describe the ICS functional areas and the roles of the Incident Commander and Command Staff. |
| WFT 105 Wildlnd Fire Logs Fin & Plan | Explain the principles and basic structure of the Incident Command System (ICS). |
| WFT 290 CWE/Internship for WFT | Given the environment of the workplace, students will perform activities and responsibilities of the job to a professional level of performance. |