

LPC Student Learning Outcomes

The following list contains all of the Student Learning Outcomes written by LPC faculty through March 28, 2012. The SLOs are listed in alphabetical order by course. Student Services SLOs follow the course list.

| | |
|------|--|
| AJ29 | At the end of this course of independent study, the student will be able to demonstrate a working knowledge of one or more sub-components of the American justice system and be able to explain that knowledge in greater depth than a student in a regular AJ class. |
| AJ50 | The student will be able to identify and explain the major components and sub-components of the American justice system. |
| AJ54 | the student will: Demonstrate the ability to take field and interview notes to complete a report; Explain the basic steps of interviewing a victim, witness and suspect and successfully write a preliminary investigative report based upon a given scenario. |
| AJ54 | Identify the correct crime codes and elements of an offense/incident under investigation; Explain the legal requirements of police reports Organize and write a crime report; Understand and explain the importance of the police report in courtroom testimony; |
| AJ55 | The student will explain how correctional agencies fulfill the mission of protecting society; describe the unique problems faced with incarcerating female prisoners and juvenile, special need offenders and death row inmates; Explain the differences between the federal and state prison systems and the differences between a prison and a jail. |
| AJ60 | At the end of this course, the student will be able to: Identify the origins and foundational concepts of civil and criminal law; understand how laws are developed and modified and; be able to identify the primary sources on which the law is based. |
| AJ60 | The student will be able to identify the elements of more common offenses as codified in the California Penal Code. |
| AJ61 | At the end of the course, the student will be able to identify the rules of evidence pursuant to the California Evidence Code. |
| AJ61 | At the end of the course, the student will be able to, demonstrate an understanding of the Federal Rules of Evidence and explain the basics of the rules of search and seizure. |
| AJ62 | The student will be able to compare and contrast the different groups that comprise the American justice system. They will be able to identify and explain each sub-group, its roles and responsibilities within the justice system and its connection to each of the other subgroups. |
| AJ63 | At the end of this course, the student will be able to: Demonstrate the ability to conduct a preliminary criminal investigation; conduct a preliminary interview/interrogation; perform a basic crime scene search and; identify the applicable investigative resources. |
| 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. |
| AJ68 | Upon completion of this course, the student will have a working understanding and be able to demonstrate the purpose of good leadership and the importance of sound ethical decision making in a law enforcement agency and the individual officer. |
| AJ69 | At the end of this course, the student will be able to: discuss and evaluate the historical, societal, and cultural issues of sexual assault and rape; identify and define the legal elements of different sexual assaults; explain human behavior as it relates to sex crimes; appraise the theoretical causes of sexual assault; discuss techniques of prevention in sexual crimes. |
| AJ70 | At the end of this course, the student will be able to: Identify the structure of the police organization and its impact on officer behavior, community relations programs and community members. |
| AJ70 | The student will be able to describe the structure and various cultures of a community, including special populations and subcultures and how to effectively communicate with each group. |
| AJ71 | Upon completion of this course, the student should be able to discuss the historical background of drug use and the evolution of drug enforcement. |
| AJ71 | The student will be able to explain the basic legal definitions of drug laws and describe specific California Penal Code and U.S. Code sections pertaining to drug enforcement. |
| AJ74 | At the end of this course, the student will be able to explain the legal definition of a gang. |
| AJ79 | The student will be able to: Understand the legal definitions of homicide and murder; Distinguish the signs associated with homicide, suicide, accidental deaths and deaths from natural causes. |
| AJ9905 | At the end of this course, the student will be able to demonstrate a level of competency in the safe handling and use of the patrol rifle, as defined by current case law and the RTC firearm qualification standards and understand the current laws and liability issues of patrol rifle usage. |
| AJ9961 | The student will demonstrate the proper building search techniques. |
| AJ9961 | The student will demonstrate the proper techniques for weapon take away with handguns and long guns. |
| AJ9969 | At the end of the course, the student will have demonstrated the requirements to become a California POST certified firearms instructor. |
| AJ9979 | At the end of this course, the student will be able to explain and demonstrate the safe handling of a bicycle modified for police patrol. |
| AJ9980 | Upon completion of the course, the student will be able to show proficiency in the application of rules of engagement in critical incidents and demonstrate demonstrate tactical skills in sniping and field craft. |
| AJ9982 | Upon completion of the course, the student will be able to describe effective techniques of instruction using the patrol rifle and demonstrate position shooting, including low-light operations. |
| AJ9983 | Pass an FBI approved course of fire with a score of 85% or above. |

| | |
|--------|---|
| AJ9983 | explain the role of the Sniper/Observer in SWAT operations; complete a mission analysis and deployment at a crisis site; diagram a crisis site; conduct an emergency assault operation, which involves a sniper/observer; explain civil liability, rules of engagement and deadly force policy; explain concealment techniques; demonstrate knowledge of report procedures for field exercises and actual operations; return to his department and supervise field exercises involving the sniper/observer. |
| AJ9987 | Upon successful completion of this course, the student will be able to perform as a SWAT team member with a law enforcement agency. |
| AJ9995 | At the end of this course, the student will be able to demonstrate a level of competency in the safe handling and use of the patrol rifle, as defined by current case law and the RTC firearm qualification standards and understand the current laws and liability issues of patrol rifle usage. |
| AJ9997 | Upon completion of this course, the student will be able to assume the duties of a basically trained California peace officer and be eligible for duty as a probationary peace officer. |
| AJ9998 | Upon completion of the course, the student will be able to demonstrate the application of leadership theories in given law enforcement situations. |
| 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 explain Charles Darwin's theory of natural selection through the use of relevant concepts including fitness, selective pressure and differential reproductive success. |
| ANTH1 | Successful completion of ANTH 1 will enable a student to differentiate and identify fossil hominid species based on typical anatomical characteristics. |
| ANTH1 | Successful completion of ANTH 1 will enable a student to deconstruct the biological concept of "race." |
| ANTH12 | Successful completion of ANTH 12 will enable a student to interpret ritual practices from various anthropological/theoretical perspectives. |
| ANTH13 | Successful completion of ANTH 13 will enable a student to analyze human bones for identification of sex, ancestry, age, trauma and stature. |
| ANTH1L | Successful completion of ANTH 1L will enable a student to apply the scientific method to research in anthropology. |
| ANTH1L | Successful completion of Anth 1L will enable a student to identify fossil hominid species including osteological adaptations. |
| 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. |
| ANTH4 | Students who successfully complete ANTH 4 will be able to describe the the dynamic relationships between language, social context, thought, and cultural norms. |

| | |
|----------|---|
| 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 |
| ARHS4 | Identify the works of art by their technical processes. |
| ARHS4 | Interpret the various ways in which works of art have been used as vehicles of expression. |
| ARHS4 | Identify the overall evolution of the period. |
| ARHS5 | Identify the works of art by their technical processes. |
| ARHS5 | Interpret the various ways in which works of art have been used as vehicles of expression. |
| ARHS5 | Identify the overall evolution of the period. |
| ART12A | Illustrate and apply the dynamics of composition. |
| ART12A | Illustrate and apply glazing techniques of painting |
| ART2A | Illustrate and apply the dynamics of drawing skill |
| ART2A | Illustrate and apply the dynamics of composition. |
| ART2B | Illustrate and apply the dynamics of drawing skill |
| 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. |
| ARTS12A | Illustrate and apply the dynamics of composition. |
| ARTS12A | Illustrate and apply glazing techniques of painting |
| ARTS12B | Illustrate and apply principles of color theory. |
| ARTS12B | Illustrate and apply glazing techniques of painting. |
| ARTS12C | Illustrate and apply glazing techniques of painting. |
| ARTS12D | Illustrate and apply glazing techniques of painting. |
| ARTS13A | Illustrate and apply the dynamics of composition. |
| ARTS13A | Illustrate and apply glazing techniques of painting. |
| ARTS13A | Illustrate and apply principles of color theory. |
| ARTS13B | Illustrate and apply the dynamics of composition. |
| ARTS13B | Illustrate and apply principles of color theory. |
| ARTS13B | Illustrate and apply glazing techniques of painting. |
| ARTS13C | Illustrate and apply glazing techniques of painting. |
| ARTS13D | Illustrate and apply glazing techniques of painting. |
| ARTS2A | Illustrate and apply the dynamics of drawing skill |
| ARTS2A | Illustrate and apply the dynamics of composition. |
| ARTS2B | Illustrate and apply principles of color theory. |
| ARTS3A | Illustrate and apply the dynamics of composition. |
| ARTS3A | Illustrate and apply the dynamics of drawing skill |
| ARTS3B | Illustrate and apply the dynamics of composition. |
| ARTS3B | Illustrate and apply the dynamics of drawing skill |
| ARTS3C | Illustrate and apply the dynamics of composition. |

| | |
|---------|--|
| ARTS3C | Illustrate and apply the dynamics of drawing skill |
| ARTS3C | Illustrate and apply principles of color theory. |
| ARTS3D | Illustrate and apply principles of color theory. |
| ASL1A | By mid-semester students will be able to properly respond in American Sign Language to simple questions about self and surroundings. |
| ASTR10 | demonstrate understanding of distances and time scales in the solar system and the cosmos, differentiate between astronomical science and other systems of thought, and understand basic concepts of planetary science |
| ASTR10 | Differentiate between basic planetary types and demonstrate understanding of the processes responsible for their formation. |
| ASTR10 | uses key ideas about the nature of the cosmos to differentiate between astronomical science and other systems of thought. |
| 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 | Apply Safety Precautions in Shop Lab Exercises |
| AUTO55 | Identify major automobile powertrain components. |
| AUTO56 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO56 | Use time in an efficient manner. |
| AUTO56 | Collect Powertrain data and compare to known good. |
| AUTO60A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO60A | Identify and describe different electrical schematic icons. |
| AUTO60A | Test battery, charging systems, starting systems and analyze results. |
| AUTO60B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO60B | Read Schematics to diagnose electrical problem. |
| AUTO60B | Use an oscilloscope to monitor powertrain failures. |
| AUTO61A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO61A | Analyze different fuel systems and distinguish differences. |
| AUTO61A | Obtain and interpret powertrain related scan tool data. |
| AUTO61B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO61B | Collect Powertrain data and compare to known good. |
| AUTO61B | Obtain and interpret powertrain related scan tool data. |
| AUTO62 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO62 | Identify and judge HVAC performance. |
| AUTO62 | Obtain and interpret body related scan tool data. |
| AUTO64 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO64 | Draw a CVT |
| AUTO65 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO65 | Identify different braking systems. |
| AUTO65 | Obtain and interpret chassis related scan tool data. |
| AUTO66 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO66 | Identify and judge suspension performance. |
| AUTO66 | Obtain and interpret chassis related scan tool data. |
| AUTO67A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO67A | Use an oscilloscope to monitor powertrain failures. |

| | |
|---|---|
| AUTO67A | Obtain and interpret powertrain related scan tool data. |
| AUTO67B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO67B | Use an oscilloscope to monitor communication failures. |
| AUTO67B | Obtain and interpret powertrain related scan tool data. |
| AUTO69 | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO69 | Use a scanner to bi-directionally control the EGR Valve |
| AUTO70A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO70A | Read and interpret latest version of Smog Check Manual |
| AUTO70B | Student should be able to complete a complete dyno drive |
| AUTO70B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO71A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO71A | Read schematics to diagnose and electrical problem |
| AUTO71B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO71B | Analyze different fuel systems and distinguish differences |
| AUTO71C | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO71C | Use an oscilloscope to monitor communication failures |
| AUTO72A | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO72A | Collect Powertrain data and compare to known good. |
| AUTO72A | Obtain and interpret powertrain related scan tool data. |
| AUTO72B | Apply Safety Precautions in Shop Lab Exercises. |
| AUTO72B | Collect Powertrain data and compare to known good. |
| AUTO72B | Obtain and interpret powertrain related scan tool data. |
| AUTO9973 | Use time in an efficient manner. |
| AUTO9975 | Draw the workings of a CVT |
| AWS Flux Cor: Demonstrate knowledge of the American Welding Society | |
| BIOL1 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| BIOL1 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL1 | Students will conduct an independent research project and write a scientific report analyzing the results. |
| BIOL10 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| 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 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| BIOL31 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL5 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |

| | |
|--------|---|
| BIOL5 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BIOL50 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| BIOL50 | Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses. |
| BOTN1 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| 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. |
| BUSN18 | Formulate legal conclusions based on sound legal reasoning. |
| BUSN18 | Compare and contrast alternative legal theories as they apply to a particular fact situation. |
| BUSN18 | Critique legal decisions made by the courts. |
| 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. |
| BUSN20 | Evaluate the dynamics behind multinational enterprises. |
| BUSN20 | Analyze investment opportunities in foreign markets. |
| BUSN20 | Compare and contrast the financial implications of international trade. |
| BUSN20 | Describe procedures and documentation necessary to import a product from a foreign country. |
| 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. |
| BUSN30 | Recognize the process for resolving an ethical dilemma. |
| BUSN30 | Examine potential conflicts of interest within an organization which raise ethical considerations. |
| BUSN40 | Successful completion of this course will enable students to analyze the role of business in a market economy. |
| BUSN40 | Assess the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy. |
| BUSN40 | Compare the three primary business formations used by privately held American businesses. |
| BUSN40 | Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production. |

| | |
|---------|--|
| BUSN43 | List and assess the theories of teams and collaboration in the work environment. |
| BUSN43 | Compare and contrast information, persuasive, and entertaining styles of presentations. |
| BUSN43 | Analyze conflict resolution skills. |
| BUSN43 | Identify the appropriate communication format for specific purposes. |
| BUSN47 | Upon successful completion of this course students should be able to identify and give examples of the primary supervisory management functions. |
| BUSN47 | Upon successful completion of this course students should be able to identify and give examples of supervisory management skills. |
| BUSN47 | Upon successful completion of this course students should be able to summarize the role of ethics in supervisory management. |
| BUSN47 | Upon successful completion of this course students should be able to assess appropriate leadership style. |
| BUSN47 | Upon successful completion of this course students should be able to evaluate effective supervisory management functions and skills. |
| BUSN47 | Upon successful completion of this course students should be able to evaluate effective supervisory management qualities. |
| BUSN47 | Upon successful completion of this course students should be able to evaluate case studies and decide upon actions to improve communication. |
| BUSN48 | Compare and contrast the concepts of work, worth and leisure in the United States. |
| BUSN48 | Evaluate organizational strategies of motivation. |
| BUSN48 | Analyze the primary leadership styles. |
| BUSN48 | Describe the characteristics of change. |
| 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. |
| BUSN52 | Evaluate barriers that prevent the transfer of meaning. |
| BUSN52 | Compare and contrast the organizational theories of communication. |
| BUSN52 | Analyze obstacles to cross-cultural communication. |
| BUSN52 | Describe the basics factors of non-verbal communication. |
| 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. |
| BUSN53 | Evaluate communication problems and formulate appropriate solutions. |
| BUSN53 | Recognize grammatically correct correspondence, both incoming and outgoing. |
| 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. |
| BUSN56 | Identify the roles managers play in organizations. |
| BUSN56 | Compare and contrast the primary managerial functions. |
| BUSN56 | Analyze the control function of management. |
| BUSN56 | Describe the primary state laws that govern managerial decisions. |
| BUSN58 | List the advantages and disadvantages of small business ownership. |
| BUSN58 | Analyze the financial requirements for starting a business. |
| BUSN58 | Compare and contrast the legal formation options for small businesses. |

| | |
|----------|--|
| BUSN58 | Discuss a marketing strategy for a small business launch. |
| BUSN61 | Upon successful completion of this course, students will be able to: 1 Complete end-of-period accounting procedures 2 Record depreciation and enter the adjusting entries required for accrual-basis accounting 3 Record owner's equity transactions 4 Correctly reconcile the bank statement |
| BUSN63 | Upon completion of this course students should be able to: 1. Calculate Federal and State income tax withholding for employees using form W4 2. Calculate net pay 3. Record journal entry for recording payroll and payroll tax expense 4. Update T accounts 5. Prepare and file payroll tax returns |
| BUSN65 | Upon successful completion of this course, students will be able to: 1 Explain and use the expanded income tax formula to determine a tax liability or refund. 2 Identify and explain the general dependency tests as well as the tests for a dependent child and dependent relative. 3 Describe the differences between an average and marginal tax rate. |
| BUSN74 | Successful completion of this course will enable students to identify and describe effective telephone etiquette |
| 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'. |
| BUSN88 | Describe the process of human resources planning. |
| BUSN88 | Analyze the typical non-exempt compensation strategies. |
| BUSN88 | Compare and contrast workplace security options. |
| BUSN88 | Discuss the role of unions in employee relations. |
| 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. |

| | |
|----------|---|
| BUSN9950 | Upon successful completion of this course, students will be able to: 1. Correctly calculate taxable income using the tax formula and an individual's income tax data. 2. Continue with the tax formula to correctly calculate amount owed or refund to be received. |
| 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. |
| 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 | What percentile did the student achieve on the ACS standardized First semester of general chemistry test compared to the national average. |
| 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 |
| CHEM1A | How well do the the students understand the first 3 chapters of the general chemistry text. |
| 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 |
| CHEM1B | What percentile did the student fall in for the ACS standardized general chemistry 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 |
| CIS43 | Demonstrate clear, compelling, analytical, and concise writing |
| CIS46 | construct small programs using various elements: such as variables, conditionals, loops, functions |
| CIS48 | construct small programs using various elements: such as variables, conditionals, loops, functions |
| CIS50 | CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials. |
| CIS54 | create and print charts from spreadsheet data. |
| CIS55 | create a slide presentation containing text formatting, graphic images, a linked spreadsheet object. |
| CIS55 | create a spreadsheet with text, values and at least two formulas. |
| CIS55B | demonstrate the ability to create complex word processing documents using advanced text and document formatting, special functions, and save, print, and retrieve document functions |
| CIS55D | create spreadsheets with Google Docs, Microsoft Web Apps |
| CIS57 | create a table in a database; include with at least three fields using different field types. |
| CIS57 | At the completion of this course, a student will be able to query a table to create a subset of data based on a defined criteria. |
| CIS57 | At the completion of this course, a student will be able to produce a printed report based on a subset of data. |
| CIS59A | create basic web pages using hypertext links to other URLs, insert graphic images; change and modify fonts and colors for the web page text, insert basic sound capability |
| CIS59B | Create webpage with various controls in JavaScript such as push buttons, pull down menus lists, tests boxes, radio buttons, checkbox buttons |
| CIS59C | incorporate interactive JavaScript and Ajax elements into web pages |
| CIS60 | At the completion of this course, a student will be able to create survey questions to identify client requirements. |
| CIS65 | Installing Desktop Operating Systems |
| CIS66 | Set up a home or business network. |

| | |
|---------|---|
| CIS68 | use Visual Basic IDE feature to create programs |
| CIS70 | Use software tools to create a project plan, add tasks, organize and link tasks |
| CIS71 | Students will be assessed and placed into the appropriate keyboarding module based on their current keyboard skill. |
| CIS71A | demonstrate a proficiency of 20 gwam on a 1-minute write with 1 or fewer errors |
| CIS71B | Successful completion of this course will enable student to demonstrate a proficiency of 25 gwam on a 3-minute write with 3 or fewer errors |
| CIS71C | Successful completion of this course will enable student to demonstrate a proficiency of 35 gwam on a 5-minute write with 5 or fewer errors |
| CIS71D | At the completion of this course, students will demonstrated an increase in their initial gwam speed by at least 10 words. |
| CIS71E | Students who successfully complete this course will demonstrate a proficiency of a minimum of 45 gwam on a 5-minute write with 5 or fewer errors |
| CIS72A | Successful completion of this course will enable students to utilize a database application to enter, edit, find, sort, and delete records and to create queries and reports, including mailing labels. |
| CIS72B | Successful completion of this course will enable students to embed and link data stored in an Excel worksheet into a Word document. |
| CIS73A | Successful completion of this course will enable students to key numeric data using the numeric keypad at a minimum rate of 90 strokes per minute with 98 percent accuracy. |
| CIS75 | Upon successful completion of this course, students will be able to demonstrate effective and efficient telephone techniques for answer phones, taking messages, and assisting customers in a business environment. |
| CIS77 | practice virtual communications skills through email, website construction, chats, online conferencing |
| CIS79 | identify and describe medical ethics |
| CIS8 | Basic text formatting and editing skills with Word, including the cut, copy, and paste commands |
| CIS84 | Successful completion of this course will enable students to copy, move, delete files and folders using My Computer icon and the Windows Explorer program. |
| CIS85A | using Dreamweaver incorporate rich media, graphic images, and links into a webpage |
| CIS85B | Using Dreamweaver employ CSS for layout to design web sites |
| CIS88A | Successful completion of this course will enable students to create, save, retrieve, edit and print documents in correct business formats. |
| CIS88B | Successful completion of this course will enable students to format text using columns headers/footers, footnotes/endnotes, styles, and templates. |
| CIS89A | Successful completion of this course will enable students to design, create, and view slide show presentation. |
| CIS89B | Successful completion of this course will enable students to plan, design, create publications using Microsoft Publisher. |
| CIS90 | collaborate, publish, and interact with peers, experts and other audiences using a variety of media and formats |
| CIS9002 | write SQL SELECT statements that display data from single or multiple tables |
| CIS9003 | Use PL/SQL programming constructs and conditionally control code flow |

| | |
|---------|--|
| CIS9102 | demonstrate knowledge of basic data communications components, and demonstrate technical knowledge of the Internet |
| CIS9103 | Add images and graphical formatting to HTML files, and create and edit images and audio |
| CIS9104 | Create Web sites using GUI site development applications like Dreamweaver, Flash, Microsoft Expressions |
| CIS94 | select the appropriate keywords for an Internet search given a problem statement |
| CIS9902 | Students will identify their personal learning goals. |
| CIS9984 | Successful completion of this course will enable students to dictate words, phrases, sentences, and paragraphs to create documents using their voice. |
| CIS9988 | Successful completion of this course will enable students to use Dreamweaver to create and manage a Web site that works well with multiple browsers, platforms, monitor sizes, and bandwidths. |
| CIS9989 | Successful completion of this course will enable students to use Frontpage to create and manage a Web site that works well with multiple browsers, platforms, monitor sizes, and bandwidths |
| CIS9995 | Successful completion of this course will enable students to use spreadsheet software at a basic-level including: entering text and numbers into a given spreadsheet cell; creating spreadsheet formulas combining the appropriate mathematical formulas and/or built-in functions and the appropriate cell references; applying and removing simple cell formatting |
| CIS9996 | At the completion of this course, a student will be able to implement information protection using anti-virus and/or firewall software. |
| CIS9997 | At the completion of this course, a student will be able to define the basic components of a network. |
| CIS9998 | At the completion of this course, a student will be able to create a basic webpage containing hypertext, links and graphic images. |
| CIS9999 | At the completion of this course, a student will be able to create JavaScript behaviors and functions to create dynamics effects that respond to user actions. |
| CNT43 | Demonstrate clear, compelling, analytical, and concise writing |
| CNT50 | Installing Desktop Operating Systems. |
| CNT51A | Computer Repair, with emphasis on hardware |
| CNT51B | A+ CompTIA Elective |
| CNT52 | Set up a home or business network. |
| CNT54 | The student will install, configure and administer a MS Windows Client computer in an enterprise 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 |
| CNT57 | Implement a Windows Active Server directory. |
| CNT62A | Configure a LAN with routing |
| CNT62B | Configure a WAN with routing |
| CNT67 | Create WLAN design criteria |
| CNT68 | Image and examine evidence in a forensically sound manner |
| CNT69 | Evaluate network security risks and responses |

| | |
|---------|---|
| CNT70 | Perform evidence examination and evaluation and present in a standard forensic case report. |
| CNT7401 | Create Linux desktop installation specifications |
| CNT7501 | Report network security analysis observations |
| CNT7502 | Report TCP-IP communication trace analysis |
| CNT7701 | Create virtualisation project design criteria |
| CNT9906 | MCDST Cert. Prep. Supporting Users in a Microsoft Windows XP Environment. |
| CNT9909 | Securing and Hardening Microsoft Windows Computer. |
| CNT9913 | Install, configure and run a Microsoft Small Business Server |
| CS1 | Demonstrate understanding of fundamental syntax and control structures - including variables, arithmetic statements, loops and functions - by proficient interpretation and creation of C++ code. |
| CS2 | Demonstrate intermediate programming skill and understanding of fundamental object-oriented programming concepts by altering and creating C++ programs involving abstract data types |
| CS38 | placeholder Use PERL effectively |
| CS43 | Demonstrate clear, compelling, analytical, and concise writing |
| CS46 | construct small programs using various elements: such as variables, conditionals, loops, functions |
| CS48 | construct small programs using various elements: such as variables, conditionals, loops, functions |
| CS7 | Demonstrate basic understanding of common programming concepts by successfully constructing a small program using variables, conditions and loops. |
| DANC1 | Demonstrate increased technical ability and knowledge regarding alignment, range of motion, strength and flexibility. |
| DANC1 | Develop and appreciate dance as both its physical and artistic forms. |
| DANC1 | Perform basic dance exercises with proper form. |
| DANC5 | Demonstrate the basic choreographic principles used in the designing and presenting of dance compositions |
| DANC5 | Block dance patterns and create unique interpretations of more traditional dance forms |
| DANC5 | Demonstrate the various rhythmic and dance patterns as they apply to selected dance expressions |
| DANC6 | Apply basic choreographic principles in creating and performing artistic compositions |
| DANC6 | Participate in dance performances with a greater knowledge of the process of dance concert preparation and production |
| DANC6 | Successfully perform in a dance piece and/or successfully choreograph a dance piece |
| ECD100 | Demonstrate study skill taught in course |
| ECD1503 | Utilize current curriculum and program information for ECD. |
| ECD40 | Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being |
| ECD50 | Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community. |

| | |
|-------|---|
| 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 | Compare and contrast various theoretical frameworks that relate to the study of human development. |
| ECD51 | Differentiate characteristics of typical and atypical development in the areas of physical, psychosocial, cognitive and language development at the various stages. |
| ECD53 | Articulate regulations, standards, policies and proceduares related to heallth, safety and nutrition in support of young children, teachers and families. |
| ECD54 | Identify health, safety and environmental risks in children's programs. |
| ECD54 | Assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice. |
| ECD56 | Communicate the influence of research and varying theories on the impact of development from birth through adolescence. |
| ECD56 | Students will identify typical and atypical behaviour from conception through adolescence. |
| ECD60 | Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family. |
| ECD62 | Recognize the influence of cultural perspectives on human thought and behavior |
| 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. |
| ECD62 | Analyze one's own values, goals, sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families. |
| 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 utilizes the principles of developmentally appropriate practices. |
| ECD65 | Describe organizational structures in the field of Early Care and Education |
| ECD67 | Articulate responsive, reciprocal and respectful caregiving. |
| ECD68 | Compare and contrast the legal requirements with the ethical aspects of directing staff in an early child development program. |
| ECD69 | Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics. |
| ECD79 | Recognize their own biases |
| ECD79 | Identify the nature and process of systemic oppression, internalized oppression, and pre-prejudice and the relationship to human struggles, civil rights, immigration and the plight of families in America |

| | |
|----------|--|
| ECD79 | Evaluate the impact of personal experiences and social identity on teaching effectiveness. |
| ECD90 | Critically assess one's own teaching experiences to reflect and guide practice. |
| ECD95 | Complete and implement objectives that improves the child learning environment. |
| ECD95 | Students will demonstrate developmentally appropriate practices in their work with young children. |
| ECD96 | Utilize the code of ethics in making appropriate decisions for the children and families. |
| 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. |
| ECON5 | Successful completion of this course will enable students to explain the main themes of the US economic history in a chronological context. |
| 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 |
| ELEC85.4 | Calculate voltages and current in diodes, diodes. rectifiers, zener diodes, regulators and transistors. |
| 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. |
| ELEC85.7 | 85.7 Digital Circuits 2 Measure and troubleshoot decoders, encoders, multiplexers, parity generator/ checker, and MSI |
| ELEC86.1 | ELEC 86.1 Operational Amplifier Fundamentals |
| ELEC86.2 | Elec 86.2 Operational Amplifier Applications, such as filters and integrators. Demonstrating understanding of the above with lab and test. |
| ELEC86.3 | ELEC86.3 - Computer instruction on power supply regulators and IC regulators. |
| ELEC87.1 | Demonstrate ability to compute current and voltage values in network. |
| ELEC87.2 | ELEC 87.2 Transistor Amplifier Circuits - common base, common emitter, common collector, RC coupled, transformer coupled, and direct coupled transistor amplifiers. |

| | |
|----------|---|
| ELEC87.3 | ELEC 87.2 Transistor Amplifier Circuits - Measure and test on common base, common emitter, common collector, RC coupled, transformer coupled, and direct coupled transistor amplifiers. |
| ELEC87.4 | ELEC 87.4 Transistor Feedback Amplifiers - Labs and test on transistor feedback amplifiers. |
| ELEC87.5 | ELEC87.5 Demonstrate understanding, compute electrical values of JFET and MOSFET components. |
| ELEC87.6 | ELEC 87.6 Thyristor and Phase |
| ELEC87.7 | Programming processor by using the manufacturer's instruction set. |
| EMS61 | Student shall successfully pass the "Emergency Medical Responder" written final with a minimum 80% score as per accreditation requirements from ASHI |
| Eng 32 | Student Learning Outcomes for English 32 The student should be able to describe the writing of women authors in relation to and as expressions of cultural and historical influences; read actively and write critically about women's literature, providing extensive textual evidence; synthesize information from primary and secondary researched sources, as well as personal experience, to deepen and broaden interpretation of women's literature. |
| 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. |
| ENG102 | 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 | Students can write a summary that identifies main ideas of a nonfiction article. |
| 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. |
| ENG104 | Students can write an essay that articulates a personal position in response to a prompt. |
| ENG104 | Students can write an essay with a thesis and controlling idea. |
| ENG104 | Students can write an essay without fragments. |

| | |
|---------|---|
| ENG105 | 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 a short story, 7-15 pages that uses dialogue, characterization, point-of-view, plot, description, style, tone and voice to create resonance and meaning. |
| ENG12 | Identify source material for and complete two short stories or novel excerpts of 8 to 20 pages in length and revise these pieces based on useful criticism from the instructor and/or the class, resulting in work that demonstrates an understanding of the elements of fiction |
| ENG12 | Identify the elements of fiction within published and student fiction and critique the strength of the elements toward creating a unified and meaningful story. |
| 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 |
| ENG1502 | Write a unified, multi-paragraph expository essay. |
| ENG1502 | Write in clear and grammatical sentences. |
| ENG1502 | Participate actively and considerately in class discussion of a text |
| 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 | 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: review sources for relevant evidence and arguments; integrate researched material into your own writing with appropriate context, explanation, punctuation and citation; and document sources in an academically responsible way. |

| | |
|--------|--|
| ENG1A2 | 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. |
| 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. |
| 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. |
| ENG29 | Students will work independently to acquire new knowledge outside of the scope of regular mass communications offerings. |
| ENG3 | Develop sophisticated thesis and support it using the interpretation of evidence from literary text |
| 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. |
| 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. |
| 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. |
| ENG44 | Demonstrate ability to select a passage or theme from a literary text and develop a sophisticated response to it that is unified, adequately supported, and synthesized. |
| ENG45 | Students should be able to bring various critical approaches to bear on the interpretation of fiction. |
| ENG45 | Demonstrate ability to create a coherent ten-minute presentation, using audio visual tools and connecting materials to the writers and text. |
| ENG45 | Students should be able to demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development. |

| | |
|---------|---|
| ENG7 | Critical Thinking: Students can identify and explain assumptions [warrants] in a given reading |
| ENG7 | Critical Thinking: Students can identify different types of fallacious arguments. |
| 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 |
| ENG7 | Reading: Through class discussion, written response, or formal essay, students analyze and evaluate readings from academic cultural, and/or disciplinary contexts. |
| 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 | Use technical terms to describe rounded ends of objects, drilled holes of flange, and boss around center hub. |
| ENGR22 | Describe height, width, and depth of objects, relating to similar common shapes |
| 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 | While working in groups, utilize electronic equipment to physically measure and analyze electrical circuits. |
| 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. |
| ENGR46 | Recommend appropriate material |
| 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. |
| 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 |
| ESL120A | Upon completion of this course students should be able to select and use the correct verb tense |
| 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 |
| ESL120B | Upon completion of this course students should be able to select and use the correct verb tense |
| 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 |
| 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. |
| 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 |
| ESL130A | Upon completion of this course students should be able to select and use the correct verb tense |
| 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 |
| ESL130B | Upon completion of the course students should be able to select and use the correct verb tense |
| 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 to produce paragraphs of 8-12 sentences that demonstrate appropriate and coherent writing with the following traits: |
| ESL131B | Students will be able to produce paragraphs of 11-15 sentences that demonstrate appropriate and coherent writing with the following traits: organization, development, and language use. |

| | |
|--------|---|
| ESL133 | Upon completion of this course, students will be able to research and make a five-minute presentation on a new topic. |
| ESL133 | Upon completion of this course, students will be able to comprehend a short lecture on an academic topic. |
| ESL133 | Upon completion of this course, students will be able to demonstrate knowledge of academic vocabulary and expressions. |
| ESL133 | Upon completion of this course, students will be able to take dictation of sentences and questions. |
| ESL133 | Upon completion of this course, students will be able to use the International Phonetic Alphabet |
| ESL133 | By the end of this course, students will be able to distinguish sounds and words that they hear. |
| 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 |
| ESL23 | Upon completion of this course students should be able to select and use the correct verb tense |
| 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 |
| ESL26 | Upon completion of this course students should be able to select, use, and explain the correct verb tense |
| 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. |
| ESL29 | Upon successful completion of this Independent Study, student will show sufficient mastery of equivalent course content through homework, projects, quizzes, and exams. |
| EVST5 | Students must be able to perform and analyze a home Energy Audit. |
| FREN2B | By mid-semester students will deliver an 8-10 minute oral presentation in French accompanied by visual aids. |
| FST50 | Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one |
| FST51 | Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one |
| FST52 | Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion |

| | |
|--------|---|
| FST53 | Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion |
| FST54 | Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion |
| FST55 | Describe the different methods of suppression agent delivery systems to suppress and /or extinguish in portable applications. |
| FST56 | Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion |
| FST65 | Students shall be able to identify all position titles and associated basic responsibilities found within the Incident Command System |
| FST74A | Identify and accurately describe the conditions that define a fire of an incendiary nature |
| FST74A | Identify penal code laws and penalties as associated to arson law. |
| FST86A | Students shall complete a 300 Foot Tulare Hose Evolution within 10 Minutes without critical failure points |
| GEOG1 | Student will increase their ability to identify and label the Four Principal fault types by 1 proficiency level. |
| GEOG1 | With the use of a 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. |
| GEOG1 | Students will increase their knowledge of and ability to diagram and label the General Global Circulation Pattern for atmospheric pressure and wind by one proficiency level. |
| GEOG1 | Successful completion of Geography 1 will allow students to identify the difference between climate and weather. |
| GEOG1 | Students will be able to define 5 different clouds by seeing a photograph or slide of a particular cloud. |
| GEOG12 | Students will be able to identify different California cities, rivers, landforms on a blank map. |
| GEOG15 | Successful completion of Geog 15 will allow the student to produce a printed map which demonstrates the basic concepts of cartographic design. |
| GEOG1L | Students will demonstrate an understanding of concepts, terms, and locations related to the physical geography of California by labeling a map |
| GEOG1L | General terminology |
| GEOG2 | Mastery of the Demographic Transition Model |
| GEOG5 | Be able to locate and label on a map the different countries of the world as discussed in class |
| GEOG8 | Cloud Identification |
| GEOL1 | Introduction to the Earth. Tilt of the earth, cause of the seasons, size of the earth, the basic layers inside the earth, formation of the earth, atmosphere and oceans, introduction to the Geologic Time Scale. |
| 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. |

| | |
|---------|--|
| GEOL1 | To demonstrate a basic knowledge and understanding of the fundamentals of the major plate tectonic environments. |
| GEOL12 | To demonstrate a basic knowledge and understanding of the fundamental physical and chemical properties of seawater |
| GEOL12 | Introduction to the Earth. Tilt of the earth, cause of the seasons, size of the earth, the atmosphere and oceans, along with the basic layers inside the Earth, and an introduction to the Geologic Time Scale. |
| GEOL12 | Introduction to Oceanography |
| 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. |
| GEOL12 | To demonstrate a basic understanding of the geology of the fundamental types of Plate Tectonic environments. |
| GEOL12 | Students will be able to identify Seafloor Sediments, Seawater Chemistry, and Physical Properties of the Ocean. |
| GEOL12L | To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic units and unit conversion. |
| GEOL12L | A basic understanding of Latitude and Longitude |
| GEOL12L | To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic tool 'Latitude and Longitude'. |
| GEOL12L | To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic tool 'Latitude and Longitude'. |
| GEOL1L | To demonstrate a fundamental knowledge of the basic tools used to identify minerals. |
| GEOL1L | To demonstrate a fundamental knowledge of the basic tools used to identify minerals. |
| GEOL1L | Students demonstrate lab skills and testing analysis appropriate for identifying the basic types of Igneous Rocks, along with some review of testing and identification of the basic minerals. |
| 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. |
| GEOL1L | Identify rocks and minerals. |
| 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 | Student recognition and identification of hillside creep. |
| GEOL9 | Demonstrated student comprehension of types of mass wasting |
| GNST21 | Students should be able to successfully work in a team. |
| GNST25 | 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. |
| GNST25 | Students will improve their public speaking skills by learning effective communication strategies. |
| GNST25L | Students will demonstrate dependability and responsibility by consistently attending their required committee meetings and mandatory activities. |

| | |
|--------|---|
| GNST9 | Description and analysis of the student's journey as a scholar. |
| HIST1 | Upon successful completion of this course, a student should be able to use historical sources and critical reasoning to explain/resolve historical problems. |
| HIST14 | Locate, interpret, and analyze various types of historical sources. |
| 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. |
| HIST7 | Locate, interpret, and analyze various types of historical sources |
| HIST8 | Locate, interpret, and analyze various types of historical sources |
| HLTH1 | Successful completion of HLTH 1 will enable a student to locate and evaluate sources in the appropriate database related to their selected topic for individual behavior change. |
| HLTH1 | Demonstrate ability of utilizing MyPyramid.gov Food Tracker database to conduct simple nutrient analysis of two day food record |
| HLTH1 | Fall 2011 SLO Periodical Database: Successful completion of HLTH 1 will enable a student to locate and evaluate sources in the appropriate database related to their selected topic for individual behavior change. |
| HLTH1 | Demonstrate a positive increase in attitude towards personal health self-responsibility. |
| HLTH1 | Demonstrate a positive increase in attitude towards personal health self-responsibility |
| HLTH1 | Fall 2011 SLO Self-responsibility: Demonstrate a positive increase in attitude towards personal health self-responsibility |
| HLTH1 | Successful completion of HLTH 1 will enable a student to apply scientific research to his or her individual behavior change process. |
| HLTH1 | Successful completion of HLTH 1 will enable a student to evaluate the credibility of health information. |
| HLTH3 | Demonstrate ability to identify and discuss sexual rights issues as related to sexual health and responsible sexual behavior |
| HLTH3 | Demonstrate ability to evaluate health-related messages about women in popular media sources |
| HLTH3 | Demonstrate ability to integrate scientific research into her or his behavior change process |
| HLTH3 | Demonstrate ability to locate credible health information |
| HORT50 | Student should demonstrate a clear understanding of the photosynthetic process |
| HORT51 | Student will demonstrate the skill of determining landscape use and ornamental value of trees and shrubs |
| HORT52 | Student will demonstrate knowledge of the propagation, growth, ecology, maintenance, and care of the specific plants reviewed in this course |
| HORT53 | Student will be able to accurately identify common insect, weed pests, and plant diseases |
| HORT54 | Student will demonstrate knowledge of soil amendments, soil substitutes, their use and application |

| | |
|--------|---|
| HORT55 | Student will be able to accurately describe the various specialties within the nursery industry |
| HORT56 | Student will safely demonstrate the proper, safe use and application of tools and equipment used specifically for arboriculture |
| HORT57 | Student will demonstrate how to properly schedule and perform basic landscape turf maintenance tasks such as mowing, edging, nutritional amendments and irrigation system adjustment and monitoring; |
| HORT58 | Student will be able to effectively read landscape construction drawings |
| HORT59 | Student will be able to demonstrate graphics drawing skills for landscape architectural design |
| HORT60 | Student will be able to identify the various tools and materials specific to building a successful, efficient, and sound sprinkler and/or drip irrigation system design |
| HORT62 | Student will be able to determine the landscape use and ornamental value of drought tolerant plant materials |
| HORT63 | Student will be able to describe the benefits of a bio-swale or bio-retention basin and demonstrate the skills which would enable him/her to prepare a design plan for a bio-swale or bio-retention basin |
| HORT64 | Student will demonstrate the knowledge of how to construct beginning floral design shapes |
| HORT65 | Student will be able to accurately identify and proficiently assemble designs using the basic styles of Western design, European design, and modern design |
| HORT66 | Student will demonstrate the knowledge of specific retail aspects of flower shop management covered in the course |
| HORT67 | Student will be able to design an interior plantscape for a residential and a commercial application |
| HORT81 | Student will be able to design and draw up a home landscape design plan |
| 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. |
| HUMN29 | Student fulfilled honors contract |
| 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. |
| HUMN6 | Students will create a project that demonstrates their personal aesthetic of the natural world. |
| HUMN7 | Students will be able to synthesize the main concepts of contemporary humanities. |
| INTD50 | Understand the principles relating to design, spaces, and materials |
| INTD50 | Present accurately drawn floor plans and elevations with space planning criteria |
| INTD50 | Ability to work with clients to respond to their individual needs and requests |
| INTD51 | Demonstrate ability to measure, calculate and draw a room using standard drafting procedures |
| INTD51 | Ability to design a layout - drawing a floorplan based on conceptual bubble diagrams |

| | |
|--------|---|
| INTD51 | Render drawings calculating scale sizes of an elevation |
| 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 | Evaluate existing residential and commercial lighting installations |
| INTD58 | Be able to select appropriate lighting sources for specific uses |
| INTD58 | Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct, indirect. |
| 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 |
| INTD60 | Demonstrate presentation skills with a color board showing materials and citing resources for the "perfect" home |
| INTD61 | Demonstrate the technical ability to create, design, illustrate and produce visual documents ranging from preliminary schematic designs, design concepts, presentation drawings, and working drawings of industry standards with an accepted computer software program through a collaborative process with their own clients and/or Architectural/Interior Design Firm's office standards. |
| INTD61 | Equip students with the knowledge and confidence that they can apply what they have learned from this course to new and updated software programs in future. |
| 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. |
| 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. |
| LIBR8 | Students will develop and refine search strategies to locate appropriate information sources using books; newspaper, magazine and journal databases; special research databases; and websites for an approved topic. |
| LIBR8 | Students will create MLA and APA bibliographies from the appropriate information sources. |
| line quality. | Illustrate and apply the dynamics of drawing skill |
| line quality. | Illustrate and apply the dynamics of drawing skill |
| LRNS116 | Advocate for him/herself with instructors and college personnel regarding needed accommodations and learning considerations |
| LRNS117 | To utilize context clues, word roots, prefixes/suffixes, and other strategies to decode new words |
| LRNS118 | Identify grammatical parts of sentence and describe their role in the sentence |
| LRNS119 | Demonstrate understanding of number sense |
| 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 | Students will be able to identify key differences between College and High School |
| LRNS4950 | Student will be able to identify general education requirements |
| MATH1 | Use a graphing calculator |
| MATH1 | Find the limit of a function as x approaches a value using numerical, graphical and symbolic techniques. |
| MATH1 | Find the derivative of a function involving algebraic and basic trigonometric functions. |
| MATH1 | Construct an optimization model and use it to find the desired quantity. |
| MATH1 | Interpret the derivative of a function based on a given application. |

| | |
|----------|--|
| MATH10 | Represent statements in verbal and symbolic forms. |
| MATH10 | Represent a relation on a finite set using the three representations: as a set of ordered pairs; by giving the rule for the relation; by drawing the directed graph of the relation. |
| MATH10 | Use mathematical reasoning and counting techniques to correctly enumerate the number of ways in which a specified event can occur. |
| MATH10 | Determine whether a relation is an equivalence relation. |
| MATH10 | Create an undirected graph that represents the network of objects in a set and find a minimum spanning tree for the graph. |
| MATH10 | Write coherent formal proofs using principles of logic. |
| MATH107 | Perform order of operations to simplify expressions involving signed integers. |
| MATH107 | Set up and solve applications involving ratios, rates and proportions. |
| MATH107X | Perform order of operations to simplify expressions involving |
| MATH107Y | Perform order of operations to simplify expressions involving signed integers. |
| MATH107Y | Set up and solve applications involving ratios, rates and proportions. |
| MATH2 | Use a graphing calculator |
| MATH2 | Find the interval of convergence for a power series. |
| MATH2 | Integrate a function using Calculus II methods. |
| MATH2 | Solve an applied problem using a definite integral. |
| MATH2 | Communicate results of tests for convergence of infinite series. |
| MATH20 | Find extrema and zeros using a graphing calculator and/or other technology. |
| MATH20 | Find the real zeros of a polynomial function. |
| MATH20 | Model a problem using exponential growth or decay. |
| MATH20 | Describe the main features of the graph a rational function without using a graphing utility. |
| MATH3 | Evaluate a multiple integral. |
| MATH3 | Solve an optimization problem by using the constraint to eliminate a variable and by using the method of LaGrange multipliers. |
| MATH3 | Given an algebraic representation of surface in three variables, sketch the graph in three dimensions, sketch the traces in the coordinate planes. |
| MATH3 | Compute directional derivatives, including the gradient. |
| MATH33 | Use the financial functions on a graphing calculator to answer questions about loans or annuities. |
| MATH33 | Write a system of linear equations and inequalities that represent the relationships between the quantities in a linear programming problem and represent the solution graphically and verbally. |
| MATH33 | Model an applied problem by writing a system of linear inequalities or equalities. |
| MATH33 | Solve a system of linear equations in matrix form by hand |
| MATH33 | Find the probability of an event and explain the meaning of the value found. |
| MATH34 | Graph an elementary function by using the 1st and 2nd derivatives. |
| MATH34 | Write the equation of the tangent line to a curve at a point. |
| MATH34 | Optimization |
| MATH34 | Describe marginal cost, profit, revenue. |
| MATH38 | Analyze an elementary trigonometric function graphically, symbolically and numerically. |
| MATH38 | Solve equations containing trigonometric expressions. |
| MATH38 | Transform trigonometric expressions using basic trigonometric identities. |

| | |
|---------|--|
| MATH38 | Apply trigonometric concepts to solve an application problem. |
| MATH38 | Identify and describe the period, amplitude and phase shift of a trigonometric function |
| MATH42A | Create appropriate graphical representations and numerical representations of data. |
| MATH42A | Use excel to perform the multiple representations assessment. |
| MATH42A | Find the probability of an event using the appropriate techniques. |
| MATH42A | Given a two variable data set, test whether or not the correlation is significant. If so, then fit a linear regression and use it for data prediction. |
| MATH42A | Test an hypothesis about a single population mean. Interpret the results of the hypothesis test in light of the problem. |
| MATH44 | Create appropriate graphical representations and numerical representations of data. |
| MATH44 | Use Excel to perform the multiple representations assessment. |
| MATH44 | Test a hypothesis about a single population mean. Interpret the results of the hypothesis test in light of the problem. |
| MATH44 | Find the probability of an event using the appropriate techniques. |
| MATH44 | Given a two variable data set, test whether or not the correlation is significant. If so, then fit a linear regression and use it for data prediction. |
| MATH45 | Use technology to sketch the graph of a given function. |
| MATH45 | Analyze a rational function symbolically and graphically. |
| MATH45 | Find all roots of a polynomial function. |
| MATH45 | Solve an applied problem using systems of linear equations. |
| MATH45 | Discuss the possible zeros of a polynomial |
| MATH5 | Use a 4th order Runge-Kutta algorithm to solve an equation numerically. |
| MATH5 | Relate 2nd order differential equations to a mass-spring system. |
| MATH5 | Use the method of Laplace transforms to solve differential equations. |
| MATH5 | Interpret the solution of a forced mechanical vibration equation. |
| MATH55 | Construct multiple representations of a function. |
| MATH55 | Identify the domain and range of a given function. |
| MATH55 | Solve an applied problem involving a quadratic function. |
| MATH55 | Explain what a function is. |
| MATH55A | Identify the domain and range of a given function. |
| MATH55A | Construct multiple representations of a function. |
| MATH55A | Explain what a function is. |
| MATH55B | Solve an applied problem involving a quadratic function. |
| MATH55X | Construct multiple representations of a function. |
| MATH55X | Identify the domain and range of a given function. |
| MATH55X | Explain what a function is. |
| MATH55Y | Solve an applied problem involving a quadratic function. |
| MATH55Y | Construct multiple representations of a function. |
| MATH55Y | Identify the domain and range of a given function. |
| MATH55Y | Explain what a function is. |
| MATH65 | Graph the solution set of a given linear equation in two variables using the rectangular coordinate system. |
| MATH65 | Solve a polynomial equation using factoring techniques. |
| MATH65 | Construct a linear model based on a given situation. |

| | |
|---------|--|
| MATH65 | Interpret slope in the context of a problem. |
| | Graph the solution set of a given linear equation in two variables using the rectangular coordinate system. |
| MATH65A | Construct a linear model based on a given situation. |
| MATH65A | Interpret slope in the context of a problem. |
| MATH65B | Solve a polynomial equation using factoring techniques. |
| | Graph the solution set of a given linear equation in two variables using the rectangular coordinate system. |
| MATH65X | Construct a linear model based on a given situation. |
| MATH65X | Interpret slope in the context of a problem. |
| MATH65Y | Solve a polynomial equation using factoring techniques. |
| | Graph the solution set of a given linear equation in two variables using the rectangular coordinate system. |
| MATH65Y | Construct a linear model based on a given situation. |
| MATH65Y | Interpret slope in the context of a problem. |
| MATH7 | Use software to solve a least squares problem. |
| MATH7 | Find a set of linear independent vectors |
| MATH7 | Diagonalize a matrix. |
| | Given a set of objects together with operations of addition and scalar multiplication, determine, using vector space axioms, whether the set constitutes a vector space; give reasons for conclusions. |
| MATH7 | |
| MATH71X | Solve an applied problem involving proportions |
| MATH71X | Set up problems involving ratios, rates and proportions. |
| MATH71Y | Set up problems involving ratios, rates and proportions. |
| MATH71Y | Solve an applied problem involving proportions |
| MATH71Y | Solve problems involving trigonometric ratios. |
| MATH71Y | Solve problems involving right triangles. |

| | |
|--------|---|
| MICR1 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| | Students will be able to explain and demonstrate the theoretical and practical aspects of using a compound microscope to study microorganisms using the oil immersion objective lens. |
| MICR1 | |
| | Successful completion of this course will enable students to explain the marketing concept and how it applies in both for-profit and nonprofit organizations. |
| MKTG50 | List and describe the four Ps of marketing. |
| MKTG50 | Identify the four steps in the market research process. |
| MKTG50 | Evaluate consumer behavior in the consumer decision making process. |
| MKTG56 | Evaluate the impact of global competition on local retail endeavors. |
| MKTG56 | Assess the factors involved in visual merchandising. |
| MKTG56 | Discuss the principles of consumer behavior related to Internet retailing. |
| MKTG56 | Compare and contrast retail promotional strategies. |
| MKTG60 | List the tasks involved in site selection. |
| MKTG60 | Analyze the fundamentals of customer service. |
| MKTG60 | Compare and contrast the primary pricing strategies. |

| | |
|---------|---|
| MKTG60 | Describe the principles of merchandise assortments. |
| MKTG61 | Describe the functions performed by sales people in our economic system. |
| MKTG61 | Identify the consumer's reasoning process when making a buying decision. |
| MKTG61 | Discuss the ethics of selling. |
| MKTG61 | Analyze the techniques of persuasion. |
| MKTG64 | Identify the procedures for developing an advertising campaign. |
| MKTG64 | Analyze appropriate media for various target markets. |
| MKTG64 | Discuss the strengths of a media plan. |
| MKTG64 | Compare and contrast the different types of advertising. |
| 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. |
| MSCM17 | 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. |
| MSCM19 | 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. |
| MSCM29 | Students will work independently and in consultation with the instructor to acquire new knowledge outside of the scope of regular mass communications offerings with an increased degree of proficiency. |
| MSCM31 | Students will be able to analyze the differences between Web 2.0 technologies and traditional forms of mass communication, such as radio, television, and film. |
| MSCM31 | Student will be able to critically analyze the negative and positive impacts of technology on society. |
| MSCM32 | Produce a promotional spot segment in studio. |
| MSCM32 | Produce an interview-story segment in studio. |
| MSCM32L | Students will describe how their organization and management of resources impact the achievement of stated goals. |

| | |
|--------|--|
| MSCM34 | 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. |
| MSCM35 | Students will be able to produce video that presents local news in a professional manner. |
| MSCM5 | 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 |
| MSCM5 | Provide a comparative analysis of how different media outlets cover a single new story. |
| MSCM72 | Demonstrate typology as a method of photographic documentation. |
| MSCM9 | Student will contribute to a student publication, 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. |
| MUS1 | Analyze particular musical works with regard to style and technical elements. |
| MUS10A | By the end of the course, the students will be able to construct a set of three variations from an original or borrowed musical theme. |
| MUS10B | By the end of the semester, the students will be able to construct three different original musical compositions in three different styles: Romantic, Impressionistic and 20th Century. |
| MUS12 | Demonstrate an adherence to recognized standards of professionalism in a rehearsal setting |
| MUS12 | At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. |
| MUS12 | Students will employ group participation, personal growth, and public performance to formulate an individual identity in a musical ensemble. |
| MUS14 | Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting. |
| MUS14 | By the end of the semester, the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. |
| MUS15 | Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting. |
| MUS15 | At the end of the semester, the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor |
| MUS16 | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS16 | At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. |
| MUS20 | Students will be able to perform basic melodies and rhythms. |
| 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. |

| | |
|--------|--|
| MUS23A | Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing. |
| MUS23B | Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing. |
| MUS25 | Students who successfully complete MUS 25 should be able to present new pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer. |
| MUS27 | Students who successfully complete Music 27 should be able to present intermediate pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer. |
| MUS29 | Complete an independent project in music. |
| MUS31 | Perform intermediate pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed. |
| MUS33 | Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing. |
| MUS38 | The student took the required number of lessons, did the required practice and fulfilled the performance requirements. The performance was well prepared |
| MUS39 | Sing a solo from a recommended musical theater repertoire with correct voice production, rhythm, pitches and expressive elements as required for the scene. |
| MUS39 | The students will show through their participation and final performance, their ability to perform in a group, a duet and solo number from a musical theater production. |
| MUS4 | Analyze particular musical works with regard to style, technical elements. |
| MUS4 | Through informed listening and reading, students should be able to apply critical thinking and writing to distinguish the different styles of jazz and its most important pioneers and innovators. |
| MUS4 | Through reading and class discussions, students will be able to compare the parallel political and social climate that has affected jazz's evolution. |
| MUS40 | Participate in a musical performance. |
| MUS42 | Demonstrate an acute awareness of diction in many languages and its effect on the jaw, teeth, tongue, and lips. |
| MUS44 | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS45 | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS45 | At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. |
| MUS46A | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS46A | At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. |
| MUS46B | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |
| MUS46B | At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. |
| MUS47 | Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting. |

| | |
|--------|---|
| MUS47 | By the opening of the musical theater production, the students will show by their performance in the production, their group participation and individual work to make the show a success. |
| MUS47 | By the opening of the musical production, the students will demonstrate the ability to play or sing on pitch in a section and ensemble as directed by a conductor. |
| MUS5 | Analyze particular musical works with regard to style and technical elements. |
| MUS5 | Synthesize factual information and historical evidence through informed listening, analysis, form, and repertoire. |
| MUS5 | Students should be able to distinguish and debate the contributions of the various cultures that make up America's popular music and its people. |
| MUS6 | Students will develop a comprehension of music notation. |
| MUS6 | At the end of his course, the student should be able to construct major/minor scales and demonstrate a basic comprehension of key relationships. |
| MUS8A | Upon successful completion of the course, students will be able to hear music with understanding, recognizing patterns, and musical function. To demonstrate this ability, students should be able to aurally identify all intervals - ascending, descending, and harmonic. |
| NUTR1 | Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake. |
| NUTR3 | Demonstrate progress through the "Stages of Change" for a self identified target behavior. |
| NUTR5 | Students will be able to differentiate between different sport activities and appropriate fuel |
| OSH50 | Implement an injury and illness prevention program similar to the models supplied by both Federal OSHA and Cal/OSHA and evaluate the program in terms of this model. |
| OSH60 | Recognize workplace hazards which are of Industrial Hygiene interest in a variety of workplaces. |
| OSH62 | Explain and illustrate methods of control of hazards with particular reference to regulatory standards. |
| OSH67 | Students will explain the role of human factors in safety and accident prevention. |
| PE16 | Student will be able to demonstrate knowledge of CCCAA regulations for eligibility and show an understanding of NCAA and NAIA regulations for transfer and immediate eligibility. |
| PE17 | Goal- To be able to list the roles and responsibilities of an Athletic Trainer or A.T.C. |
| PE18 | Goal- To be able to list the components in an ankle inversion prevention tape application. |
| 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. |
| 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 |
| 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 deflating. |
| 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 |
| PE2GBW | SLO1 - Demonstrate improved fitness level |
| PE2GBW | Installing, configuring computer workstations and supporting users in a business environment. |
| 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 |
| PE2VB | Students will demonstrate their ability to perform the following basic skills: underhand pass, overhand pass |
| PE31 | Exhibit good sportsmanship during play. |
| PE31 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |
| PE31 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE31 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE31 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PE36 | Exhibit good sportsmanship during play. |

| | |
|------|--|
| PE36 | Goal- The student shall run three miles continuously on either a track or a cross-country course. |
| PE36 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |
| PE36 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE36 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE36 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PE38 | Exhibit good sportsmanship during play. |
| PE38 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |
| PE38 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE38 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE38 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PE38 | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PE4 | Through students' personal fitness assessments, they will make improvements in their personal goals. |
| PE41 | Exhibit good sportsmanship during play. |
| PE41 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |
| PE41 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE41 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE41 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PE46 | Exhibit good sportsmanship during play. |
| PE46 | Goal- The student shall run three miles continuously on either a track or a cross-country course. |
| PE48 | Exhibit good sportsmanship during play. |
| PE48 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |
| PE48 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE48 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE48 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PE50 | Demonstrate and apply etiquette and sportmanship through intercollegiate competition. |

| | |
|--------|--|
| PE50 | Students will formulate a plan to achieve their desired intercollegiate athletic objectives. |
| PE50 | Demonstrate the ability to compete and excel at the highest level of community college competition. |
| PE50 | Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units. |
| PEAAQE | Fitness level: Demonstrate improved fitness level between pre- and post-tests |
| PEAAQE | Knowledge: Demonstrate knowledge of etiquette, rules, and safety for aquatic environment and class participants |
| PEAAQE | Activity/Sports Specific Skill: Demonstrate competency in aquatic skills |
| PEAAQE | Student Perception: Demonstrate ability to assess his or her performance |
| PEAB | Fitness level: Demonstrate improved fitness level between pre- and post-test |
| PEAB | Sports Specific Activity: Demonstrate correct strength exercise technique and use of full range of motion |
| PEAB | Student Perception: Demonstrate ability to assess own performance or behavioral intentions for lifetime physical fitness |
| PEAB | Knowledge: Demonstrate knowledge of major muscle groups and wellness components |
| PEAQA | Water safety comprehension is assessed to ensure students appreciate the dangers associated with the aquatic environment. |
| PEAQA | Students will be able to describe and demonstrate a variety of upright exercises in the shallow and deep water. |
| PEAQA | Students will be able to determine their heart rate at rest and after activity to assess cardio-respiratory fitness and improvement. |
| PEAQA | Students will work collaboratively with peers by teaching classmates a technical skill and make adaptations to suit the needs of the individual. |
| PEAWT | Fitness Level: Demonstrate muscle strength and endurance |
| PEAWT | Fitness Level: Demonstrate improved cardiorespiratory endurance |
| PEAWT | Fitness Level: Demonstrate improved flexibility |
| PEAWT | Activity Skill: Demonstrate correct strength training technique |
| PEAWT | Student Perception: Express behavioral intention to maintain long-term physical activity |
| PEAWT | Student Perceptions: Student makes behavioral adjustments necessary for a safe environment in the class. |
| PEAWT | Knowledge: Apply overload principle to progress strength training program |
| PEAWT | Knowledge: Explain etiquette and rules for use of equipment |
| PEAWT | Knowledge: Explain the benefits of cardiovascular exercise and resistance training. |
| PEAWT | Knowledge: Identify importance of physical and social activities for lifetime health |
| PEBC | Students will undergo periodic fitness testing to demonstrate the effects of this exercise program. |
| PEBC | Students explain the overload principle and components of fitness by applying these principles to a 1 month exercise routine. |
| PEBC | Students? identify SMART goals to achieve their long term fitness objectives. |
| PEBC | Students will identify and describe the benefits of cardiovascular and resistance training. |

| | |
|-------|---|
| PEBC | Students will identify major muscle groups and be able to label a human illustration. |
| PEBD | The student shall name the lines on the court and give the dimensions of the court for badminton. |
| PEBK | Successful completion will allow students to demonstrate competency in basic skills including dribbling, passing and shooting. |
| PEBK | Successful completion will allow students to demonstrate competency in basic skills including dribbling, passing and shooting. |
| PEBKP | Students will be able to demonstrate advanced individual basketball skills and be able to perform in a competitive setting. |
| PEBX | Students demonstrate leadership in Box Aerobics. |
| PEDBS | Demonstrate improved fitness level |
| PEDBS | Calculate target heart rate. |
| PEFB | Successful completion of this course will enable students to demonstrate precise point control when moving. |
| PEFL | The student will demonstrate a knowledge of the rules involved with the game of flag football |
| PEFNB | Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge. |
| PEFNI | Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge during a fencing bout. |
| PEFW | Successful completion of this course will enable students to increase overall cardiovascular fitness levels through walking |
| PEGBW | Improve his/her fitness level. |
| PEGF | Students who successfully complete PEGF will be able to consistently execute an effective swing with correct form including stance, club swing, and follow-through. |
| PEID | Knowledge of dance elements within the units presented |
| PEID | Students will show technical growth and precision in their execution of various movements |
| PERC | Goal- The student will be able to execute a safety figure of eight knot and tie into the harness. |
| PESC | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PESI | Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations. |
| PESWB | Goal- The student shall be able to swim the crawl stroke |
| PESWF | The student will swim 450 yards in 12 minutes. |
| PETK | Students will demonstrate Tae Kwon Do skills including stances, kicking, punching, blocks, forms, controlled sparring, and fitness level. |
| PEUF | Demonstrate improved cardiovascular endurance for the sport of ultimate |
| PEUF | Demonstrate improved body composition |
| PEUF | Demonstrate correct technique for throwing skills |
| PEUF | Demonstrate correct technique for catching skills |
| PEUF | Demonstrate correct technique for marking skills |
| PEUF | Explain the meaning of "Spirit of the Game" in relation to their experience during this course |

| | |
|----------|--|
| PEUF | Explain basic offensive and defensive strategies as they pertain to the sport of ultimate |
| PEUF | Describe at least two examples of strategies to improve fitness level for ultimate |
| PEUF | Evaluate their overall improvement at the end of the course |
| PEUF | Explain the six different positions of zone defensive for ultimate |
| PEVB | Students will demonstrate their ability to perform the following basic skills: underhand pass, overhand pass |
| PEVB | The student will be able to interpret rules, identify equipment and summarize the history of the game. |
| PEVB | Students will work collaboratively with peers by preparing a game-plan for a particular opponent which illustrates their tactical understanding of volleyball. |
| PEVB | Students will be describe and demonstrate key technical aspects of volleyball |
| PEWT | Demonstrate correct strength training technique. |
| PEWT | Apply overload principle to progress strength training program. |
| 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. |
| PHIL3 | Specifically for evaluating the effectiveness with which a student is able to apply philosophical methods of artistic analysis learned in class to specific works of art while evaluating those philosophical methods as well. |
| 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 |
| PHOT50 | Demonstrate the three basic elements of photography awareness |
| PHOT51 | After choosing a subject of interest |
| 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-lives 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. |
| PHSI1 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| PHSI1 | The student will be able to demonstrate in depth knowledge of blood pressure. |

| | |
|---------|--|
| PHTO50 | Demonstrate the three basic elements of photography awareness |
| PHTO56 | Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation. |
| PHTO64A | Demonstrate understanding of the basic artificial lighting concepts for four shooting applications: portraits, table-top products, large still-lives and on location. |
| PHTO72 | Demonstrate typology as a method of photographic documentation |
| 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 analyze political theorists approaches to concepts like social justice in relation to today's world. |
| POLI25 | Students will demonstrate the knowledge of Political Theorist and theories, and concepts such as Justice, equity, Power. |
| POLI29 | Students will compete their Independent Study assignment successfully. |
| 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 define their personal values, identify their strengths/skills and areas that they still need to develop, and set goals and strategies to reach them. |

| | |
|---------|--|
| PSCN10 | Students will synthesize their strengths, interests, values and skills and analyze how they match potential chosen career occupations. |
| 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. |
| PSCN13 | Students will successfully work together on a group project. |
| 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 time management techniques and explain how they can apply them in their own lives. |
| PSCN15 | Students will identify at least two areas of personal growth that need attention |
| PSCN15 | Students will describe how their organization and management of resources impact the achievement of stated goals. |
| PSCN15 | Students will develop personal outcome for focal course |
| PSCN15 | Student will identify the neurological basis for information processing, learning, attention and memory and their connection to study and learning strategies |
| PSCN15 | Students will identify their preferred learning styles and explain how they can use this information to be effective learners in classroom settings. |
| PSCN18 | Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal. |
| PSCN19 | Define and describe the core elements and characteristics of addiction |
| PSCN24 | Students will demonstrate awareness of 5 campus resources. |
| PSCN28 | Students will demonstrate awareness of five campus resources. |
| PSCN28 | Set goals and develop a Student Educational Plan to reach their stated goals. |
| PSCN29 | Students will work on an independent PSCN project that is outside the scope of the Psychology-Counseling offerings. |
| 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 explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system. |
| PSCN5 | Students will explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system. |
| 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. |
| PSCN8 | Respectful communication is emphasized as a way to facilitate cohesion with diverse populations and demonstrate appropriate interpersonal skills to promote trust and rapport. |
| PSCN8 | Demonstrated knowledge of group counseling skills in terms of implementing theory with practical application. |

| | |
|---------|---|
| PSYC1 | Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal. |
| PSYC1 | Students will be able to identify the differences between the different types of research studies. |
| PSYC1 | Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology |
| PSYC1 | Students will be able to compose an essay to explain a psychological theory or concept. |
| 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. |
| PSYC16 | Students will be able to compose a paper on a specific sleep disorder or an aspect of sleep. Essay must include personal reflections on students self sleep evaluation. |
| PSYC2 | Discuss APA code of ethics |
| PSYC2 | Recognize various types of bias in scientific investigation |
| PSYC2 | Discuss differences between inductive and deductive research |
| PSYC2 | Analyze journal article to identify hypothesis, variables, and areas of improvement |
| PSYC2 | Design research study to measure behavior or attitudes |
| PSYC2 | Correct errors in APA style |
| PSYC2 | Create figure or table using APA style |
| PSYC2 | Students must devise a research study and write up the results using APA format. |
| PSYC2 | Write up results of research study in APA style |
| PSYC20 | Evaluate quality of evidence supporting an argument by examining assumptions, emotional appeals, and scientific evidence. |
| PSYC20 | Compose a position paper to argue a viewpoint on a controversial issue in drug use or regulation. |
| 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. |
| RADS40A | Describe and identify the basic principles of atomic energy and radioactivity including hazards associated with the use of ionizing radiation. |
| RADS40B | Analyze situations involving radiation by evaluating data from radiation measurement equipment. |

| | |
|---------------|--|
| RADS40C | Make appropriate decisions on the control of radiation by applying basic radiological safety and engineering measures. |
| 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 |
| RELS11 | effectively map the historical elements of Islam to practices and beliefs of contemporary Muslim communities |
| SEP with a co | 2. Students who complete a Student Education Plan |
| 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 | Students will successfully research and compose a six-paragraph essay in Spanish. |
| SPAN2B | 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. |
| SURG50 | Demonstrate knowledge of the principles of asepsis as applied to the practices of sterile technique in the microbiology lab. |
| 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 |
| 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 | Prepare, rehearse and perform a duet scene/song from a musical |
| 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 |
| TUTR200 | It is anticipated that students who regularly receive tutoring in the LC tutorial center will be able to identify their level of understanding of the course content after tutoring. |
| TUTR200 | It is anticipated that students who regularly receive tutoring in the LPC Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience. |
| TUTR200 | It is anticipated that students who regularly receive tutoring in the LPC Tutorial Center will be able to apply a variety of learning strategies to master material and develop study aids to correspond with individual learning styles. |
| TUTR29 | Students will apply tutoring techniques taught in the class 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. |
| 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 | Technical - Overall craft: 1. Improve technical skills to work with shapes, proportion, scaling , proximity, quantity, motif and high contrast |
| VCOM50 | Concept, idea, visualization: Understand design as a visual language that is built on fundamental principles and elements |
| VCOM50 | Composition and design: define a verbal concept as spatial and proportional relationships; refine concept as an abstract or pictorial image; work through multiple revisions; present and defend image in instructor critique. |
| 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. |
| VCOM60 | Judge quality and effectiveness of design projects, especially one's own. |
| 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. |
| VCOM63IN | Students who successfully complete VCOM 63IN should demonstrate the ability to create and bring through the production and post production stages all kinds of web work developed to client and industry standards. |

| | |
|-----------|---|
| 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. |
| VCOM65IN2 | 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. |
| VCOM66 | Students who successfully complete VCOM 65IN should be able to use InDesign Adobe Creative Suite software at the advanced industry-standard level to create files ready for press. |
| VWT10 | Student will be able to identify the external, structural components of a grape vine |
| 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 |
| VWT33 | Student will be able to identify the external, structural components of a grape vine |
| VWT38 | Student will be able to identify the external, structural components of a grape vine |
| VWT41 | Student should demonstrate a working knowledge of the fermentation process |
| VWT42 | Student should demonstrate a working knowledge of the fermentation process |
| VWT44 | Successful completion of VWT 44 will enable student to explain the comparative concept of new and old world wines. |
| VWT45 | the student will be able to accurately describe a wine's qualities |
| VWT47 | the student will be able to accurately describe a wine's qualities |
| VWT50 | Student should demonstrate a clear understanding of the "SWOT" analysis |
| 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. |
| WLDT61A | Demonstrate knowledge of welding symbols used on blueprints and technical drawings |
| WLDT61AL | Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using SMAW |
| WLDT61AL | Demonstrate safety awareness in the welding workplace |
| WLDT61BL | Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using SMAW |
| WLDT61BL | Demonstrate safety awareness in the welding workplace |
| WLDT62A | Demonstrate knowledge of GTAW essential torch components. |

| | |
|----------|---|
| WLDT62AL | Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GTAW. |
| WLDT62AL | Demonstrate safety awareness in the welding workplace |
| WLDT62B | Demonstrate knowledge of the American Welding Society GMAW steel electrode numbering system. |
| WLDT62BL | Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GTAW. |
| WLDT62BL | Demonstrate safety awareness in the welding workplace |
| WLDT63 | Demonstrate safety awareness in the welding workplace |
| WLDT63 | Layout, Cut, Form, Fit, Weld a simple rectangular sheet metal box |
| WLDT66 | Demonstrate safety awareness in the welding workplace |
| WLDT66 | Demonstrate use and identify welding defects using Magnetic Particle Testing |
| WLDT67A | Demonstrates achievement of self directed skills goals. |
| WLDT67A | Demonstrates self directed goals achievement |
| WLDT67A | Demonstrate safety awareness in the welding workplace |
| WLDT67B | Demonstrates achievement of self directed skills goals. |
| WLDT67B | Demonstrates achievement of self directed goals |
| WLDT67B | Demonstrate safety awareness in the welding workplace |
| WLDT68 | Demonstrates achievement of welding certification preparation skills goals. |
| WLDT68 | Demonstrate safety awareness in the welding workplace |
| WLDT69A | Demonstrate skills required to pass AWS D1.1 - 2G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover |
| WLDT69A | Demonstrate safety awareness in the welding workplace |
| WLDT69B | Demonstrate skills required to pass AWS D1.1 - 5G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover |
| WLDT69B | Demonstrate safety awareness in the welding workplace |
| WLDT70 | Identify welding electrodes used for common industrial welding processes/applications. |
| WLDT70 | Demonstrate safety awareness in the welding workplace |
| WLDT71 | Identify common metals used for creating metal sculpture. |
| WLDT71 | Demonstrate safety awareness in the welding workplace |
| WMST1 | Students will be able to identify the multiple types of feminism that currently exist in the United States. |
| WRKX95 | Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor. |
| WRKX96 | Develop an understanding of employer expectations, job requirements and career opportunities. |
| ZOOL1 | Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software. |
| 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. |
| ZOOL1 | Student will prepare, label, correctly identify, and reference the taxonomic orders of different adult insect species |
| ZOOL9 | Develop and apply field techniques to animal behavior study |

Student Services

high school students will understand how to navigate and utilize on-line registration services provided through Class-Web.

New students will be able to complete and successfully submit the online application.

Students will be able to navigate through the waitlist process to successfully enroll in courses.

Students are able to access and understand Admissions and Records deadline dates. Deadline dates and the consequences for missing dates is provided by A&R on the website and in the course schedule. which are located in and are aware of the consequences involved in missing deadlines.

Students will use online services to successfully navigate through the financial aid process.

Students will access and complete the online FAFSA financial aid application.

Students will demonstrate the ability to successfully apply for financial aid online

International students will demonstrate compliance with the TB screening requirement.

Students will demonstrate an understanding of immigration regulations and take responsibility for maintaining their F-1 status.

Students will demonstrate awareness and understanding of STI screenings by accessing STI screening services at the SHWC

Student is able to identify needs, determine resources and access appropriate services.

students are able to identify the SHWC as a FFACT provider

Students receiving mental health services will be able to identify how to access crisis support & community mental health resources after hours.

Students that utilize SHWC services will be able to identify how to access campus and community sexual assault & prevention resources

Student will successfully work together on a group project.

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

Students who received tutoring will register an overall satisfaction with the Tutorial Center and the tutoring they received.

Students utilizing the SHWC will be able to identify how to access a list of emergency/non-emergency community medical resources

CalWORKs students will independently navigate their CalWORKs County responsibilities.

Student Club Training: Ability to understand and follow college activity/event procedures and accounting practices.

| |
|---|
| Students who sign up for a Transfer Admission Guarantee TAG workshop for the University of California successfully apply to at least one University of California campus. |
| Students will identify supportive resources for creating and initiating student clubs that represent the diversity, social, political and cultural interests of the college community. |
| Students make effective use of their accommodations to support their educational experience. |
| Students will demonstrate dependability and responsibility by consistently attending their required meetings and mandatory activities. |
| Apply dimensions to describe relative size of features and hole placement. |
| Describe and adjust self-image DSPS |
| Demonstrate and defend rights DSPS |
| Demonstrate familiarity with assistive technology DSPS |
| Classroom Presentations- At the request of instructors, I visit classes throughout the school year promoting awareness to students about the resources and services offered in the Career/Transfer & Employment Center. |
| Students who complete the assessment process will be able to identify beginning English and Math and ESL course levels in which they are eligible to enroll. |
| By offering Back on Track SAP workshops, students will demonstrate an understanding of the new Financial Aid Satisfactory Academic Progress standards. |
| Students complete Work-in-Progress form |
| 1. Resume Assistance/Workshop-Students will learn the process to create an effective resume. This assistance will include exploring proper format, content and structure.☐ |
| After completing the ISP Orientation, new students will understand and identify 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. |
| Students will improve their public speaking skills by learning effective communication strategies. |
| Construct and demonstrate self-advocacy strategies and communicate needs to instructors☐ |
| Communicate needs to counselors and other college staff |
| Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to review sources for relevant evidence and arguments. |
| 1. Student will be able to develop and set a realistic and manageable plan to reach his or her education/career goal. |
| Students who create a Student Education Plan with a Transfer Counselor during the first two semesters of regular enrollment will demonstrate "transfer readiness" by the end of the sixth semester of regular enrollment. |
| Students will be able to identify specific learning strategies through interaction with a tutor |

Students who complete the assessment process will be able to identify beginning English and math and ESL course levels in which they are eligible to enroll.

Students who receive tutoring indicate that their grades improve as a result of tutoring.

Students will be able to obtain assessment scores in an efficient manner.

Students are able to identify and describe the nature of their disability.

Student has the ability to clarify their educational and career goals.

Students will be able to identify and articulate functional limitations of disability and the ways in which it impacts their college experience