

LPC Student Learning Outcomes

The following list contains all of the Student Learning Outcomes written by LPC faculty through Oct. 29, 2008. The SLOs are listed in alphabetical order by course. Student Services SLOs follow the course list.

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| AJ50 | The student will be able to identify and explain the major components and sub-components of the American justice system. |
| AJ54 | Students will become familiar with and be able to utilize police reporting style used in most jurisdictions using the correct forms, formats, and legal terminology. |
| AJ64 | Upon the successful completion of this course, the student will be able to identify the different methods of police patrol. |
| AJ64 | Upon successful completion of this course, the student will be able to apply the proper patrol method to a model community based upon geography, traffic patterns, crime rate and demographics. |
| ANAT1 | Use muscle terminology to locate muscles and describe origin, insertion and action of selected muscles. |
| ANTH1 | Successful completion of ANTH 1 will enable a student to differentiate and identify fossil hominid species based on typical anatomical characteristics. |
| ANTH12 | Successful completion of ANTH 12 will enable a student to interpret ritual practices from various anthropological/theoretical perspectives. |
| ANTH1L | Successful completion of ANTH 1L will enable a student to apply the scientific method to research in anthropology. |
| ANTH2 | Successful completion of ANTH 2 will enable a student to analyze archaeological data to build theories about change in prehistoric societies. |
| ANTH29 | Students will work independently to acquire new knowledge outside of the scope of regular anthropology offerings. |
| ANTH3 | Successful completion of ANTH 3 will enable a student to collect, describe, use, and interpret the data resulting from anthropological methodologies including participant observation and ethnography. |
| ANTH5 | Successful completion of ANTH 5 will enable a student to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies. |
| APAU9727 | Collect Powertrain data and compare to known good. |
| APAU9729 | Identify and judge HVAC performance. |
| APAU9734 | APAU9734 Performance Skills |
| APAU9735 | Use an oscilloscope to monitor powertrain failures |
| ART12A | Illustrate and apply glazing techniques of painting |
| ART12A | Illustrate and apply the dynamics of composition. |
| ART2A | Illustrate and apply the dynamics of drawing skill - line quality. |
| ART2A | Illustrate and apply the dynamics of composition. |
| ART2B | Illustrate and apply the dynamics of drawing skill - line quality. |
| ART2B | Illustrate and apply principles of color theory. |
| ART4 | Identify the works of art by their technical processes. |
| ART4 | Interpret the various ways in which works of art have been used as vehicles of expression. |
| ART4 | Identify the overall evolution of the period. |
| ASL1A | By mid-semester students will be able to properly respond in American Sign Language to simple questions about self and surroundings. |
| ASTR10 | Relate distances and time scales in the solar system and the cosmos to terrestrial distances and human times scales. |

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| ASTR10 | uses key ideas about the nature of the cosmos to differentiate between astronomical science and other systems of thought. |
| ASTR10 | Differentiate between basic planetary types and demonstrate understanding of the processes responsible for their formation. |
| ASTR20 | Relate distances and time scales in the solar system and the cosmos to terrestrial distances and human times scales. |
| ASTR20 | uses key ideas about the nature of the cosmos to differentiate between astronomical science and other systems of thought. |
| ASTR30 | Identify eight seasonal constellations in the night sky |
| AUTO55 | Identify major automobile powertrain components. |
| AUTO55 | Apply Safety Precautions in Shop Lab Exercises |
| AUTO61A | Analyze different fuel systems and distinguish differences. |
| AUTO61B | Collect Powertrain data and compare to known good. |
| AUTO62 | Identify and judge HVAC performance. |
| AUTO65 | Identify different braking systems. |
| AUTO66 | Identify and judge suspension performance. |
| AUTO67A | Use an oscilloscope to monitor powertrain failures. |
| AUTO67B | Use an oscilloscope to monitor communication failures. |
| AUTO69 | Use a scanner to bi-directionally control the EGR Valve |
| AUTO9973 | Use time in an efficient manner. |
| AUTO9975 | Draw the workings of a CVT |
| BIOL1 | Students will conduct an independent research project on Drosophila genetics by culturing fruit flies of different mutant strains, keeping a lab notebook, performing F1 and F2 crosses, conducting statistical analysis of results, interpreting patterns of inheritance, and writing a scientific report. |
| BIOL10 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL20 | Students will be able to draw and label the four chambers of the heart, and describe the direction of blood flow. |
| BIOL31 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL5 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL50 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BOTN1 | Students will conduct an independent research project on the effect of the plant hormone gibberellin on the growth of mutant and wild type Brassica by growing the plants, taking measurements of their growth with and without the hormone, keeping accurate records, analyzing and drawing conclusions from their individual and the class data, writing a report using the standard format for a scientific paper. |
| BUSN18 | Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment. |
| BUSN1A | 1. Identify and name different components of a balance sheet. 2. Identify and name different components of an income statement. 3. Calculate and analyze current ratio, debt ratio and gross profit ratio. |
| BUSN1B | Upon successful completion of this course, students will be able to: 1. Identify and name different components of a cash flow statement using the indirect method. 2. Calculate operating, investing and financing cash flow components. |
| BUSN30 | Successful completion of this course will enable students to analyze the role of American businesses in influencing ethical behavior and social responsibility in global markets. |

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| BUSN40 | Successful completion of this course will enable students to analyze the role of business in a market economy. |
| BUSN51A | Upon successful completion of this course, students will be able to: 1. Correctly identify and calculate payroll entries including gross payroll, payroll taxes and net payment. |
| BUSN53 | Successful completion of this course will enable students to organize and assess grammatically correct business letters, memoranda, e-mail, instant messages, resumes, and letters of application. |
| BUSN55 | Upon successful completion of this course, students will be able to: 1. Use percentages to calculate period over period increase or decrease in a given set of data. 2. Identify and interpret trends over a period using percentage increase or decrease. |
| BUSN7504 | Upon successful completion of this course students should be able to describe the organizational and employee benefits of effective team building. |
| BUSN7504 | Upon successful completion of this course students should be able to describe positive and negative human behaviors that influence a teams performance. |
| BUSN7504 | Upon successful completion of this course students should be able to describe various tools and approaches to influence positive behaviors while extinguishing/addressing negative behaviors. |
| BUSN7505 | Upon successful completion of this course students should be able to identify the motivation "highly valued criteria" behind various personality types. |
| BUSN7505 | Upon successful completion of this course students should be able to describe effective communication strategies for various personality types. |
| BUSN7505 | Upon successful completion of this course students should be able to describe various tools and approaches to influence positive behaviors while extinguishing/addressing negative behaviors. |
| BUSN7506 | Upon successful completion of this course students should be able to define specific goals, expectations and measurements to acknowledge, reward or improve employee performance via a legal performance evaluation. |
| BUSN7506 | Upon successful completion of this course students should be able to describe tools available to monitor employee performance outside of the formal 'review period'. |
| BUSN91 | Identify human relations skills and technical skills related to job applications. |
| BUSN92 | Demonstrate and practice workplace functions in business and/or technical applications. |
| BUSN95 | Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor. |
| BUSN96 | Develop an understanding of employer expectations, job requirements and career opportunities. |
| BUSN9953 | Upon successful completion of this course students should be able to compare and contrast the Family and Medical Leave Act, Americans with Disabilities Act, California Family Rights Act and the Veteran's Employment and Reemployment Act. |
| BUSN9953 | Upon successful completion of this course students should be able to define and explain the implementation of 'reasonable accommodations'. |
| BUSN9953 | Upon successful completion of this course students should be able to explain the return to work requirements for Family and Medical Leave Act, Americans with Disabilities Act, California Family Rights Act and the Veteran's Employment and Reemployment Act. |
| BUSN9954 | Upon successful completion of this course students should be able to describe the principles of recruiting. |
| BUSN9954 | Upon successful completion of this course students should be able to identify or prepare legal interview questions and applications for employment. |
| BUSN9954 | Upon successful completion of this course students should be able to describe a legal, best practice employee selection process. |

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| BUSN9954 | Upon successful completion of this course students should be able to define the legal constraints of pre-employment screening tools and tests. |
| BUSN9955 | Upon successful completion of this course students should be able to describe the organizational and employee benefits of effective team building. |
| BUSN9955 | Upon successful completion of this course students should be able to describe positive and negative human behaviors that influence a teams performance. |
| BUSN9955 | Upon successful completion of this course students should be able to describe various tools and approaches to influence positive behaviors while extinguishing/addressing negative behaviors. |
| BUSN9956 | Upon successful completion of this course students should be able to identify the motivation "highly valued criteria" behind various personality types. |
| BUSN9956 | Upon successful completion of this course students should be able to describe effective communication strategies for various personality types. |
| BUSN9956 | Upon successful completion of this course students should be able to describe various tools and approaches to influence positive behaviors while extinguishing/addressing negative behaviors. |
| BUSN9957 | Upon successful completion of this course students should be able to define specific goals, expectations and measurements to acknowledge, reward or improve employee performance via a legal performance evaluation. |
| BUSN9957 | Upon successful completion of this course students should be able to describe tools available to monitor employee performance outside of the formal 'review period'. |
| CHEM12A | Students should be able to write a detailed mechanism for a Sn1 Reaction. |
| CHEM12B | Students should demonstrate a comprehensive knowledge of Organic Chemistry as measured by the American Chemical Society's Organic Chemistry National Exam. |
| CHEM1A | How well do the students balance a chemical reaction, determine the limiting reagent and the theoretical yield |
| CHEM1A | Students should learn how to balance a chemical reaction |
| CHEM1B | To measure the students ability to solve kinetic problems, we will see how many of the questions 37 - 42 they get right on the standarized ACS test |
| CHEM30A | The student should be able to predict the products and write the balanced equation for some common chemical reactions. |
| CHEM30B | The student should be able to describe one function for each type of biological molecules |
| CHEM31 | A student should be able to balance a chemical reaction |
| CIS50 | CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials. |
| CIS54 | Successful completion of this course will enable students to create and print charts from spreadsheet data. |
| CIS65 | Installing Desktop Operating Systems |
| CIS66 | Set up a home or business network. |
| CNT50 | Installing Desktop Operating Systems. |
| CNT51A | Computer Repair, with emphasis on hardware |
| CNT51B | A+ CompTIA Elective |
| CNT52 | Set up a home or business network. |
| CNT55 | Installing, configuring and running Microsoft Windows Server. |
| CNT56 | CNT56 Install and configure a DHCP, DNS, WINS and Web server. Applying network security protocols, Public Key Infrastructure - PKI -, Internet Protocol Security - IPsec -, and remote access. |
| CNT62A | Successful completion of this course will enable students to recognize and correct configuration problems. |
| CNT62B | Successful completion of this course will enable students to recognize and correct configuration problems. |

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| CNT9913 | Install, configure and run a Microsoft Small Business Server |
| ECD50 | Articulate developmentally appropriate practices/best practices and components of quality care for populations of children from diverse cultures, ethnicity?s, linguistic backgrounds, genders, and ability levels, in the development of curricula for early childhood programs. |
| ECD51 | Differentiate characteristics of typical and atypical development in the areas of physical, psychosocial, cognitive and language development at the various stages. |
| ECD51 | Compare and contrast various theoretical frameworks that relate to the study of human development |
| ECD51 | Compare and contrast various theoretical frameworks that relate to the study of human development. |
| ECD53 | Articulate rgulations, standards, policies and proceduares related to heallth, safety and nutrition in support of young children, teachers and families. |
| ECD60 | Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family. |
| ECD60 | Explain the terminology, systems, laws and services that address children with exceptionalities and recommend supports for the child and their family |
| ECD62 | Apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment. |
| ECD63 | Apply understanding of children's learning and development, and knowledge of key content areas of academic subject matter through documenting and evaluating the foundational curriculum; such as literacy, mathematics, science, etc. |
| ECD63 | Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains. |
| ECD64 | Students will select play materials and create environments that demonstrate their understanding of developmentally appropriate practices. |
| ECD67 | Articulate responsive, reciprocal and respectful caregiving. |
| ECD90 | Critically assess one's own teaching experiences to guide and guide practice. |
| ECOL10 | Students will define and describe Global Warming, and identify ways that people can reduce their Carbon Footprint. |
| ECON1 | Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental microeconomic concepts: scarcity, opportunity cost, market, market failure, and perfect competition. |
| ECON2 | Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental macroeconomic concepts: market economy, economic growth, inflation, money supply, and business cycle. |
| ELEC1511 | Identify human relations skills and technical skills related to job applications. |
| ELEC1512 | Demonstrate and practice workplace functions in business and/or technical applications. |
| ELEC85.1 | Successful completion of this course will enable students to measure electrical quantities, including voltage, resistance and current. |
| ELEC85.2 | Successful completion of this course will enable students to use testing equipment to measure inductance, capacitance and impedance in AC circuits; and explain related concepts. |
| ELEC85.3 | Alternating Current 2 Fundamentals |
| ELEC85.5 | ELEC85.5 Predict outputs off digital logic gates and flipflops using given configurations. |
| ELEC85.6 | ELEC85.6 Demonstrate logic gates. Explain AND, OR, NAND gates and flip-fop circuits. |
| ELEC85.7 | ELEC85.7 Compute logic outputs based on given inputs. |
| ELEC87.1 | Demonstrate ability to compute current and voltage values in network. |

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| ELEC87.5 | ELEC87.5 Demonstrate understanding, compute electrical values of JFET and MOSFET components. |
| ELEC87.7 | Programming processor by using the manufacturer's instruction set. |
| ENG100A | Describe a text's main and supporting ideas. |
| ENG100A | Write a unified, multi-paragraph expository essay. |
| ENG100A | Write in clear and grammatical sentences |
| ENG100B | The student will write an essay responding to a reading that *Demonstrates general comprehension of the reading and mostly correct citation; *Contains a fairly clear thesis statement based on a relevant, personal position; *Generally maintains focus and uses supporting examples from the reading and personal experience; *Contains mostly logical paragraphs but may lack transitions; *Contains mainly correct sentence structure and appropriate word choice. |
| ENG104 | The student will write an essay responding to a reading that *Demonstrates general comprehension of the reading and mostly correct citation; *Contains a fairly clear thesis statement based on a relevant, personal position; *Generally maintains focus and uses supporting examples from the reading and personal experience; *Contains mostly logical paragraphs but may lack transitions; *Contains mainly correct sentence structure and appropriate word choice. |
| ENG11 | Write poems in traditional and modern forms, applying techniques including image, metaphor, sound and symbolism to develop ideas and create meaning. |
| ENG11 | Write prose that uses dialogue, characterization, point-of-view, plot, description, style, tone and voice to create resonance and meaning. |
| ENG13 | Analyze and criticize the effectiveness of poetic elements in a variety of works read in class. |
| ENG13 | Compose original works that demonstrate ability to use poetic elements in original and effective ways, avoiding cliches. |
| ENG13 | Assess effectiveness and originality of poetic elements in classmates' work during workshops |
| ENG13 | Describe and identify poetic elements such as imagery, metaphor, rhyme schemes, and rhythm |
| ENG19 | Students will create a literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formatting anthology content and organizing an awards ceremony for contributors and contest winners. |
| ENG1A | Write multiple-paragraph papers that accurately and appropriately respond to a given assignment;develop a relevant, focused thesis;are well-organized and coherently move from coordinating to subordinating points;are well-developed with sufficient and relevant evidence;synthesize facts and ideas originating outside your direct experience to develop and support your thesis;demonstrate stylistic choices in tone, syntax and diction;use standard American English correctly. |
| ENG1A | Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to summarize a thesis and main points; analyze main ideas; evaluate the validity and logic of the text's reasoning and support; relate ideas and information in the text to your experience as well as other texts; create a coherent position or argument of your own based on your reading. |
| ENG1A | Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to:integrate researched material into your own writing with appropriate context, explanation, punctuation and citation;document sources in an academically responsible way. |
| ENG20 | Using the Internet, databases, journals, and books, students will research primary sources, critical analyses, play productions, as well as historical and biographical information concerning Elizabethan theatre and Shakespeare's life and times. |

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| ENG20 | Students will be able to identify, analyze, and interpret prose, blank verse, rhymed verse, figurative language, and text-specific vocabulary from Shakespeare's plays and sonnets. |
| ENG20 | Students will analyze and synthesize primary sources, critical analyses, play productions, historical and biographical information concerning Elizabethan theater and Shakespeare's life and times to develop and support a position or argument of their own concerning Shakespeare's plays and sonnets. |
| ENG3 | Develop sophisticated thesis and support it using the interpretation of evidence from literary text |
| ENG4 | Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize MLA documentation within the body of the paper and in a Works Cited page. |
| ENG4 | Reading: Student demonstrates, through class discussion, written response, or formal essay, understanding of genre and the ability to analyze and evaluate those texts, taking into account the conventions of the genre. |
| ENG44 | Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction. |
| ENG44 | Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others. |
| ENG44 | Demonstrate ability to review extra-literary presentations of the American West and relate such "narratives" of the American West to literary/fictional themes. |
| ENG45 | Demonstrate ability to create a coherent ten-minute presentation, using audio visual tools and connecting materials to the writers and text. |
| ENG7 | Reading: Through class discussion, written response, or formal essay, students analyze and evaluate readings from academic cultural, and/or disciplinary contexts. |
| ENG7 | Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation - MLA or another system within the body of the paper and in a bibliography or Works Cited page. |
| ENGR10 | Solve engineering problems using the engineering design process. |
| ENGR10 | Identify and differentiate between the different engineering branches, based on worded-descriptions of each branch. |
| ENGR22 | Describe height, width, and depth of objects, relating to similar common shapes |
| ENGR22 | Use technical terms to describe rounded ends of objects, drilled holes of flange, and boss around center hub. |
| ENGR22 | Apply dimensions to describe relative size of features and hole placement. |
| ENGR22 | Differentiate between front and top views, visible and hidden surfaces / features. |
| ENGR22 | Explain how the "form" of the bearing block dictates its "function." |
| ENGR35 | Develop analysis methods to examine force systems acting on engineering structures in static equilibrium. |
| ENGR35 | Evaluate the constraining reactions needed to maintain static equilibrium on two- and three-dimensional rigid bodies acted on by force systems. |
| ENGR35 | Analyze the internal distribution of bending moment and shear forces on beams, ultimately needed to select the proper size of the members of the structure. |
| ENGR44 | Students will analyze and demonstrate understanding of the electrical behavior of first and second order DC circuits, using various circuit analysis techniques. |
| ENGR44 | Utilize circuit simulation software to analyze electrical circuits. |
| ENGR44 | While working in groups, utilize electronic equipment to physically measure and analyze electrical circuits. |

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| ENGR46 | Identify the five different classifications for Engineering Materials. |
| ENGR46 | Demonstrate the ability to operate materials testing equipment to generate the necessary data to formulate the properties of material tested. |
| ENGR46 | Recommend appropriate materials to meet engineering design criteria based on the materials' properties and performance. |
| ESL120A | Upon completion of this course students should be able to distinguish the subject, verb, and object in dependent and independent clauses. |
| ESL120A | Upon completion of this course students should know the verb forms - base form, past form, past participle, and present participle - for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list. |
| ESL120A | Upon completion of this course students should be able to select and use the correct verb tense - simple present and past, present and past progressive, present perfect, and present perfect-progressive - for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-1000 word list. |
| ESL120A | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in dependent and independent clauses |
| ESL120B | upon completion of this course students should be able to distinguish subject, verb, and object in dependent and independent clauses. |
| ESL120B | Upon completion of this course students should know the verbs forms - base, past, past participle, and present participle - for the verbs on the list of most common 0-2000. |
| ESL120B | Upon completion of this course students should be able to select and use the correct verb tense - simple, progressive, perfect, and perfect progressive: present, past, future - for verbs on the list of the most common 0-2000 words. |
| ESL120B | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in dependent and independent clauses. |
| ESL121A | Students will produce an essay of three or more paragraphs that demonstrates appropriate and coherent writing. |
| ESL121B | Students will produce an essay of four or more paragraphs that demonstrates appropriate and coherent writing with the following traits: organization, development, and language use. |
| ESL123 | Upon completion of this course, students will be able to comprehend a short lecture on an academic topic. |
| ESL123 | Upon completion of this course, students will be able to research and make a five-minute presentation on a new topic. |
| ESL123 | Upon completion of this course, students will be able to demonstrate knowledge of academic vocabulary and expressions. |
| ESL123 | Upon completion of this course, students will be able to take dictation of sentences and questions. |
| ESL123 | Upon completion of this course, students will be able to use the International Phonetic Alphabet - IPA - symbols to pronounce new words. |
| ESL123 | Upon completion of this course, students will be able to know the IPA symbols to identify the vowel sounds in English. |
| ESL126 | Upon successful completion of this course, students will be able to take dictation of compound and complex sentences and questions with learned academic vocabulary. |
| ESL126 | Upon successful completion of this course, students will be able to apply grammar and pronunciation rules to produce correct simple, compound, and learned complex sentences with stress on content words rather than function words. |
| ESL126 | Upon successful completion of this course, students will be able to pronounce learned vocabulary and idiomatic expressions understandably. |
| ESL126 | Upon successful completion of this course, students will be able to give oral directions and instructions. |

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| ESL130A | Upon completion of this course the student should be able to distinguish subject, verb, and object in simple and compound sentences. |
| ESL130A | Upon completion of this course students should know the verb forms - base form, past form, past participle, and present participle - for the verbs on the list of most common 0-500 words. |
| ESL130A | Upon completion of this course students should be able to select and the the corrct verb tense - simple present, simple past, present progressive - for the verbs on the list of the most common 0-500 word list. |
| ESL130A | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in given sentences. |
| ESL130B | Upon completion of this course, the student should be able to distinguish subject, verb, and object in simple and compound sentences. |
| ESL130B | Upon completion of this course students should know the verb forms - base form, past form, past participle, and present participle - for the verbs on the list of most common 0-1000 words. |
| ESL130B | Upon completion of the course students should be able to select and use the correct verb tense - simple present, simple past, present progressive - for the verbs on the list of the most common 0-1000 words. |
| ESL130B | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in given sentences. |
| ESL131A | Students will be able produce paragraphs of 8 -12 sentences that demonstrate appropriate and coherent writing with the following traits: |
| ESL131B | Students will be able produce paragraphs of 11-15 sentences that demonstrate appropriate and coherent writing with the following traits:organization, development, and language use. |
| ESL23 | Upon completion of this course students should be able to distinguish the subject, verb and object in each dependent and independent clause in a given sentence compound-complex sentences. |
| ESL23 | Upon completion of this course students should know the verb forms - base, past, past participle, present participle - of the verbs on the list of most common 0-2000 words as well as select verbs on the academic word list. |
| ESL23 | Upon completion of this course students should be able to select and use the correct verb tense - simple, progressive, perfect, perfect-progressive: present, past, future - for the verbs on the list of most common 0-2000 words as well as select verbs from the academic word list. |
| ESL23 | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in given dependent and independent clauses. |
| ESL24 | Students will produce an essay of five to six paragraphs with a minimum of 500 words. The essay will demonstrate clear organization, logical development, and correct language use. |
| ESL25 | Students who successfully complete ESL 25 should be able to write an essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use with the following traits. |
| ESL26 | Upon completion of this course students should be able to distinguish the subject, verb, and object in each clause in compound, complex, compound-complex sentence and identify errors. |
| ESL26 | Upon completion of this course students should know the verb forms - base, past, past participle, present participle - for the verbs on the list of most common 0-2000 words as well as select words from the academic word list and identify errors. |

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| ESL26 | Upon completion of this course students should be able to select, use, and explain the correct verb tense - simple, progressive, perfect, and perfect progressive: present, past, and future - for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list. |
| ESL26 | Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, and compound-complex sentences and identify errors. |
| FREN2B | By mid-semester students will deliver an 8-10 minute oral presentation in French accompanied by visual aids. |
| GEOG1 | With the use of a pre - post quiz, students will increase their knowledge of how to read latitude and longitude lines by a 50 percent increase in scores from the pre to the post test. |
| GEOG1L | General terminology |
| GEOL1 | To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench. |
| GEOL1 | To demonstrate a basic knowledge and understanding of the three basic geologic groups and how they relate to one another. |
| GEOL12 | To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench. |
| GEOL12L | To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic units and unit conversion. |
| GEOL12L | To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic tool 'Latitude and Longitude'. |
| GEOL1L | To solve petrologic problems: Demonstrate and apply a basic knowledge of the petrologic tool 'Moh's Hardness Scale', in order to assist with the proper systematic and scientific identification. |
| GEOL3 | To demonstrate a basic knowledge and understanding of the current correlation between the absolute and relative ages of the Geologic Time Scale. |
| GEOL3L | To solve paleontologic problems; Demonstrate and apply a basic knowledge of the principles of radiometric dating in order to determine geologic ages. |
| GEOL9 | To identify and manage personal resources; specifically time. To set the goal to attend class regularly and to manage a personal schedule appropriately in order to be able to achieve this goal. When classes must be missed, the student assumes the responsibility and appropriate work necessary to make-up the missed class before scheduled deadlines. |
| GEOL9 | To identify and manage personal resources; specifically time. To set the goal to attend class regularly and to manage a personal schedule appropriately in order to be able to achieve this goal. When classes must be missed, the student assumes the responsibility and appropriate work necessary to make-up the missed class before scheduled deadlines. |
| HIST1 | Upon successful completion of this course, a student should be able to use historical sources and critical reasoning to explain/resolve historical problems. |
| HIST2 | Locate, interpret and analyze various types of historical sources. |
| HIST25 | Successful completion of this course will enable students to infer kinship rules for Plains Indian societies. |
| HIST28 | Successful completion of this course will enable students to assess the impact of Western expansion on the history of the nation. |
| HIST32 | Locate, interpret, and analyze various types of historical sources |
| HIST7 | Locate, interpret, and analyze various types of historical sources |
| HIST8 | Locate, interpret, and analyze various types of historical sources |

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| HLTH1 | Demonstrate a positive increase in attitude towards personal health self-responsibility. |
| HUMN1 | use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art. |
| HUMN10 | use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art. |
| HUMN28 | Students will be able to analyze classical texts. |
| HUMN3 | use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art. |
| HUMN44 | Students will be able to analyze film techniques. |
| HUMN7 | Students will be able to synthesize the main concepts of contemporary humanities. |
| INTD50 | Ability to work with clients to respond to their individual needs and requests |
| INTD50 | Understand the principles relating to design, spaces, and materials |
| INTD50 | Present accurately drawn floor plans and elevations with space planning criteria |
| INTD52 | Recognize styles and major architectural influences |
| INTD52 | Identify interiors and furnishings by period and style |
| INTD52 | Explain the contribution and value of past periods to current design practice |
| INTD54 | Demonstrate confidence in application of colors, patterns, and textures |
| INTD54 | Gather information on materials and present a board of wood species and stain colors |
| INTD54 | Demonstrate presentation skills with a color board pertaining to a client profile |
| INTD55 | To be aware of the variety of textiles available to clients |
| INTD55 | To be knowledgeable about wear and use of textiles in order to advise clients appropriately |
| INTD55 | To be able to advise clients about color and texture of textile materials so they will be compatible with other fabrics/materials throughout the design |
| INTD56 | Demonstrate knowledge of methods of compensation, marketing, public relations, and advertising |
| INTD56 | Demonstrate state and local requirements for interior design |
| INTD56 | create a strategic plan for operating a business |
| INTD58 | Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct, indirect. |
| INTD58 | Evaluate existing residential and commercial lighting installations |
| INTD58 | Be able to select appropriate lighting sources for specific uses |
| INTD60 | Demonstrate presentation skills with a color board showing materials and citing resources for the "perfect" home |
| INTD60 | Understand the nature of the materials used in home furnishings and overall home fashion |
| INTD60 | Analyze current uses of materials and learn about resources in home application |
| INTD62 | To be fully aware of the specific and unique challenges of kitchen and bath design |
| INTD62 | To be aware of the various mechanical/technical infrastructure required of kitchen and bath design |
| INTD62 | To be fluent with the variety of finishing materials available in kitchen and bath designs |
| INTN1 | Identify workplace competencies and the ability to transfer concepts from academic coursework to workplace standards. |
| INTN2 | Demonstrate technical and workplace competency. |
| LIBR4 | Students will develop and refine search strategies to locate eight appropriate information sources using the library catalog for an approved topic. |
| LIBR4 | Students will create MLA and APA bibliographies from the appropriate information sources. |
| LIBR4902 | Students will develop and refine search strategies to locate eight appropriate information sources using the library catalog for an approved topic. |
| LIBR4902 | Students will create MLA and APA bibliographies from the appropriate information sources. |

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| LIBR4903 | Students will develop and refine search strategies to locate eight appropriate information sources using the Academic Search Premier and America's Newspapers for an approved topic. |
| LIBR4904 | Students will develop and refine search strategies to locate eight appropriate information sources using the Academic Search Premier and America's Newspapers for an approved topic. |
| LIBR5 | Students will develop and refine search strategies to locate eight appropriate information sources using Academic Search Premier and America's Newspapers for an approved topic. |
| LIBR5 | Students will create MLA and APA bibliographies from the appropriate information sources. |
| LIBR6 | Students will develop and refine search strategies to locate eight appropriate information sources using special research databases for an approved topic. |
| LIBR6 | Students will create MLA and APA bibliographies from the appropriate information sources. |
| LIBR7 | Students will develop and refine search strategies to locate eight appropriate information sources using the Internet for an approved topic. |
| LIBR7 | Students will create MLA and APA bibliographies from the appropriate information sources. |
| LRNS4950 | Students will be able to identify key differences between College and High School |
| LRNS4950 | Student will demonstrate the ability to find, log-in and use Class-web |
| LRNS4950 | Student will successfully register between May 10 & 15, 2008 |
| LRNS4950 | Student will be able to identify general education requirements |
| MATH1 | Upon successful completion of Math 1, a student should be able to demonstrate the ability to find the derivative of a function involving algebraic and basic trigonometric functions. |
| MATH107 | Upon successful completion of Math 107, a student should be able to perform order of operations to simplify expressions involving signed integers. |
| MATH107 | Upon successful completion of Math 107, a student should be able to set up and solve applications involving ratios, rates and proportions. |
| MATH107X | Upon successful completion of Math 107X, a student should be able to perform order of operations to simplify expressions involving signed integers. |
| MATH107Y | Upon successful completion of Math 107Y, a student should be able to set up and solve applications involving ratios, rates and proportions. |
| MATH38 | Upon successful completion of Math 38, a student should be able to demonstrate the ability to transform trigonometric expressions using basic trigonometric identities. |
| MATH41 | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH41 | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH41 | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH42A | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH42A | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH42A | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH42B | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH42B | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH42B | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH44 | Students will read, write, listen to, and speak mathematics with understanding. |

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| MATH44 | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH44 | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH55 | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH55 | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH55 | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH55A | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH55A | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH55A | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH55B | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH55B | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH55B | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH55X | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH55X | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH55X | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH55Y | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH55Y | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH55Y | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH65 | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH65 | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH65 | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH65A | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH65A | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH65A | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH65X | Students will read, write, listen to, and speak mathematics with understanding. |
| MATH65X | Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas. |
| MATH65X | Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems. |
| MATH7 | Students can construct a system of linear equations to model the solution of an applied problem |
| MATH7 | Students can interpret the results of solving a mathematical model |
| MICR1 | Students will be able to properly manipulate a compound microscope to study microorganisms using the oil immersion objective and demonstrate knowledge of its parts and uses. |
| MKTG50 | Successful completion of this course will enable students to explain the marketing concept and how it applies in both for-profit and nonprofit organizations. |

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| MSCM1 | Student will research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste. |
| MSCM14 | Student will contribute to the production of the college newspaper, the Express, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper style. |
| MSCM15 | Student will contribute to the production of the college newspaper, the Express, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper style. |
| MSCM15L | Student will contribute to the production of the college newspaper, the Express, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper style. |
| MSCM16 | Redesign the Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style. |
| MSCM32 | Produce a live radio broadcast. |
| MSCM5 | Provide a comparative analysis of how different media outlets cover a single new story. |
| MSCM9 | Student will contribute to the student magazine, Naked, with an increasing degree of proficiency, demonstrating professionalism, functional skills, teamwork, commitment to the organization, and completion of assigned stories and visuals in proper magazine style. |
| MUS12 | Demonstrate an adherence to recognized standards of professionalism in a rehearsal setting |
| MUS14 | Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting. |
| MUS15 | Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting. |
| MUS16 | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS21A | Perform simple pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed. |
| MUS21B | Perform early intermediate pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed. |
| MUS31 | Perform intermediate pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed. |
| MUS4 | Analyze particular musical works with regard to style, technical elements. |
| MUS5 | Analyze particular musical works with regard to style and technical elements. |
| NUTR1 | Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake. |
| PE1BKP | Successful completion will allow students to demonstrate advanced proficiency in skills including dribbling, passing and shooting. |
| PE1FI | Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge during a fencing bout. |
| PE1FL | Students will demonstrate their understanding on the responsibilities of being a team player, along with demonstration their skills in passing, receiving, long snapping, and deflaging. |
| PE1SB | By the end of the course, students should be able to field, throw, catch, pitch, and hit a softball. Students should know the basic rules of softball and basic defensive and offensive strategies involved in a game of coed softball. |

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| PE1UF | By the end of the course, students will be able to throw a forehand and backhand pass, catch a disc, understand a basic offense and defense, along with understanding the basic rules of ultimate. |
| PE1VB | Students will demonstrate their ability to perform the following basic skills: underhand pass, overhand pass - set -, and serve. Students will demonstrate their understanding of the responsibilities to be a team player. |
| PE20 | Students demonstrate knowledge of careers available to them with a physical education degree. |
| PE21 | Students will analyze soccer films for individual performances. |
| PE2BK | Successful completion will allow students to demonstrate competency in basic skills including dribbling, passing and shooting. |
| PE2BL | Successful completion will allow students to demonstrate competency in basic skills including grip, delivery, and follow through of the approach. Students will understand how scoring is done in the sport of bowling. |
| PE2FL | Students will demonstrate their understanding on the responsibilities of being a team player, along with demonstration their skills in passing, receiving, long snapping, and deflaging. |
| PE2FNB | Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge. |
| PE2FNE | Successful completion of this course will enable students to demonstrate precise point control when moving |
| PE2SC | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PE2SI | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PE2TK | Students will demonstrate Tae Kwon Do skills including stances, kicking, punching, blocks, forms, controlled sparring, and fitness level. |
| PE2TS | At the end of this course students will be able to perform the basic skills required by two to four of the following selected sports: flag football, ultimate, softball, and/or soccer - see individual sport slo for more information. Students will understand the basic rules for participating in these selected sports. |
| PE2VB | Students will demonstrate their ability to perform the following basic skills: underhand pass, overhand pass - set -, and serve. Students will demonstrate their understanding of the responsibilities to be a team player. |
| PE38 | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PE41 | Exhibit good sportsmanship during play. |
| PE48 | Exhibit good sportsmanship during play. |
| PEFW | Succession completion of this course will enable students to increase overall cardiovascular fitness levels through walking |
| PEWTW | Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula." |
| PEYO | Successful completion of this course will enable students to reflect how yoga has affected their wellness and understanding of themselves. |
| PHIL1 | use the philosophical methods discussed in class to explain, apply, and evaluate specific philosophical positions |
| PHIL2 | Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges. |
| PHIL4 | use the philosophical methods discussed in class to explain, apply, and evaluate specific epistemic theories positions |
| PHIL5 | use the philosophical methods discussed in class to explain, apply, and evaluate specific feminist theories |

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| PHOT50 | Demonstrate the three basic elements of photography awareness - framing, lighting, background - while shooting a single subject - i.e. person, bike, tree - from a variety of angles, formats - verticle, horizontal - and approaches - long, medium, close shot. |
| PHOT51 | After choosing a subject of interest - either aesthetic or technical emphasis -, compile an eight print portfolio and submit at formal class critique. |
| PHOT56 | Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation. |
| PHOT60 | Demonstrate three different ways of adding tone to a black and white image. |
| PHOT64A | Demonstrate understanding of the basic artificial lighting concepts for four shooting applications: portraits, table-top products, large still-lifes and on location. |
| PHOT68 | Make a slide presentation on an assigned thematic field shooting assignment, i.e. "urban cityscape". |
| PHOT72 | Demonstrate typology as a method of photographic documentation |
| PHOT9 | Demonstrate ability to appropriately use four of the five modes of Adobe Photoshop Lightroom, i.e. library, develop, slide show, print and/or web. |
| PHOT9954 | Demonstrate uses of curves in Adobe Photoshop. |
| PHS11 | The student will be able to demonstrate in depth knowledge of blood pressure. |
| PHYS10 | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS2A | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS2B | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS8A | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS8B | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS8C | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| PHYS8D | Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. |
| POLI12 | Students will demonstrate knowledge of the historical evolution of American Federalism: authority v. power, structure, evolution of relationships, creation, roles, and rise and fall of political institutions. |
| POLI20 | Students will demonstrate the knowledge of historical evolution of institutions, processes, culture, socialization. |
| POLI25 | Students will demonstrate the knowledge of Political Theorist and theories, and concepts such as Justice, equity, Power. |
| POLI25 | Students will analyze political theorists approaches to concepts like social justice in relation to today's world. |
| POLI30 | Students will demonstrate knowledge of historical evolution of the "polar" system in International Relations. |
| POLI7 | Students will analyze the role of the mass public in the political process, including the nature and influence of public opinion, elections, and other forms of political participation. |
| POLI7 | Students will demonstrate the historical evolution of American government and politics |
| PSCN10 | Students will synthesize their strengths, interests, values and skills and analyze how they match potential chosen career occupations. |
| PSCN100 | As the first step in transitioning to college for at-risk students, students will attend class. |
| PSCN11 | Students will practice mindfulness techniques to achieve clarity in identifying components of client problems. |

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| PSCN13 | Successful completion of this course will enable students to execute a critical analysis of a contemporary issue in multicultural America. |
| PSCN15 | Students will identify their preferred learning styles and explain how they can use this information to be effective learners in classroom settings. |
| PSCN15 | Students will identify time management techniques and explain how they can apply them in their own lives. |
| PSCN24 | Students will demonstrate awareness of 5 campus resources. |
| PSCN28 | Students will demonstrate awareness of five campus resources. |
| PSCN3 | Successful completion of this course will enable students to execute a critical analysis of a theory used in the counseling profession. |
| PSCN40 | Students will develop a specific financial goal and use course content to articulate steps toward that goal. |
| PSCN5 | Students will evaluate personal motives, values and philosophy to work with diverse populations in fields of the helping professions. |
| PSCN6 | Successful completion of this course will enable students to complete a standardized chart utilized in a mental health clinic. |
| PSYC1 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC1 | Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology |
| PSYC10 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC12 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC15 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC16 | Students will be able to compose a position paper to argue one side of a controversial issue related to drug use and abuse. |
| PSYC2 | Students must devise a research study and write up the results using APA format. |
| PSYC2 | Appropriately use and explain the principles of ethical research in designing a research study. |
| PSYC20 | Compose a position paper to argue a viewpoint on a controversial issue in drug use or regulation. |
| PSYC20 | Evaluate quality of evidence supporting an argument by examining assumptions, emotional appeals, and scientific evidence. |
| PSYC29 | Describe research project in writing using the format of the APA. |
| PSYC3 | Students will be able to compose an essay to explain a psychological theory. |
| PSYC4 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC4 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC6 | Students will be able to compose an essay to explain a psychological theory or concept. |
| PSYC6 | Students will be able to compose an essay to explain a psychological theory or concept. |
| RECL71L | Students will have an understanding of what is required to go on a backpack trip, including: selection and proper use of backpacking equipment, orienteering skills used in backpacking, first aid and safety applications, and the backpacker's responsibility to rules, regulations, and care of the environment associated with wilderness areas. |
| RELS1 | use the analytical methods discussed in class to evaluate, categorize, and explain new religious movements |

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| RELS11 | effectively map the historical elements of Islam to practices and beliefs of contemporary Muslim communities |
| SOC1 | Produce a document that connects social research methods to social theory |
| SOC1 | Apply social theory to world events |
| SOC1 | Outline multiple social theories |
| SOC11 | Outline multiple gender theories |
| SOC11 | Produce a document that connects sociological research methods to gender theory |
| SOC11 | Apply gender theory to current gender practices |
| SOC3 | Outline multiple ethnicity theories - to accurately explain how we socially construct race and ethnicity |
| SOC3 | Apply ethnicity theory to current or historical ethnic group relations |
| SOC3 | Produce a document that connects sociological research methods to ethnicity theory. |
| SOC4 | Outline multiple family theories |
| SOC4 | Produce a document that connects sociological research methods to family theory. |
| SOC4 | Apply family theory to changing family structures. |
| SOC5 | Students who successfully complete SOC 5 should be able to outline world systems theory and explain how it impacts global markets. |
| SOC5 | Students who successfully complete SOC 5 should be able to give concrete examples of the various ways that culture is globalized. |
| SOC5 | Students who successfully complete SOC 5 should be able to analyze a current event using a variety of international news sources. |
| SOC6 | Produce a document which connects sociological research methods to social theory |
| SOC6 | Apply social theory to current social problems |
| SOC6 | Outline multiple social theories |
| SOC7 | Outline multiple sexuality theories |
| SOC7 | Produce a document which connects sociological research methods to sexuality theory |
| SOC7 | Apply sexual theories to current sexual practices |
| SPAN1A | By mid-semester students will compose a present-tense paragraph using "ar", "er", and "ir" verbs. The paragraph will contain an introductory sentence, four to five supporting sentences and a concluding sentence. |
| SPAN1B | By mid-semester students will successfully research and compose a past tense paragraph about a famous Spanish-speaker. The paragraph will contain an introductory sentence, 8-10 supporting sentences and a concluding sentence. |
| SPAN2A | By mid-semester students will successfully research and compose a six-paragraph essay in Spanish. |
| SPCH1 | Deliver an organized speech. |
| SPCH10 | Comprehend Interpersonal Needs Theory |
| SPCH11 | Demonstrate an Understanding of a Culture other than your Own. |
| SPCH2A | Perform a Selection of Literature Aloud. |
| SPCH46 | Develop and Deliver an Argument in Extemporaneous Speaking Mode. |
| SPCH48 | Participate at a Forensics Tournament. |
| SPCH48 | Participate in at least 3 speech related activities. |
| SPCH5 | Create a Readers Theater Compilation Script. |
| THEA10 | List and explain Aristotle's six elements of drama as expressed and produced in a particular play or musical. |
| THEA11 | Compare and contrast the stage and film versions of the same play or musical |
| THEA12 | Evaluate and critique a film using concepts and vocabulary from the course |
| THEA14 | Articulate their personal response to a live theater performance using proper theater terminology and concepts |
| THEA1A | Perform a scripted scene with a partner before a live audience |
| THEA1A | Perform a short monologue at an audition |

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| THEA1A | Participate with creativity and confidence in group theater games and improvisations |
| THEA1A | Write a character and play analysis based on reading of the play from which an acting scene has been taken |
| THEA1A | Write a critique of a live theatrical performance. |
| THEA1A | Speak and write constructive criticism of acting by other students |
| THEA1B | Research, rehearse and present a four minute Shakespearean scene in front of an audience |
| THEA3 | Participate with creativity, confidence and co-operation in group improvisations and theater games |
| THEA30 | Direct a production of a short one act play - including play selection, casting, blocking, actor coaching and design coordination. |
| THEA39 | Research and analyze the character, scene, song and show of a performed musical theater duet. |
| THEA4 | List and describe Aristotle's six elements of drama and explain their expression and relative importance in a particular theatrical production. |
| THEA40 | Research, imagine and design a setting for a play or musical for production in the Las Positas College Theater |
| THEA41 | Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical. |
| THEA46 | Create and maintain a production book for a theatrical production - including script with accurate blocking, schedules, contact sheets and other show materials |
| THEA47 | Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical |
| THEA48 | Serve as a member of the running crew of a play or musical |
| THEA5 | Create and perform a characterization that is believable, accurate, consistent and energized in a children's theater production. |
| TUTR17 | Students will be able to organize a tutoring session by determining a student's needs and setting session goals |
| TUTR29 | Students will apply tutoring techniques relevant to the tutoring experience, including problem-solving, critical thinking, and subject-specific applications. |
| VCOM153 | Students who successfully complete VCOM 153 should be able to use Photoshop at the beginning industry-standard level to create illustrative images. |
| VCOM154 | Students who successfully complete VCOM 154 should be able to use Illustrator at the beginning industry-standard level to create illustrative images. |
| VCOM155 | Students who successfully complete VCOM 155 should be able to use Dreamweaver at the beginning industry-standard level to create user-friendly and aesthetically-pleasing websites . |
| VCOM158 | Students who successfully complete VCOM 158 should be able to use Photoshop at the intermediate- to advanced industry-standard level to create and manipulate images. |
| VCOM159 | Students who successfully complete VCOM 159 should be able to use Illustrator at the intermediate- to advanced industry-standard level to create illustrative images. |
| VCOM162 | Students who successfully complete VCOM 162 should be able to use Dreamweaver at the intermediate- to advanced industry-standard level to create and manipulate user-friendly, aesthetically pleasing websites. |
| VCOM163 | Students who successfully complete VCOM 163 should be able to use Dreamweaver and Flash at the most advanced industry-standard level to create web sites that show an excellent understanding of design principles and that fully take into account the needs of the client and the end user. |
| VCOM164 | Students who successfully complete VCOM 164 should be able to use InDesign at the at the most basic- to intermediate- industry-standard level to create multiple page documents that show an understanding of layout and design principles and that take into account the needs of the client and the end user. |

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| VCOM165 | Students who successfully complete VCOM 165 should be able to use all Adobe Creative Suite software at the advanced industry-standard level to create files ready for press. |
| VCOM29 | Students will work independently to acquire new knowledge outside of the scope of regular visual communications offerings. |
| VCOM48 | A student who successfully completes VCOM 48 should be able to use the design studio to create and save work at the beginning level of industry-standards. |
| VCOM50 | Concept, idea, visualization Understand design as a visual language that is built on fundamental principles and elements 1. Select typefaces appropriate to a project's design and communication goals 2. Work with a variety of high-contrast visual relationships 3. Use type as shape. |
| VCOM50 | Composition and design Explain how design decisions using the following primary principles of unity, variety, hierarchy, dominance and proportion affect design composition as a whole and how supporting principles of scale, emphasis, balance, rhythm, movement, proximity and repetition affect internal relationships of elements within composition. Describe uses of design elements shape, space, line, size, color, texture and typography as compositional content |
| VCOM50 | Technical Overall craft 1. Improve technical skills to work with fonts, repetition, scaling changes, proximity, quantity, motif and color palette - B&W 2. Improve hand skills with a studio knife, straight edge, measuring and cutting. 3. Improve ability to select appropriate typefaces to achieve the best visual relationships |
| VCOM51 | A student who successfully completes VCOM 51 should be able to make compositional decisions using color as the main design element by selecting colors appropriate to a project's design and communication goals. |
| VCOM52 | Concept, idea, visualization Make compositional decisions using letterforms as design elements 1. Select typefaces appropriate to a project's design and communication goals 2. Work with a variety of high-contrast visual relationships 3. Use type as shape. |
| VCOM53 | A student who successfully completes VCOM 53 should be able to use Photoshop tools at the most basic level to create and manipulate images. |
| VCOM54 | Students who successfully complete VCOM 54 should be able to use Illustrator at the most basic level to create illustrations and simple graphic designs. |
| VCOM55 | Students who successfully complete VCOM 55 should be able to use Dreamweaver at the most basic level to create a 5-page web site that shows good use of design principles and takes into account the needs of the end user. |
| VCOM56 | Students who successfully complete VCOM 56 should be able to demonstrate visual literacy and technical competence in creating 2- and 3-D graphic design work developed with digital software. |
| VCOM57 | A student who successfully completes VCOM 57 should be able to demonstrate a sophisticated level of visual literacy and technical competence in creating client-based graphic design work developed with digital software. |
| VCOM58 | Students who successfully complete VCOM 58 should be able to use Photoshop at the intermediate- to advanced industry-standard level to create and manipulate images. |
| VCOM62 | Students who successfully complete VCOM 62 should be able to use Dreamweaver at the intermediate- and Flash at the beginning industry-standard level to create web sites that show an understanding of design principles and that take into account the needs of the client and the end user. |
| VCOM63 | Students who successfully complete VCOM 63 should be able to use Dreamweaver and Flash at the most advanced industry-standard level to create web sites that show an excellent understanding of design principles and that fully take into account the needs of the client and the end user. |

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| VCOM64 | Students who successfully complete VCOM 64 should be able to use InDesign at the at the most basic- to intermediate- industry-standard level to create multiple page documents that show an understanding of layout and design principles and that take into account the needs of the client and the end user. |
| VCOM65 | Students who successfully complete VCOM 65 should be able to use InDesign, Illustrator and Photoshop at the most advanced industry-standard level to preproof work for print production taking into account all aspects of color management, layout and design principles and the needs of the client and the end user. |
| VCOM65IN | Students who successfully complete VCOM 65IN should demonstrate the ability to create and bring through the production and post production stages several kinds of print work developed to client and industry standards. |
| VWT14 | Student will be able to identify the external, structural components of a grape vine |
| VWT25 | the student will be able to OBJECTIVELY describe a wine's qualities |
| VWT31 | Student will identify the external structural components of a grape vine |
| VWT32 | student will be able to identify the structural components of a grapevine |
| VWT44 | Successful completion of VWT 44 will enable student to differentiate between old & new world wines. |
| WELD62A | Demonstrate knowledge of GTAW essential torch components |
| WELD62AL | Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GTAW |
| WELD62B | Demonstrate knowledge of the American Welding Society GMAW steel electrode numbering system |
| WELD62BL | Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GTAW |
| WELD67A | Demonstrates achievement of self directed skills goals |
| WELD67B | Demonstrates achievement of self directed skills goals |
| WELD68 | Demonstrates achievement of welding certification preparation skills goals |
| WELD70 | Identify welding electrodes used for common industrial welding processes/applications |
| WELD71 | Identify common metals used for creating metal sculpture |
| WEXP95 | Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor. |
| WEXP96 | Develop an understanding of employer expectations, job requirements and career opportunities. |
| ZOOL1 | Student will prepare, label, correctly identify, and reference the taxonomic orders of different adult insect species |
| ZOOL1 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| ZOOL9 | Develop and apply field techniques to animal behavior study |

Student Services

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| Identify and articulate functional limitations of disability |
| Describe and adjust self-image |
| Construct and demonstrate self-advocacy strategies |
| Demonstrate and defend rights |
| Test |
| Students complete Work-in-Progress form |
| Students will demonstrate ability to successfully integrate into Las Positas College by assessing services provided by the International Student Office and through other resources available on the LPC campus. |
| Associated Students of Las Positas College will demonstrate the ability to effectively conduct and participate in productive meetings, and will exhibit the ability to engage in meaningful debate and discussion. |

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| 1. Student will be able to develop and set a realistic and manageable plan to reach his or her education/career goal. |
| Identify and articulate nature of disability. |
| Students will be able to identify specific learning strategies through interaction with a tutor |
| 2. Students who complete a Student Education Plan - SEP - with a counselor will demonstrate the ability to execute the SEP. |
| Identify strategies addressing functional limitations |
| Students who meet with a Transfer Center counselor during the first semester of LPC enrollment will demonstrate "transfer readiness" by the end of the sixth semester of enrollment. |
| Students will learn and interpret the requirements of the Financial Aid Satisfactory Progress Policy |
| Student has the ability to clarify their educational and career goals. |
| Students demonstrate knowledge of student services. |
| International students will comply with the TB screening requirement. |
| By the end of the appointment, the students treated for an illness will be able to state their diagnosis and planned course of treatment. |
| Students complete at least two visits with EOPS counselors and one with other EOPS staff per semester. |
| The students who regularly receive tutoring in the Las Positas College Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience. |
| Students access Meal Card Program. |
| Students access transportation assistance - gas cards or bus passes. |
| Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 status. |
| Student Club Training: Ability to understand and follow college activity/event procedures and accounting practices. |
| CalWORKs students will independently navigate their CalWORKs County responsibilities. |
| Students will identify supportive resources for creating and initiating student clubs that represent the diversity, social, political and cultural interests of the college community. |
| Demonstrate familiarity with assistive technology |
| Students will be able to independently register for classes via Class-Web |
| Students will successfully manage personal finances |
| Students will learn to use online services to successfully navigate through the financial aid process. |
| Student is able to identify needs, determine resources and access appropriate services. |

Updated: November 3, 2008