

# PSLO Presentation

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Las Positas

Date: 01/10/2018

<b>AH</b>
<b>American Sign Language</b>
<b>CSLO</b>
<b>ASL1A - American Sign Language I</b> <ul style="list-style-type: none"><li>• By mid-semester students will be able to properly respond in American Sign Language to simple questions about their selves and surroundings.</li><li>• Students completing the course will be able to demonstrate comprehension of Deaf Culture in daily living contexts.</li><li>• Students completing the course will be able to demonstrate proficiency on expressive ASL grammatical functions for daily living contexts.</li><li>• The students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts.</li></ul>
<b>ASL1B - American Sign Language II</b> <ul style="list-style-type: none"><li>• By the end of the semester the student will demonstrate the ability to recognize and produce a complex ASL sentence structure.</li><li>• Students completing the course will be able to demonstrate comprehension of Deaf Culture in daily living contexts.</li><li>• Students completing the course will be able to demonstrate increased proficiency in expressive ASL grammatical functions for daily living contexts.</li><li>• Students completing this course will be able to demonstrate increased proficiency in the comprehension of ASL in daily living contexts.</li></ul>
<b>ASL2A - American Sign Language III</b> <ul style="list-style-type: none"><li>• By the end of the semester the student will demonstrate the ability to initiate, conduct, and terminate a context-specific conversation.</li><li>• Students competing the course will be able to demonstrate increased proficiency and/or comprehension of ASL in daily living contexts, specifically describing and showing locations, describing family, homes and offices.</li><li>• Students completing the course will be able to demonstrate increased proficiency and/or comprehension of expressive ASL in daily living contexts, specifically making suggestions, requests, and register complaints.</li></ul>
<b>ASL2B - American Sign Language IV</b> <ul style="list-style-type: none"><li>• By the end of the semester the student will demonstrate comprehension and production of ASL discourse.</li><li>• Students competing the course will be able to describe and identify items.</li><li>• Students completing the course will be able to describe weekend activities.</li><li>• Students completing the course will be able to exchange personal information.</li></ul>
<b>Art</b>
<b>CSLO</b>
<b>ARTS2A - INTRODUCTION TO DRAWING</b> <ul style="list-style-type: none"><li>• Illustrate and apply the dynamics of composition</li><li>• Illustrate and apply the dynamics of drawing skill (line quality).</li><li>• Upon completion of ARTS 2A, the student should be able to: Demonstrate ability to recognize and recreate, on a picture plane, observed values and proportions.</li><li>• Upon completion of ARTS 2A, the student should be able to: Apply content to drawings and explain its meaning.</li><li>• Upon completion of ARTS 2A, the student should be able to: Compose drawings with the elements and principles of visual art and design.</li><li>• Upon completion of ARTS 2A, the student should be able to: Draw with linear and tonal techniques to depict form and develop composition.</li><li>• Upon completion of ARTS 2A, the student should be able to: Implement materials common to the drawing process.</li></ul>
<b>ARTS2B - DRAWING AND COMPOSITION</b> <ul style="list-style-type: none"><li>• Illustrate and apply the dynamics of composition.</li></ul>

- Illustrate and apply the dynamics of drawing skill (line quality).

### **ARTS3A - FIGURE AND COMPOSITION I**

- Comprehend artistic anatomy of the human figure.
- Create a series of investigative drawings with different expressive strategies for the figure.
- Demonstrate the ability to analyze the human form, and represent that form on a 2-D surface.

### **ARTS3B - FIGURE AND COMPOSITION II**

- Comprehend and create an informed body of work using artistic anatomy of the human figure.
- Create a series of intermediate level investigative drawings with different expressive strategies for the figure.
- Demonstrate an intermediate ability to analyze the human form, and represent that form on a 2-D surface.

### **ARTS3C - FIGURE AND COMPOSITION III**

- Comprehend and create a well-informed body of work using artistic anatomy of the human figure.
- Create a series of advanced level investigative drawings with different expressive strategies for the figure.
- Demonstrate an advanced ability to analyze the human form, and represent that form on a 2-D surface.

### **ARTS3D - FIGURE AND COMPOSITION IV**

- Comprehend and create a well-informed body of work using artistic anatomy of the human figure.
- Create a series of advanced level investigative drawings with different expressive strategies for the figure.
- Demonstrate an advanced ability to analyze the human form, and represent that form with a high degree of skill on a 2-D surface.

### **ARTS7A - INTRO TO WATERCOLOR PAINTING**

- Analyze and evaluate their own work as well as the work of others in a verbal critique format
- Demonstrate a knowledge and awareness of color theory and a variety of application techniques
- Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane
- Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet
- Demonstrate the use of materials and equipment of the craft of painting in watercolor
- Produce watercolor paintings using basic techniques

### **ARTS7B - WATERCOLOR PAINTING**

- Analyze and objectively assess intermediate water color paintings in a verbal critique format
- Complete a body of paintings that demonstrates an understanding of specific subject based material
- Demonstrate a knowledge of composition
- Demonstrate a mastery of watercolor application and techniques
- Produce watercolor paintings demonstrating intermediate color theory applications
- Produce watercolor paintings demonstrating intermediate value applications

### **ARTS7C - ADV WATERCOLOR PAINTING I**

- Create and present a thematic series watercolor painting portfolio
- Demonstrate a knowledge of using natural light and shadow in a landscape environment
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique
- Identify and create advanced watercolor paintings utilizing advanced painting skills
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media
- Produce watercolor paintings demonstrating advanced composition applications

### **ARTS7D - ADV WATERCOLOR PAINTING II**

- Create and present a thematic series watercolor painting portfolio

- Demonstrate a knowledge of using natural light and shadow in a landscape environment
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique
- Identify and create advanced watercolor paintings utilizing advanced painting skills
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media
- Produce watercolor paintings demonstrating advanced composition applications

#### **ARTS12A - OIL/ACRYLIC PAINTING: BEGIN I**

- Upon completion of ARTS 12A, the student should be able to: Administer appropriate terminology for critiquing and analyzing paintings.
- Upon completion of ARTS 12A, the student should be able to: Apply content to paintings and explain its meaning.
- Upon completion of ARTS 12A, the student should be able to: Compose paintings with the elements and principles of visual art and design.
- Upon completion of ARTS 12A, the student should be able to: Develop painting skills.
- Upon completion of ARTS 12A, the student should be able to: Paint with a variety of techniques.

#### **ARTS12B - OIL/ACRYLIC PAINTING: BEGIN II**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop upon established painting skills.
- Paint with a variety of techniques and refine those techniques.

#### **ARTS12C - OIL/ACRYLIC PAINTING: ADV I**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop further upon established painting skills.
- Focus on previously refined techniques to develop skill.

#### **ARTS12D - OIL/ACRYLIC PAINTING:ADV II**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply researched Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Focus on previously refined techniques to develop skill.

#### **ARTS13A - ACRYLIC PAINTING: BEGIN I**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop painting skills.

#### **ARTS13B - ACRYLIC PAINTING: BEGIN II**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop upon established painting skills.
- Paint with a variety of techniques and refine those techniques.

**ARTS13C - ACRYLIC PAINTING: ADVANCED I**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop further upon established painting skills.
- Focus on previously refined techniques to develop skill.

**ARTS13D - ACRYLIC PAINTING: ADVANCED II**

- Administer appropriate terminology for critiquing and analyzing paintings.
- Apply researched Content to paintings and explain its meaning.
- Compose paintings with the elements and principles of visual art and design.
- Develop further upon established painting skills.
- Focus on previously refined techniques to develop skill.

**ARTS23 - 2-D Design**

- Create a portfolio of all projects that demonstrates a working knowledge of 2D design.
- Create a self-portrait collage that demonstrates knowledge of the elements and principles of design.

**ARTS24 - 3-D Design**

- Demonstrate and apply an understanding of 3D composition.
- Demonstrate and apply excellent craftsmanship.

**Art History****CSLO****ARHS1 - INTRODUCTION TO ART**

- Analyze the relationship of the viewer's subjective responses to the viewer's cultural, historic, and social background
- Compare and contrast images using visual elements and design principles examined in class
- Distinguish the relationship of design principles and be able to relate these principles to content/meaning of a particular work
- Identify and discuss the concerns of specific mediums and media in constructing meaning
- Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work
- Identify themes of art within a chosen art work across a broad range of cultures and time periods
- Relate formal elements to principles of design in analyzing and evaluating content and meaning in a given art work
- Use specific aesthetic vocabulary to describe and analyze works of art

**ARHS4 - ART HISTORY - ANCIENT**

- Identify the works of art by their technical processes.
- Interpret the various ways in which works of art have been used as vehicles of expression.
- Identify the overall evolution of the period.

**ARHS5 - ART HISTORY-RENAISSANCE MDRN**

- Upon completion of ARHS 5, the student should be able to analyze works of art and how they relate to their associated world geography.
- Upon completion of ARHS 5, the student should be able to distinguish advancements in technique, methods, and technology as they impact visual art.
- Upon completion of ARHS 5, the student should be able to distinguish between the art historical periods from Renaissance through Contemporary.
- Upon completion of ARHS 5, the student should be able to recognize and identify individual works of art and architecture of significance.
- Upon completion of Art History 5, the student will be able to identify the overall evolution of the period.
- Upon completion of Art History 5, the student will be able to identify the works of art by their technical processes.

- Upon completion of Art History 5, the student will be able to interpret the various ways in which works of art have been used as vehicles of expression.

## Communication Studies

### CSLO

#### CMST1 - Fundament. of Public Speaking

- Deliver a clearly organized speech.
- Deliver a speech with effective content.
- Perform a speech using effective delivery.

#### CMST2 - Oral Interpretation of Lit.

- Compile a collection of literature from different genres that unite with a central theme.
- Perform a Selection of Literature Aloud.

#### CMST5 - Readers Theater

- Create a Readers Theater compilation script.
- Perform a Readers Theater compilation script.

#### CMST10 - Interpersonal Communication

- Identify and demonstrate necessary skills for \*application\* of interpersonal communication competence.
- Identify and demonstrate necessary skills for \*comprehension\* of interpersonal communication competence.

#### CMST11 - Intercultural Communication

- Demonstrate an Understanding of a Culture other than your Own.

#### CMST46 - Argumentation and Debate

- Critically analyze an argument.
- Develop and Deliver an Argument.

#### CMST48 - Activities in Forensics

- Perform a platform speech in a competitive situation.
- Perform an Oral Interpretation presentation in a competitive situation.

## Dance

### CSLO

#### DANC1 - Dance Technique

- Demonstrate increased technical ability and knowledge regarding alignment, range of motion, strength and flexibility.
- Develop and appreciate dance as both its physical and artistic forms.
- Perform basic dance exercises with proper form.

#### DANC2A - Jazz Dance Beginning

- Demonstrate increased technical ability and knowledge regarding alignment, range of motion, strength and flexibility.
- Perform basic dance exercises with proper form.

#### DANC2B - Jazz Dance Intermediate

- Participate in the intermediate elements of a jazz dance class
- Perform the intermediate elements of jazz dance

#### DANC3 - Ballet-Beginning

- Demonstrate correct center work.
- Participate in the elements of a ballet lesson.

#### DANC5A - Dance Composition Beginning

- Block dance patterns and create unique interpretations of more traditional dance forms
- Demonstrate the basic choreographic principles used in the designing and presenting of dance compositions
- Demonstrate the various rhythmic and dance patterns as they apply to selected dance expressions

### DANC5B - Dance Composition Intermediate

- Block dance patterns and create unique interpretations of more traditional dance forms
- Demonstrate the basic choreographic principles used in the designing and presenting of dance compositions
- Demonstrate the various rhythmic and dance patterns as they apply to selected dance expressions
- Differentiate the various rhythmic and dance patterns as they apply to selected dance expressions.
- Make several short dances that respond to a variety of choreographic prompts.
- Recognize the intermediate choreographic principles used in designing and presenting dance compositions.

## English

### CSLO

#### ENG1A - Critical Reading and Comp

- Upon completion of English 1A, the student will be able to identify the main ideas and supporting arguments of a college-level text.
- Upon completion of English 1A, the student will be able to research a topic using credible sources and document sources in an academically responsible way.
- Upon completion of English 1A, the student will be able to use effective and correct sentence structures to convey ideas.
- Upon completion of English 1A, the student will be able to write an academic essay using textual evidence to support a thesis.

#### ENG4 - Critical Thinking/Writing Lit

- Upon completion of English 4, the student will be able to identify and evaluate implied arguments in college-level literary texts.
- Upon completion of English 4, the student will be able to use grammar, vocabulary, and style appropriate for academic essays.
- Upon completion of English 4, the student will be able to write a research paper using credible sources and correct documentation.
- Upon completion of English 4, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.

#### ENG7 - Critical Thinking/Writing

- Upon completion of English 7, the student will be able to evaluate the logic and validity of a nonfiction college-level text's reasoning and support.
- Upon completion of English 7, the student will be able to use grammar, vocabulary, and style appropriate for academic essays.
- Upon completion of English 7, the student will be able to write a research paper using credible sources and correct documentation.
- Upon completion of English 7, the student will be able to write an academic essay synthesizing multiple texts and using logic to support a thesis.

#### ENG11 - Intro to Creative Writing

- Upon completion of English 11, the student should be able to write a short story applying techniques of dialogue, characterization, point-of-view, plot, description, style, tone, and voice.
- Upon completion of English 11, the student should be able to write poems in traditional and modern forms, applying techniques including image, metaphor, sound, and symbolism.

#### ENG12A - Craft of Writing Fiction

- Upon completion of English 12A, the student should be able to write and revise a story or chapter demonstrating proficiency in the basic elements of fiction, i.e., character, plot, setting, point of view, and theme.

#### ENG12B - Craft of Writing Fict:Intermed

- Upon completion of English 12B, the student should be able to write and revise a story or chapter demonstrating command of the elements of fiction, i.e., character, plot, setting, point of view, tone, figures of speech, symbolism, and theme to create resonance and meaning.

#### ENG13 - The Craft of Writing - Poetry

- Upon completion of English 13, students should be able to write poems in traditional and modern forms, demonstrating proficiency in techniques including image, metaphor, sound, and symbolism to develop ideas and create meaning.

#### ENG19A - Literary Magazine

- 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.

### ENG19B - Literary Magazine B

- 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.

### ENG20 - Studies in Shakespeare

- Upon completion of English 20, students will be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 20, students will be able to identify, analyze, and interpret the distinctive metaphors, poetic forms and vocabulary used in Shakespeare's plays and sonnets.
- Upon completion of English 20, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG32 - U.S. Women's Literature

- Upon completion of English 32, the student will be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 32, the student will be able to recognize, appreciate, and analyze the impact of gender on individual expression.
- Upon completion of English 32, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG35 - MODERN AMERICAN LITERATURE

- Upon completion of English 35, students should be able to analyze, evaluate, and interpret how 20th century American literature creates and reflects an American identity.
- Upon completion of English 35, students should be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 35, students should be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG41 - WORLD LIT: 17TH CENT-PRESENT

- Upon completion of English 41, the student will be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 41, the student will be able to analyze two authors from different cultures, recognizing universal themes as well as distinct ideas regarding human nature, cultural values, or literary form.
- Upon completion of English 41, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG44 - Literature of American West

- Upon completion of English 44, the student will be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 44, the student will be able to 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.
- Upon completion of English 44, the student will be able to describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.
- Upon completion of English 44, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG45 - Studies in Fiction

- Upon completion of English 45, the student will be able to analyze an author's use of literary techniques to develop a theme.
- Upon completion of English 45, the student will 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.
- Upon completion of English 45, the student will be able to recognize, appreciate, and compare the similarities and differences between authors, characters, and self that stem from historical era and cultural tradition.

### ENG100A - INTEGRATED READING & WRITING I

- Upon completion of English 100A, students will be able to describe a text's main and supporting ideas.
- Upon completion of English 100A, students will be able to write a unified, multi-paragraph expository essay.
- Upon completion of English 100A, students will be able to write in clear sentences.

### ENG104 - Integrated Reading & Writing II

- Upon completion of English 104, students will be able to identify main and supporting ideas of a nonfiction article.
- Upon completion of English 104, students will be able to use a variety of sentence structures.

- Upon completion of English 104, students will be able to write about an author's words and ideas in an academically responsible way.
- Upon completion of English 104, students will be able to write an essay with a thesis and controlling idea.

### ENG104W - Integrated Read & Writing WK

- Upon completion of English 104W, students will be able to demonstrate metacognition in a reflection on experience of 104W course

## English as a Second Language

### CSLO

#### ESL23 - College Grammar

- Upon completion of this course, students should be able to interpret and analyze verb tense and aspect, use appropriate verb tense and aspect in discourse, interpret, analyze, and use active and passive voice in discourse.
- Upon completion of this course, students should recognize the multiple uses of verb forms in written discourse and have mastery over the verbs that are frequently followed by a gerund or an infinitive.
- Upon completion of this course, the student should be able to analyze sentence structure of complex sentences with multiple clauses in written academic discourse.
- Upon completion of this course, the student should be able to use standard grammar terminology to analyze and discuss English in written academic discourse.

#### ESL24 - Advanced Reading, Composition

- Upon completion of the course, students should be able to produce an essay of five to six paragraphs with a minimum of 500 words that demonstrates clear organization, logical development, and correct language use.

#### ESL25 - Advanced ESL Reading and Comp

- Upon completion of the course, students should be able to write an essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use.

#### ESL26 - Advanced Editing

- 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.
- 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.
- Upon completion of this course students should be able to select, use, and explain the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.
- Upon completion of this course students should know the verb forms (base, past, past participle, present participle) for the verbs on the list of most common 0-2000 words as well as select words from the academic word list and identify errors.

#### ESL120A - Interm Grammar/Read, Write I

- Upon completion of this course students should know the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the 0-1000 word list and select verbs from the 1000-2000 word list.
- Upon completion of this course, students should be able to select and use the correct verb tense (simple present and past, present and past progressive, future and present perfect) for verbs on the list of the most common 0-1000 verbs and select verbs from the 1000-2000 word list, especially the irregular verbs.
- Upon completion of this course, the student should be able to discuss aspects of English using standard grammar terminology, including the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.
- Upon completion of this course, the student should be able to distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb clauses.

#### ESL120B - Interm Grammar/Read, Write II

- Upon completion of this course, students should be able to select and use the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, future) for verbs on the list of the most common 0-2000 words, especially the irregular verbs.
- Upon completion of this course, students should know the verbs forms (base, past, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive from the verbs on the list of most common 0-2000.
- Upon completion of this course, the student should be able to distinguish subjects, verbs, direct objects, prepositional phrases, gerund phrases, infinitive phrases, and infinitives of purpose in simple, compound and complex sentences with adverb, adjective and noun clauses.
- Upon completion of this course, the student should be able to use standard grammar terminology to analyze and discuss English in written discourse: parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, and noun phrase), modal, and simple, compound, and complex sentences.

#### ESL121A - Interm Writing and Reading I



- Upon completion of the course, students should be able to produce an essay of three or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

### ESL121B - Interm Writing and Reading II

- Upon completion of the course, students should be able to produce an essay of four or more paragraphs that demonstrates level appropriate and coherent writing through organization, development and language use.

### ESL123 - Intermediate Oral Communica

- Upon completion of this course, students will be able to comprehend a short lecture on an academic topic.
- Upon completion of this course, students will be able to demonstrate knowledge of academic vocabulary and expressions.
- Upon completion of this course, students will be able to know the IPA symbols to identify the vowel sounds in English.
- Upon completion of this course, students will be able to take dictation of sentences and questions.
- Upon completion of this course, students will be able to use the International Phonetic Alphabet (IPA) symbols to pronounce new words.
- Upon completion of this course, students will be able to research and make a five-minute presentation on a new topic.

### ESL126 - Pronunciation of English

- Upon completion of this course, students will be able to recite a learned piece of literature in English to the class.
- 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.
- Upon successful completion of this course, students will be able to give oral directions and instructions.
- Upon successful completion of this course, students will be able to pronounce learned vocabulary and idiomatic expressions understandably.
- Upon successful completion of this course, students will be able to take dictation of compound and complex sentences and questions with learned academic vocabulary.

### ESL130A - Beg Grammar/Write, Read I

- Upon completion of this course, students should be able to select the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-500 word list, especially the irregular verbs.
- Upon completion of this course, students should know the verb forms (base form, past form, past participle, and present participle) for the verbs on the list of most common 0-500 words.
- Upon completion of this course, the student should be able to distinguish subjects, verbs, objects, and prepositional phrases in simple sentences.
- Upon completion of this course, the student should be able to name the parts of speech, the parts of a basic sentence (subject, verb, object), types of sentences: simple and compound, and common phrases (noun phrase, prepositional phrase)

### ESL130B - Beg Grammar/Read/Write II

- Upon completion of this course, the student should be able to use standard grammar terms to identify the parts of speech, parts of a sentence (subject, verb, direct object, indirect object, gerund, infinitive, prepositional phrase, noun phrase) modal, and simple, compound, and complex sentences.
- Upon completion of the course, students should be able to select and use the correct verb tense (simple present, simple past, present progressive and future) for the verbs on the list of the most common 0-1000 words, especially the irregular verbs.
- Upon completion of this course, students should know the verb forms (base form, past form, past participle, and present participle) and verbs that are frequently followed by a gerund or an infinitive for the verbs on the list of most common 0-1000 words.
- Upon completion of this course, the student should be able to distinguish subject, verb, objects, and phrases (noun, prepositional, gerund, and infinitive) in simple and compound sentences.

### ESL131A - Beginning Writing, Reading I

- Upon completion of the course, students should be able to produce paragraphs of 8 -12 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

### ESL131B - Beginning Writing, Reading II

- Upon completion of the course, students should be able to produce a paragraph of 12-15 sentences that demonstrate level appropriate and coherent writing through organization, development and language use.

### ESL133 - Beginning Oral Communication

- By the end of this course, students will be able to distinguish sounds and words that they hear.
- Upon completion of this course, students will be able to use the International Phonetic Alphabet (IPA) symbols to pronounce new words.
- Upon completion of this course, students will be able to comprehend a short lecture on an academic topic.
- Upon completion of this course, students will be able to demonstrate knowledge of academic vocabulary and expressions.
- Upon completion of this course, students will be able to research and make a five-minute presentation on a new topic.

- Upon completion of this course, students will be able to take dictation of sentences and questions.

### ESL136 - Pronunciation and Fluency

- Upon completion of this course, the student should be able to decide which syllable to stress within the focus words of a reading passage.
- Upon completion of this course, the student should be able to group words in a reading passage into thought groups.
- Upon completion of this course, the student should be able to identify focus words in a reading passage.
- Upon completion of this course, the student should be able to produce stress on the content word/s in a sentence.
- Upon completion of this course, the student should be able to read a paragraph or short passage using listener friendly pronunciation.
- Upon completion of this course, the student should be able to recognize stress in the content word/s in a sentence.
- Upon completion of this course, the student should be able to use pitch changes and pauses to indicate the end of a thought in a reading passage.

## French

### CSLO

#### FREN1A - Beginning French

- By the end of the semester students will write a 6-8 sentence present indicative paragraph.

#### FREN1B - Elementary French

- By the end of the semester students will write an 8-10 sentence paragraph in the passé composé.

## Humanities

### CSLO

#### HUMN3 - FLM-Drama-Mus-Vis Art-Lyr Poet

- Use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.

#### HUMN6 - NATURE AND CULTURE

- Students will create a project that demonstrates their personal aesthetic of the natural world.
- Use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.

#### HUMN7 - Contemporary Humanities

- Students will be able to synthesize the main concepts of contemporary humanities.
- Use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.

#### HUMN10 - The American Style

- Use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.

#### HUMN28 - The Classic Myths

- Students will be able to analyze classical texts.

#### HUMN44 - Narrative Film Music

- Students will be able to analyze film techniques.

## Interior Design

### CSLO

#### INTD50 - Residential Space Planning

- Ability to work with clients to respond to their individual needs and requests
- Present accurately drawn floor plans and elevations with space planning criteria
- Understand the principles relating to design, spaces, and materials

#### INTD51 - DRAFTING FOR INTERIOR DESIGN

- Ability to design a layout - drawing a floorplan based on conceptual bubble diagrams
- Demonstrate ability to measure, calculate and draw a room using standard drafting procedures

- Render drawings calculating scale sizes of an elevation

**INTD52 - Hist of Interiors/Furnishings**

- Explain the contribution and value of past periods to current design practice
- Identify interiors and furnishings by period and style
- Recognize styles and major architectural influences

**INTD54 - Principles of Interior Design**

- Demonstrate confidence in application of colors, patterns, and textures
- Demonstrate presentation skills with a color board pertaining to a client profile
- Gather information on materials and present a board of wood species and stain colors

**INTD55 - Introduction to Textiles**

- 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
- To be aware of the variety of textiles available to clients
- To be knowledgeable about wear and use of textiles in order to advise clients appropriately
- To present completed textile designs that demonstrate an ability to search out unique and satisfying solutions for individualized client goals.
- To recognize differences in textile aesthetics and create combinations that present visual logic, interest and compatibility.

**INTD56 - Professional Practices**

- Create a strategic plan for operating a business
- Demonstrate knowledge of methods of compensation, marketing, public relations, and advertising
- Demonstrate state and local requirements for interior design

**INTD58 - Fundamentals of Lighting**

- Be able to select appropriate lighting sources for specific uses
- Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct, indirect.
- Evaluate existing residential and commercial lighting installations

**INTD60 - Materials and Resources**

- Analyze current uses of materials and learn about resources in home application
- Demonstrate presentation skills with a color board showing materials and citing resources for the "perfect" home
- Understand the nature of the materials used in home furnishings and overall home fashion

**INTD62 - Kitchen and Bathroom Design**

- Demonstrate ability to write complete and correct materials and product specifications.
- To be able to design a Kitchen or Bath with a recognition of the codes and accepted guidelines affecting safety and functionality for the user.
- To be aware of the various mechanical/technical infrastructure required of kitchen and bath design
- To be fluent with the variety of finishing materials available in kitchen and bath designs
- To be fully aware of the specific and unique challenges of kitchen and bath design
- To demonstrate an understanding of the cabinetry nomenclature system for the kitchen and bath industry.

**Italian**

**CSLO**

**ITLN1A - Beginning Italian**

- By the end of the semesters students will write a 6-8 sentence present tense paragraph.

**ITLN1B - Elementary Italian**

- By the end of the semester students will write an 8-10 sentence paragraph in passato prossimo.

## Mass Communications

### CSLO

#### MSCM1 - Intro Reporting & Newswriting

- In Mass Communications 1, Journalism: News Writing, the student will research and write a news story demonstrating skills in writing a lede, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste.

#### MSCM3 - Magazine & Feature Writing

- In Mass Communications 3, Magazine & Feature Writing, the student will research and write a feature article demonstrating skills in selecting a worthy topic and angle, accumulating research, writing a compelling beginning, middle, and end, and integrating quotations and data, while using proper mechanics and style to industry standards of law, ethics, and creativity.

#### MSCM5 - Intro to Mass Communications

- In Mass Communications 5, Introduction to Mass Communications, the student will be able to describe the history, social impact, economics, and regulation of mass communications.
- In Mass Communications 5, Introduction to Mass Communications, the student will create a comparative analysis of how different media outlets cover a single new story.

#### MSCM7 - INTRO TO PUBLIC RELATIONS

- In Mass Communications 7, Introduction to Public Relations, the student will create and pitch a professional public relations proposal that exhibits writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities, and grasp of modern PR techniques.

#### MSCM14 - Writing and Photo Publication

- In Mass Communications 14, Writing and Photo Publication, the 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.

#### MSCM16A - EXPRESS COLLEGE NEWSPAPER A

- In Mass Communications 16A, Express College Newspaper A, the student will create 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.
- In Mass Communications 16A, Express College Newspaper A, the student will recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating increasing understanding of standards of journalism and design.

#### MSCM16B - EXPRESS COLLEGE NEWSPAPER B

- In Mass Communications 16B, Express College Newspaper B, the student will recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating intermediate-level understanding of standards of journalism and design and increased understanding of online distribution.
- Upon completion of Mass Communications 16B, the student should be able to critique The Express, demonstrating intermediate-level understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

#### MSCM16C - Express College Newspaper C

- In Mass Communications 16C, Express College Newspaper C, the student will recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating intermediate-to-advanced level understanding of standards of journalism and design and increased understanding of online distribution.
- Upon completion of Mass Communications 16C, the student should be able to critique The Express, demonstrating intermediate-to-advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

#### MSCM16D - Express College Newspaper

- In Mass Communications 16D, Express College Newspaper D, the student will recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating advanced level understanding of standards of journalism and design and increased understanding of online distribution.
- Upon completion of Mass Communications 16D, the student should be able to critique The Express, demonstrating advanced understanding of the standards of journalism, including effective use of journalistic writing style, visuals, design, layout, and editing.

#### MSCM17 - EXPRESS EDITORIAL BOARD

- In Mass Communications 17, Express Editorial Board, the student will serve as a leader for the weekly college newspaper, The Express, recognizing, acquiring, producing, and distributing content; student will lead others in increased understanding of standards of journalism and design and increased understanding of online distribution.

#### MSCM19A - Literary Magazine

- In Mass Communications 19A, Literary Magazine, the student will work with others to 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.

**MSCM19B - Literary Magazine B**

- In Mass Communications 19B, Literary Magazine B, student will work with others to 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. At the B level of this course, increased proficiency is expected.

**MSCM31 - Introduction to Media**

- In Mass Communications 31, Introduction to Media, the student will be able to analyze the differences between new media technologies and traditional forms of mass communication, such as radio, television, and film.
- In Mass Communications 31, Introduction to Media, the student will be able to critically analyze the negative and positive impacts of technology on society.

**MSCM32A - Intro to Radio Production**

- Upon completion of MSCM 32A, students will be able to identify and analyze the role of media in society through research projects.
- In Mass Communications 32A, Introduction to Radio Production, the student will participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.
- In Mass Communications 32A, Introduction to Radio Production, the student will properly develop and create ad-space using new media to broaden webpage visibility and productivity for online broadcasting markets.
- Upon completion of MSCM 32A, students will be able to apply recording and editing techniques in order to produce a variety of audio files for radio.
- Upon completion of MSCM 32A, students will be able to apply time management skills in order to comply with a radio production schedule.
- Upon completion of MSCM 32A, students will be able to produce radio shows using multi-platform sources in order to deliver media to an audience.
- Upon completion of MSCM32A receive training in all-digital environment, using multi-platform sources to deliver media productions in high definition.
- Upon completion of MSCM32A students will contribute to the production of college media, by covering college sports and campus events.
- Upon completion of MSCM32A students will learn the different aspects of the role of the media in society, through research projects.
- Upon completion of MSCM32A students will produce a variety of audio files for radio, including a sound drop, promos, and intros or billboards.
- Upon completion of MSCM32A students will produce six show episodes of original content.
- Upon completion of MSCM32A students will work in teams in the production of live events.

**MSCM32B - INTERMEDIATE RADIO PRODUCTION**

- Upon completion of MSCM 32B, students will be able to apply advanced recording and editing techniques in order to produce a variety of audio files for radio.
- Upon completion of MSCM 32B, students will be able to apply leadership strategies in order to coordinate a team in the production of live events.
- Upon completion of MSCM 32B, students will be able to apply time management skills in order to comply with a radio production schedule.
- Upon completion of MSCM 32B, students will be able to apply marketing strategies in order to establish relationships with sponsors and listeners.

**MSCM34 - MAGAZINE EDITING AND PROD**

- In Mass Communications 34, Magazine Editing and Production, the 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 - MULTIMEDIA REPORTING**

- In Mass Communications 35, Multimedia Reporting, the student will be able to produce video that presents local news in a professional manner.

**MSCM72 - Beginning Photojournalism**

- In Mass Communications 72, Beginning Photojournalism, the student will demonstrate typology as a method of photographic documentation.

**Music**

**CSLO**

**MUS1 - Introduction to Music**

- Analyze particular musical works with regard to style and technical elements.

#### MUS4 - Jazz in American Culture

- Analyze particular musical works with regard to style, technical elements.
- 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.
- Through reading and class discussions, students will be able to compare the parallel political and social climate that has affected jazz's evolution.

#### MUS5 - American Cultures in Music

- Upon completion of MUS 5, students will be able to analyze and interpret particular musical works with regard to style and technical elements.
- Upon completion of MUS 5, students will be able to distinguish and debate the contributions of the various cultures that make up America's popular music and its people.
- Upon completion of MUS 5, students will be able to synthesize factual information and historical evidence through informed listening, analysis, form, and repertoire.

#### MUS6 - Basic Music Skills

- At the end of his course, the student should be able to construct major/minor scales and demonstrate a basic comprehension of key relationships.
- Students will develop a comprehension of music notation.

#### MUS8A - Harmony and Musicianship I

- 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.

#### MUS8B - Harmony & Musicianship II

- By the end of the semester, the student will be able to construct three different original compositions using three different forms (A asim, AB, ABC) in four measure phrases.
- Upon completion of MUS 8B, students will be able to write progressions using four-part diatonic harmony.

#### MUS10A - Chromatic Harmony/Musicianship

- Students will be able to analyze harmonic, melodic, and formal elements of chromatic music using a variety of techniques and approaches
- Upon completion of MUS 10A, students will utilize their knowledge of music theory to compose a variety of short pieces.

#### MUS10B - Post Romantic/20th Cen Harmony

- Analyze works in a variety of 20th and 21st Century genres using advanced techniques such as arc diagrams, texture maps, and theme maps.
- 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.
- Students will analyze harmonic, melodic, and formal elements of 20th Century repertoire using a variety of techniques and approaches.
- Students will demonstrate an advanced understanding of how music is constructed and performed in 20th and 21st Century Styles through various quizzes, analyses, and research projects.
- Through ear training exercises such as harmonic dictation, melodic dictation, rhythmic dictation, and sight-singing, students will increase their musicianship acuity.
- Upon completion of MUS 10B, students will be able to analyze and interpret harmonic, melodic, formal, and textural elements of Post-Romantic repertoire using a variety of approaches and techniques.

#### MUS12 - WIND ENSEMBLE

- 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.
- Demonstrate an adherence to recognized standards of professionalism in a rehearsal setting
- Students will employ group participation, personal growth, and public performance to formulate an individual identity in a musical ensemble.

#### MUS14 - Jazz Ensemble

- 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.
- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.
- Perform stylistically appropriately to the period/style of the composition.

#### MUS15 - Jazz Band

- 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

- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.
- Perform stylistically appropriately to the period/style of the composition.

### **MUS16 - College Orchestra**

- 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.
- Perform stylistically appropriately to the period/style of the composition.
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

### **MUS17A - Jazz Combo 1**

- Students will demonstrate knowledge of jazz repertoire through performance and practice.
- Students will develop mastery of improvisation based on study of jazz masters

### **MUS17B - Jazz Combo 2**

- Upon completion of MUS 17B, students will demonstrate intermediate/advanced knowledge of jazz repertoire through performance and practice.
- Upon completion of MUS 17B, the student should apply knowledge of jazz practices to their unique improvisations.
- Upon completion of MUS 17B, the student should develop a mastery of improvisation through study, transcription, and trial and error.
- Upon completion of MUS 17B, the student will gain a better appreciation and understanding of a variety jazz styles.
- Upon completion of MUS17B, students will be able to analyze, interpret, and perform intermediate and advanced jazz repertoire in a combo setting.

### **MUS18A - Jazz/Pop Piano 1**

- Students will apply jazz/pop voicings and stylistic approaches to jazz/pop repertoire
- Students will master the ability to interpret and perform basic lead-sheets

### **MUS18B - Jazz/Pop Piano 2**

- Upon completion of MUS 18B, students will be able to apply intermediate jazz/pop voicings and stylistic approaches to jazz/pop repertoire.
- Upon completion of MUS 18B, students will be able to demonstrate the ability to interpret and perform intermediate lead-sheets.
- Upon completion of MUS 18B, the student will apply jazz/pop voicings and stylistic approaches to jazz/pop repertoire.
- Upon completion of MUS 18B, the student will master the ability to interpret and perform basic lead-sheets.

### **MUS20 - Elementary Guitar**

- Students will be able to perform basic melodies and rhythms.

### **MUS21A - Beginning Piano**

- Students will develop and implement basic piano technique with effective hand position, posture, and fingering.
- Students will learn and implement basic music theory through performing and memorizing scales, chords, and simple harmonic progressions.
- Students will learn how to practice course material effectively on their own.
- Students will practice, master, and memorize beginning repertoire in a variety of styles while illustrating correct rhythm, fingering, and expression.

### **MUS21B - Beginning Piano: Intermediate**

- Students will develop an understanding of intermediate music theory and be able to apply it to their piano playing through scales, chords, and progressions.
- Students will illustrate a mastery of course material through in-class performance.
- Students will learn and employ intermediate piano technique and incorporate it into daily practice.
- Students will select, practice, master, and memorize intermediate repertoire in a variety of styles while displaying accurate rhythm, fingering, and expression.

### **MUS23A - Elementary Voice I**

- Demonstrate an acute awareness of diction in many languages and its effect on the jaw, teeth, tongue, and lips.
- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.
- The student will present a polished performance of two songs. These songs must be memorized and demonstrate an improvement in vocal technique (clarity of tone, resonance and breath support) as proscribed by the instructor.

### MUS23B - Elementary Voice II

- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.
- The student will present a polished performance of two songs. These songs must be memorized and demonstrate an improvement in vocal technique (clarity of tone, resonance and breath support) as proscribed by the instructor.

### MUS25 - Teaching Beginning Piano

- Students will evaluate a variety of methods for teaching beginners.
- Students will learn how to prepare, execute, and evaluate a comprehensive piano lesson for the beginning piano student.

### MUS26 - Methods/Materials/Piano Tchrs

- Upon completion of MUS 26, students should be able to prepare, execute, and evaluate a comprehensive piano lesson for the intermediate piano student.
- Upon completion of MUS 26, students will be able to demonstrate the ability to select appropriate piano method books for a variety of piano students.
- Upon completion of MUS 26, the student should be able to evaluate a variety of method books and business practices for piano students.
- Upon completion of MUS 27, students should be able to evaluate advantages and disadvantages of method books in order to choose effective curriculum for a variety of students.

### MUS27 - Teaching Intermediate Piano

- 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.
- Students will evaluate a variety of methods for teaching intermediate pianists.
- Upon completion of MUS 27, the student should be able to evaluate a variety of methods for teaching intermediate pianists.

### MUS28 - Keyboard Skills

- Upon completion of MUS 28, students will be able to apply theory and technique to a variety of piano repertoire.
- Upon completion of MUS 28, the student should be able to perform all triads, and major and minor scales in all keys with appropriate technique.

### MUS30 - Study of Guitar

- Students will be able to perform more complex melodies and rhythms.

### MUS31 - Study of Piano

- Students will develop an understanding of intermediate to advanced music theory and be able to apply it to their piano playing through scales, chords, and simple progressions.
- Students will illustrate a mastery of course knowledge through in-class performance.
- Students will learn and employ advanced piano technique and incorporate it into daily practice.
- Students will select, practice, master, and memorize intermediate to advanced repertoire in a variety of styles with an understanding of correct rhythm, fingering, and expression.

### MUS33 - Study of Voice

- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.

### MUS35 - Intro to Music Technology

- Upon completion of MUS 35, students will be able to demonstrate basic abilities in recording and music notation.

### MUS38 - Applied Lessons

- The student took the required number of lessons, did the required practice and fulfilled the performance requirements. The performance was well prepared (good or excellent technique, correct notes and rhythms, style and tempo appropriate to the piece), and literature was at an appropriate level for the student. If this is a repeat of the course, improvement would be noted from previous semesters.

### MUS42 - Vocal Repertoire

- Demonstrate an acute awareness of diction in many languages and its effect on the jaw, teeth, tongue, and lips.

### MUS44 - Concert Choir

- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

### MUS45 - Chamber Choir

- 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.



- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

**MUS46A - Beginning Jazz Choir**

- 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.
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

**MUS46B - Advanced Jazz Choir**

- 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.
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

**MUS47 - College Productions-Music**

- 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.
- 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.
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.

**Philosophy**

**CSLO**

**PHIL1 - God, Nature, Human Nature**

- Upon completion of PHIL 1, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
- Upon completion of PHIL 1, the student should be able to use philosophical methods to explain, apply and evaluate philosophical positions of their own and of significant historical figures.

**PHIL2 - Ethics**

- Upon completion of PHIL 2, the student should be able to apply diverse abstract ethical theories to evaluate contemporary moral challenges.
- Upon completion of PHIL 2, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.

**PHIL3 - Aesthetics**

- Effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well-thought-through
- Upon completion of PHIL 3, the student should be able to apply philosophical methods of artistic analysis to specific works of art.

**PHIL4 - Intro to Philosophy: Knowledge**

- Upon completion of PHIL 3, the student should be able to effectively participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
- Upon completion of PHIL 4, the student should be able to use philosophical methods to explain, apply, and evaluate specific epistemic theories.

**PHIL5 - Feminist Philosophy**

- Upon completion of PHIL 4, the student should be able to participate and express opinions in a group and whole-class setting in a way that is respectful and well thought-through.
- Upon completion of PHIL 5, the student should be able to use philosophical methods to explain, apply, and evaluate specific feminist theories.

**PHIL6 - INTRODUCTION TO LOGIC**

- Upon completion of PHIL 6, the student should be able to apply the basic principles of causal and probabilistic reasoning.
- Upon completion of PHIL 6, the student should be able to identify, describe and evaluate the informal logical fallacies.
- Upon completion of PHIL 6, the student should be able to use natural deduction to evaluate the validity of arguments in propositional logic.

**Photography**

**CSLO**

**PHTO50 - Introduction to Photography**

- Demonstrate the three basic elements of photography awareness (framing, lighting, background) while shooting a single subject (i.e. person, bike, tree) from a variety of angles, formats (vertical, horizontal) and approaches (long, medium, close shot).

**PHTO51 - INDIVIDUAL PROJECTS**

- Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment.

**PHTO56 - INTRO TO DIGITAL PHOTOGRAPHY**

- Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation.

**PHTO57 - INTERMEDIATE DIGITAL PHOTO**

- Create a printed hard-copy portfolio of class assignments.
- Create an online portfolio of photographic images from class assignments.

**PHTO58 - Introduction to Videography**

- Successfully use an industry-standard digital video editing program to produce completed video projects combining video, sound, and titles.

**PHTO60 - BLACK & WHITE MATERIALS & PROC**

- Demonstrate visual skills of black and white photography including composition and black and white aesthetics, and provide evidence of these skills in a portfolio of student work.

**PHTO64A - ARTIFICIAL LIGHT PHOTOGRAPHY**

- Produce portraits using various poses, light patterns and light ratios.

**PHTO67 - HISTORY OF PHOTOGRAPHY**

- Identify photographs by the technical process used for their creation.

**PHTO69 - INTERMEDIATE VIDEOGRAPHY**

- Successfully utilize field-recording equipment, such as off-camera microphones and audio mixers to improve sound quality of footage.

**Religious Studies****CSLO****RELS1 - Religions of the World**

- Upon completion of this course students will be able to compare and contrast the teaching of major religious figures.
- Upon completion of this course students will be able to identify the core beliefs of each major world religion.

**RELS2 - Bible: History and Literature**

- The student will be able to apply historical, critical and literary methods to the study of the Hebrew Bible and New Testament.

**RELS3 - INTRO TO WOMENS SPIRITUALITY**

- Upon completion of the course students will be able to analyze and discuss religious symbolism in the spiritual writings of women across cultures
- Upon completion of the course students will be able to articulate the various ways in which women have expressed and enacted their spiritual experiences, insights, and understandings
- Upon completion of the course students will be able to compare and contrast the spiritual values of women across multi-cultural and multireligious perspectives
- Upon completion of the course students will be able to demonstrate a sensitivity to the ways in which gender issues shape women's spirituality

**RELS11 - The Nature of Islam**

- effectively map the historical elements of Islam to practices and beliefs of contemporary Muslim communities

**Spanish****CSLO****SPAN1A - Beginning Spanish**

- By the end of the semester students will write a 6-8 sentence present indicative paragraph.
- By the mid- semester students will write a 5-7 sentence present indicative paragraph.

**SPAN1B - Elementary Spanish**

- By mid-semester students will be able to write a 10-12 sentence paragraph in preterito.

**SPAN2A - Intermediate Spanish**

- By the end of the semester students will successfully research and compose a four-paragraph essay.

**SPAN2B - Advanced Spanish**

- By the end of the semester students will successfully research and present an 8-10 minute oral report.
- Students will successfully research and compose a six-paragraph essay in Spanish.

**Theater Arts****CSLO****THEA1A - Theory/Practice of Acting I**

- Participate with creativity and confidence in group theater exercises and improvisations
- Perform a scripted scene with a partner before a live audience
- Perform a short monologue at an audition
- Speak and write constructive criticism of acting by other students
- Write a character and play analysis based on reading of the play from which an acting scene has been taken
- Write a critique of a live theatrical performance.

**THEA1B - Theory/Practice of Acting II**

- Upon completion of THEA 1B the student should be able to demonstrate the techniques learned in the classroom through the completion of written scoring and scene breakdowns
- Upon completion of THEA 1B the student should be able to demonstrate the various rehearsal techniques necessary to perform classical theater (pre-1850)
- Upon completion of THEA 1B the student should be able to perform an extended scene with a partner before a live audience
- Upon completion of THEA 1B the student should be able to speak and write constructive criticism of acting by other students.
- Upon completion of THEA 1B the student should be able to perform with specificity the characterization required of a character from a genre other than realism

**THEA3A - Beginning Improvisation**

- Upon completion of THEA 3A student should be able to apply the rules of improvisation to in-class performances.
- Upon completion of THEA 3A students should be able to define vocabulary terms used in Improvisation.
- Upon completion of THEA 3A students should be able to demonstrate creative and supportive ensemble participation.

**THEA3B - Intermediate Improvisation**

- Upon completion of THEA 3B students should be able to critique a live improvisation and identify the use of accepted rules of engagement.
- Upon completion of THEA 3B students should be able to demonstrate the ability to act appropriately and spontaneously to a variety of audio, visual, or written materials without prior rehearsal.
- Upon completion of THEA 3B students should be able to synthesize the ideas of others within an improvisation.

**THEA4 - American Cultures in Theater**

- Identify and analyze a work of American Theater, arguing its relevance in the American cannon.
- Upon completing THEA 4, the student should be able to discuss ethnic-theater related issues.
- Upon completing THEA 4, the student should be able to trace the history of a specific ethnic group and articulate their representation in the canon of American Theater.

**THEA10 - Introduction to Dramatic Arts**

- Analyze and evaluate the nature of theatre and its role in society.
- Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.
- Critically analyze dramatic literature
- Serve as a member of a creative design process, simulating the complexities of creating live performance

**THEA11 - Stage To Film**

- Upon completion of THEA 11 the student should be able to analyze motion pictures utilizing proper film vocabulary
- Upon completion of THEA 11, the student should be able to compare and contrast stage scripts and film adaptations.
- Upon completion of THEA 11, the student should be able to discuss the purposes of dramatic art (film and theatrical).
- Upon completion of THEA 11, the student will be able to identify important movements and developments in theater and film history.

#### **THEA12 - Film As Art & Communication**

- Upon completion of THEA 12 the student should be able to appraise films and filmmakers in terms of style, genres, narrative, and mise-en-scene
- Upon completion of THEA 12 the student should be able to compare and contrast a film's relationship with other art forms and media.
- Upon completion of THEA 12 the student should be able to compose a well-organized critical essay evaluating specific films and filmmakers.
- Upon completion of THEA 12, students will be able to evaluate a film based on historical, biographical, political, or cultural context.

#### **THEA14 - Bay Area Theatre**

- Students will be able to appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.
- Students will be able to articulate orally and through writing their personal response to a live theater performance using proper theater terminology and concepts
- Students will demonstrate an ability to interpret and devise production and performance options for genre, style, visuals, and sound, for a given text.
- Students will identify and view live theatre events in the greater Bay Area.

#### **THEA25 - Fundamentals of Stage Speech**

- Apply basic skills and methods of dialect preparation for performing a role on stage
- Apply elements of the International Phonetic Alphabet as a personal standard in dialect analysis.
- Evaluate and analyze a script for cultural and dialect research as if for performance (such as researching geography, educational background, etc. within the script)
- Speak effectively in several American and international accents

#### **THEA31A - Drama Workshop- Beginning**

- Create and dramatize the behavioral life of a character in rehearsal and performance using basic acting skills
- Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance
- Evaluate and analyze a script for rehearsal and performance
- Students will demonstrate their understanding of basic acting techniques as well as the collaborative play production process.
- Use basic production elements such as props, costumes, and sets to create the world of a play

#### **THEA31B - Drama Workshop- Intermediate**

- Evaluate and analyze a script for rehearsal and performance
- Assist in the design of basic production elements such as props, costumes, and sets to create the world of a play
- Create and dramatize the behavioral life of a character in rehearsal and performance using intermediate acting skills
- Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance

#### **THEA31C - Drama Workshop- Advanced**

- Assist in the design of basic production elements such as props, costumes, and sets to create the world of a play
- Create and dramatize the behavioral life of a character in rehearsal and performance using advanced acting skills
- Demonstrate a responsible work ethic within a professional framework of collaboration with directors and fellow actors in rehearsal and performance
- Evaluate and analyze a script for rehearsal and performance

#### **THEA31D - Drama Workshop- Directing**

- Evaluate and analyze a script for rehearsal and performance using basic principles of directing.
- Interpret the behavioral life of characters in rehearsal and performance using basic directing skills.
- Create the staging of a play using basic principles of blocking.

- Demonstrate a responsible work ethic within a professional framework of collaboration with student actors and fellow directors in rehearsal and performance.
- Design production elements such as props, costumes, and sets to create the world of a play.
- Student will demonstrate their understanding of direction and the collaborative play production process through the presentation of a directed scene, one-minute play and/or one-act play.

### THEA39A - Musical Theater Workshop-Begin

- Synthesize basic acting, movement and singing skills to create a truthful song performance.
- Create a professional portfolio for auditioning with sheet music
- Demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance
- Examine major genres and contributors of the American Musical Theater
- Prepare, rehearse and perform a duet scene/song from a musical
- Research and analyze the character, scene, song and show of a performed musical theater solo.

### THEA39B - Musical Theater Workshop-Inter

- Upon completion of THEA 39B students will be able to create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
- Upon completion of THEA 39B students will be able to demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
- Upon completion of THEA 39B students will be able to examine major genres and contributors of the American Musical Theater.
- Upon completion of THEA 39B students will be able to synthesize intermediate acting, movement and singing skills to create a truthful song performance.

### THEA39C - Musical Theater Workshop-Advan

- Upon completion of THEA 39C students will be able to create a professional portfolio for auditioning with sheet music, resume and headshot/photo.
- Upon completion of THEA 39C students will be able to demonstrate a responsible work ethic within a professional framework of collaboration in rehearsal and performance.
- Upon completion of THEA 39C students will be able to examine major genres and contributors of the American Musical Theater.
- Upon completion of THEA 39C students will be able to synthesize advanced acting, movement and singing skills to create a truthful song performance.

### THEA41 - Passport to Theater

- Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical.

### THEA41B - ADVANCED PASSPORT TO THEATER

- Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical.

### THEA47A - Perform in Prod: Intro Live

- Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical.
- Apply physical and vocal techniques in rehearsal and performance.
- Commit to the believably and emotional truth of a character in a play or musical.
- Demonstrate an ability to work constructively with fellow actors and with staff in a theatrical production.
- Identify and explain the responsibilities of an actor in a play or musical.
- Research, describe and evaluate the historical and literary elements of a play or musical.
- Score an acting scene, describing beats of action, objectives, obstacles and tactics, and emotional shifts.

### THEA47B - Performance in Prod: Beginning

- Upon completion of THEA 47B the student should be able to analyze the text and given character to create a live performance
- Upon completion of THEA 47B students should be able to determine the appropriate theatrical style and conventions for character development (farce, realism, Brecht, post-modern presentationalism, etc.)
- Upon completion of THEA 47B students should be able to develop an understanding of the role of the character within the context of the play, identifying relationships and specific actions and character choices unique to the examination and portrayal of those relationships.
- Upon completion of THEA 47B students should be able to use two rehearsal techniques for creating character and making acting choices (Adler, Stanislavski, Hagen, Meisner, improvisation, Epic, etc.)

### THEA47C - Performance in Prod: Intermed.

- Upon completion of THEA 47C students should be able to analyze the play to serve as support for fellow cast members.
- Upon completion of THEA 47C students should be able to build collaboration and trust with ensemble members by serving as a positive and professional example during note giving and creative staff interactions.
- Upon completion of THEA 47C students should be able to develop a personalized, systematic, approach for memorization.
- Upon completion of THEA 47C students should be able to make complex, creative, and bold acting choices during the rehearsal process as a means of creative exploration.
- Upon completion of THEA 47C students should be able to research, practice, and prepare a series of personal physical and vocal warm-ups, to be completed at each rehearsal and performance.

#### **THEA47D - Performance in Prod: Advanced**

- Upon completion of THEA 47D students should be able to create a small outreach event to bring theater to local organizations, schools, and community centers.
- Upon completion of THEA 47D students should be able to demonstrate professionalism in community outreach events and public publicity endeavors to advertise the program and production to local community.
- Upon completion of THEA 47D students should be able to demonstrate skills necessary to create a leading role character, and perform this role in a live theatre event.
- Upon completion of THEA 47D students should be able to develop and create a physical and vocal expression of a character.
- Upon completion of THEA 47D students should be able to integrate production elements from director, choreographer, and musical director feedback.
- Upon completion of THEA 47D students should be able to lead other cast members in exercises and warm-ups valuable to the rehearsal process.
- Upon completion of THEA 47D students should be able to work at an accelerated pace to create character and perfect memorization.

#### **THEA48A - Tech Theater in Prod-Beginning**

- Students will serve as a member of the running crew of a play or musical
- Students will be able to recognize and use backstage and shop terminology, tools, materials and techniques
- Students will demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.

#### **THEA48B - Tech Theater in Prod:Intermed.**

- Students will demonstrate an ability to operate and program, at a fundamental level, standard lighting, sound, or projection technology typically employed in a theatrical setting.
- Students will demonstrate an ability to serve in a leadership position or as a key member of a crew of a theatrical performance.
- Students will demonstrate an ability to work and problem solve in one or more areas of technical theatre.
- Students will demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.

#### **THEA48C - Tech Theater Production-Adv.**

- Student will demonstrate an ability to produce all of the necessary material typically required in one of the design areas, lighting(including projections), sound, costume, or scenic.
- Students will demonstrate an ability to work as a designer or assistant designer on a theatrical production.
- Students will demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.

#### **THEA48D - Tech.Theater- Prod. Management**

- Students will demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.
- Students will demonstrate an ability to work in a managerial or supervisory role in a technical or production area of a theatrical production.

#### **THEA50 - Stagecraft**

- Students will be able to recognize and use backstage and shop terminology, tools, materials and techniques
- Students will demonstrate an ability to analyze scenic production problems; evaluate alternatives and recommend solutions.
- Students will demonstrate an ability to work collaboratively with designers, technicians, and other theatre personnel.
- Students will recognize crew organization, hang and focus lights, record a sound effect, or set up a microphone.

#### **THEA50L - Introduction to Stage Lighting**

- Students will be able to analyze a script and design a light plot for an assigned production
- Students will be able to hang and focus a light plot for an assigned production or repertory plot
- Students will be able to produce all technical and creative paperwork for a lighting plot for an assigned production or repertory plot

- Upon completion of THEA 50L, students should be able to evaluate the effective use of lighting in a production.
- Upon completion of THEA 50L, students should be able to recognize and use lighting control and lighting terminology, tools, materials and techniques.

### THEA51 - Introduction to Costume Design

- Analyze a play script to create a design concept
- Evaluate the effective use of costume in production
- Use historical research methods in creating a costume design
- Utilize costume construction methods to execute a costume

### THEA52 - Introduction to Design

- Upon completion of THEA 52, students should be able to evaluate the effectiveness of a scenic, lighting, sound, or costume design in a given production at a fundamental level.
- Upon completion of THEA 52, students should be able to recognize and use theatrical design terminology, tools, materials and techniques.

## Visual Communications

### CSLO

#### VCOM50 - Visual Com/Process of Design

- Students who successfully complete VCOM50 should be able to 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.
- Students who successfully complete VCOM50 should be able to: 1. Explore ways visual elements enhance expression in design. 2. Achieve unity through variety. 3. Identify the kinds of variety and the principles at work to create variety 4. Examine harmonious combinations of type with imagery and other design elements 5. Manage a variety of figure-ground relationships in the same composition.
- Students who successfully complete VCOM50 should be able to Concept, idea, visualization: Understand design as a visual language that is built on fundamental principles and elements
- Students who successfully complete VCOM50 should be able to 1. Improve technical skills to work with shapes, proportion, scaling, proximity, quantity, motif and high contrast (B&W) images 2. Improve usage skills with the Adobe Illustrator computer graphics program. 3. Improve understanding of the Adobe Illustrator user interface architecture

#### VCOM51 - COLOR FOR DESIGN

- Upon completion of VCOM 51, students should be able to describe the different interactions of color and how it affects color perception and to be able to revise/adjust color combinations to achieve color harmony.
- Upon completion of VCOM 51, students should be able to explain the difference between additive and subtractive color models and identify the appropriate instances to use each color model.
- Upon completion of VCOM 51, students 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.
- Upon completion of VCOM 51, students should be able to recognize traditional color schemes and color relationships when looking at color combinations

#### VCOM52 - Introduction to Typography

- A student who successfully completes VCOM52 will be able to describe how type is used in graphic design, describe the relationship between type and the visual message it conveys and manipulate type for effect (e.g., to create a mood, to make an impact).
- A student who successfully completes VCOM52 will be able to design effective page layouts using appropriate typesetting techniques such as typeface choice, size, spacing, line length, and page grid.
- A student who successfully completes VCOM52 will be able to identify and use terminology related to the anatomy of letters, and describe how these elements are used to create and measure typefaces as well as identify type by classification and their place in history.
- A student who successfully completes VCOM52 will be able to select typefaces appropriate to a project's design and communications goals and to use letterforms as design elements.

#### VCOM53 - Photoshop I

- A student who successfully completes VCOM53 will be able to create photographic montages using Adobe Photoshop.
- A student who successfully completes VCOM53 will be able to use Photoshop tools to manipulate images for retouching, color correction, and basic adjustments.
- A student who successfully completes VCOM53 will be able to use various tools for creating Selections, Mask, and Alpha Channels to isolate and manipulate images.

#### VCOM54 - Illustrator I for Design

- Upon completion of VCOM 54, students should be able to create new Illustrator Documents efficiently and open existing Illustrator Documents for editing and modification: set-up/launch, retrieve, save for print and screen.

- Upon completion of VCOM 54, students should be able to demonstrate understanding of the Pen Tool, individual anchor points, and Bezier handles, and be able to manipulate artwork on a point-by-point level.
- Upon completion of VCOM 54, students should be able to use Illustrator at the most basic level to create illustrations and simple graphic designs.
- Upon completion of VCOM 54, students will be able to work in the Illustrator interface with facility.

### VCOM55 - Web Design I

- Upon completion of VCOM 55 Web Design I, students should be able to create and manipulate HTML and HTML5 and CSS within a HTML5 website.
- Upon completion of VCOM 55 Web Design I, students should be able to Exhibit an understanding of the utilization of time appropriate methodologies in producing website ready files. Build an html website with the optimized html code.
- Upon completion of VCOM 55 Web Design I, students 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.
- Upon completion of VCOM 55 Web Design I, the student should be able to create optimized digital artwork to be used within a HTML website.
- Upon completion of VCOM 55 Web Design I, the student should be able to utilize image manipulation software to create an automated workflow in optimizing multiple images.

### VCOM56 - Design Concepts I

- Upon completion of VCOM 56, students should be able to critically analyze graphic design problems and artwork solutions.
- Upon completion of VCOM 56, students should be able to design and assemble a technically proficient body of two-dimensional design work that demonstrates the successful visualization of ideas and applies the fundamental knowledge and related set of skills to produce two-dimensional design work.
- Upon completion of VCOM 56, students should be able to develop and practice and the knowledge and skills to work in two-dimensional spaces utilizing the basic elements and principles of design: unity, balance, scale, hierarchy, emphasis, similarity and contrast, pattern and texture, color, etc.
- Upon completion of VCOM 56, students should be able to generate effective design processes by utilizing the fundamental design elements, such as: Squares, dots, lines, text and mass for creating effective compositions; current trends in visual communication.

### VCOM57 - Design Concepts II

- Upon successful completion of VCOM 57, students should be able to actively work as a part of a design team as a project manager, art director, lead designer, and production artist.
- Upon successful completion of VCOM 57, students should be able to apply design and marketing knowledge and theories in teams and alone to create the visual foundations for innovative design work within the scope of a given project that clarifies, synthesizes and dramatizes the familiar world.
- Upon successful completion of VCOM 57, students will be able to identify and understand the collaborative nature of the design process and the multiple areas of focus and/or specialization required to create professional design work, including project management, art direction, lead design, art production, as well as the outside talents such as writing, photography, illustration and calligraphy.
- Upon successful completion of VCOM 57, students will be able to prepare for, lead and/or participate in, and summarize client meetings to determine the scope of work for design projects.

### VCOM58 - Photoshop II for Design

- Students who successfully complete VCOM58 will be able to apply design principles in relationship to digital image painting manipulation, illustration and other composition tasks.
- Students who successfully complete VCOM58 will be able to compose and manipulate a variety of images from various sources into photo-realistic composites.
- Students who successfully complete VCOM58 will be able to create accurate electronic files for delivery to screen (web, app development, multimedia) and print (prepress, photo prints).
- Students who successfully complete VCOM58 will be able to generate special effects in Photoshop using filters, adjustment layers, layer masks, and layer effects.

### VCOM59 - Illustrator II for Design

- Students who successfully complete VCOM59 will be able to create artwork that is easy to revise and demonstrate the ability to modify by changing the color scheme, filters, and other appearance attributes.
- Students who successfully complete VCOM59 will be able to incorporate raster images into their work and be able to develop their artwork using both raster and vector art.
- Students who successfully complete VCOM59 will be able to set up a perspective grid using the perspective tools and apply the basic principals of linear perspective.

### VCOM60 - Creative Portfolio/Self Promot

- Students who successfully complete VCOM60 will be able to make oral and visual presentations of their professional portfolios and self-promotional materials to industry standard.
- Students who successfully complete VCOM60 will be able to prepare a personal portfolio and related self-promotional materials to industry standards for several possible practical applications.



- Students who successfully complete VCOM60 will be able to prepare a personal résumé tailored to industry standards.
- Students who successfully complete VCOM60 will be able to strategize effective self-promotion of ideas and skills for employment in the visual communications world.

### VCOM62 - Web Design II

- Upon completion of VCOM62 Web Design II, students should be able to apply javascript to a HTML5 website.
- Upon completion of VCOM62 Web Design II, students should be able to create an optimized responsive HTML5 website with CSS.
- Upon completion of VCOM62 Web Design II, students should be able to create HTML5 multiple video sources for a HTML5 website.

### VCOM64 - Indesign I & Layout Techniques

- Students who successfully complete VCOM64 should be able to create an effective layout by combining text and images and manage all related art assets for press ready output.
- Students who successfully complete VCOM64 should be able to effectively use type with appropriate consideration to typeface, style, size, location, and formatting in regards to legibility and readability of text.
- Students who successfully complete VCOM64 will be able to apply the fundamental principals and considerations of page layout design by properly setting up a document to correct trim, bleed, margins, page count, and folds.
- Students who successfully complete VCOM64 will be able to effectively combine text and images into a single layout and manage all related art assets for final output.
- Students who successfully complete VCOM64 will be able to identify various image formats, its features and its limitations and to use appropriate image types in page layouts at the correct size, resolution, and color space.
- Students who successfully complete VCOM64 will be able to utilize typographic tools and typesetting features in InDesign, demonstrating the ability to select the appropriate font, style, size, location, and formatting in regards to legibility of text.

### VCOM65 - Elect Prepress/Print Prod

- Students who complete VCOM65 will be able to use Illustrator at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principles.
- Students who complete VCOM65 will be able to use InDesign at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principles.
- Students who complete VCOM65 will be able to use Photoshop at industry-standard level to design and pre-flight work for print production taking into account technical requirements as well as layout and design principles.

## BHAWK

### Business

#### CSLO

#### BUSN1A - Financial Accounting

- 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 - Managerial Accounting

- 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.

#### BUSN18 - Business Law

- Compare and contrast alternative legal theories as they apply to a particular fact situation.
- Critique legal decisions made by the courts.
- Formulate legal conclusions based on sound legal reasoning.
- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.

#### BUSN20 - International Business

- Analyze investment opportunities in foreign markets.
- Compare and contrast the financial implications of international trade.
- Describe procedures and documentation necessary to import a product from a foreign country.
- Evaluate the dynamics behind multinational enterprises.

#### BUSN30 - Business Ethics and Society

- Examine potential conflicts of interest within an organization which raise ethical considerations.
- Recognize the process for resolving an ethical dilemma.
- 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.

### **BUSN40 - Introduction to Business**

- Assess the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.
- Compare the three primary business formations used by privately held American businesses.
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.
- Successful completion of this course will enable students to analyze the role of business in a market economy.

### **BUSN43 - Professional Communications**

- Analyze conflict resolution skills.
- Compare and contrast information, persuasive, and entertaining styles of presentations.
- Identify the appropriate communication format for specific purposes.
- List and assess the theories of teams and collaboration in the work environment.

### **BUSN48 - Human Relations in Workplace**

- Analyze the primary leadership styles.
- Compare and contrast the concepts of work, worth and leisure in the United States.
- Describe the characteristics of change.
- Evaluate organizational strategies of motivation.

### **BUSN51A - General Accounting I**

- Upon successful completion of this course, i) Accurately record business transactions using journal entries, ii) Prepare a basic Income Statement and Balance Sheet for a merchandising company

### **BUSN52 - Business Communications**

- Analyze obstacles to cross-cultural communication.
- Compare and contrast the organizational theories of communication.
- Describe the basics factors of non-verbal communication.
- Evaluate barriers that prevent the transfer of meaning.
- Evaluate communication problems and formulate appropriate solutions.
- 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.
- Recognize grammatically correct correspondence, both incoming and outgoing.

### **BUSN53 - Business Correspondence**

- Evaluate communication problems and formulate appropriate solutions.
- Recognize grammatically correct correspondence, both incoming and outgoing.
- Successful completion of this course will enable students to organize and assess grammatically correct business letters, memoranda, e-mail, instant messages, resumes, and letters of application.

### **BUSN55 - Business Mathematics**

- 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 - Introduction to Management**

- Analyze the control function of management.
- Compare and contrast the primary managerial functions.
- Describe the primary state laws that govern managerial decisions.
- Identify the roles managers play in organizations.

### **BUSN58 - Small Business Management**

- Analyze the financial requirements for starting a business.
- Compare and contrast the legal formation options for small businesses.
- Discuss a marketing strategy for a small business launch.
- List the advantages and disadvantages of small business ownership.

#### **BUSN61 - INTRO. TO QUICKBOOKS ACCTG**

- 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

#### **BUSN65 - FEDERAL INCOME TAX ACCOUNTING**

- 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 - Office Procedures**

- Successful completion of this course will enable students to identify and describe effective telephone etiquette

#### **BUSN77 - FIN.&INS. PROCDRS. FOR MED OFC**

- Students will articulate key differences between health care financial systems and those of other types of business organizations.
- Students will be able to analyze a health care financial problem and make appropriate calculations to solve the problem permanently.
- Students will be able to differentiate between a third party payer systems from a 'direct-pay' system and make calculations to determine the most beneficial revenue source.
- Students will be able to perform a breakeven analysis and calculate the correct number of diagnostic tests to achieve breakeven point in both quantity and in dollars.

#### **BUSN88 - HUMAN RESOURCES MANAGEMENT**

- Analyze the typical non-exempt compensation strategies.
- Compare and contrast workplace security options.
- Describe the process of human resources planning.
- Discuss the role of unions in employee relations.

### **Economics**

#### **CSLO**

##### **ECON1 - Principles of Microeconomics**

- Upon completion of Econ 1 students will be able to define different market structures and explain how firms optimize their fiscal objectives in these markets.
- Upon completion of Econ 1 students will be able to define market and its failures and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
- Upon completion of Econ 1 students will be able to define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.

##### **ECON2 - Principles of Macroeconomics**

- Upon completion of Econ 2 students will be able to define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.
- Upon completion of Econ 2 students will be able to define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.
- Upon completion of Econ 2 students will be able to describe monetary and fiscal policies and explain how they affect short-term economic fluctuations.

##### **ECON5 - Economic History of the US**

- Upon completion of Econ 5 students will be able to explain the main themes of the US economic history in a chronological context.

##### **ECON10 - General Economics**

- Upon completion of Econ 10 students will be able to define key economic indicators, including GDP, CPI, and Unemployment Rate, and use these quantitative measures to analyze the economy.
- Upon completion of Econ 10 students will be able to define market and explain how market forces of supply and demand lead to efficient allocation of goods, services and factors of production.

- Upon completion of Econ 10 students will be able to define opportunity cost and marginal analysis and explain how they relate to choices of individuals in the economy.

## Health

### CSLO

#### HLTH1 - Introduction to Health

- Upon completion of Health 1, the student will be able to identify their modifiable and unmodifiable risk factors for personal health.
- Upon completion of Health 1, the student will be able to locate health information related to his/her individual behavior change process and evaluate the credibility of those sources.
- Upon completion of Health 1, the student will be able to integrate and apply scientific research into his/her individual behavior change process.
- Upon completion of Health 1, the student will feel empowered to implement positive health behaviors.

#### HLTH3 - WOMENS HEALTH

- Demonstrate ability to evaluate health-related messages about women in popular media sources
- Demonstrate ability to identify and discuss sexual rights issues as related to sexual health and responsible sexual behavior
- Demonstrate ability to integrate scientific research into her or his behavior change process
- Demonstrate ability to locate credible health information
- Successful completion of Health 3 will enable a student to demonstrate ability to locate credible health information

## Kinesiology

### CSLO

#### KIN5 - Sports Management

- Demonstrate through the Oral History class project, and discussion with multiple guest speakers, that students appreciate the various jobs in the sport management field, and the ways in which they must prepare themselves to work in the field.

#### KIN6 - Personal Trainer

- The students will be able to differentiate between the positive and the negative coronary risk factors associated with cardiovascular disease.
- The student's will be able to construct valid and reliable measurements of a theoretical clients' fitness level and select appropriate tests for individual clients utilizing normative data.
- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student will be able to complete one mile walking in under 20 minutes

#### KIN15 - First Aid and Safety

- Demonstrate the ability to perform CPR with AED and rescue breathing.

#### KIN16 - The Successful Student-Athlete

- Student will be able to demonstrate knowledge of CCCAA regulations for eligibility and show an understanding of NCAA regulations for transfer and immediate eligibility.

#### KIN17 - Intro Athletic Trng/Sports Med

- To be able to list the components in an ankle inversion prevention tape application.
- To be able to list the roles and responsibilities of an Athletic Trainer or A.T.C.

#### KIN24 - Sport Psychology

- Define, analyze, discuss and explain exercise and sports-specific factors that influence and affect behavior, compliance, adherence, performance

#### KIN30 - Introduction to Kinesiology

- Identify a number of career options following a degree in kinesiology.

#### KIN31A - PRE-SEA CON INTERCOL BSKBL MEN

- Student will have an understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level.
- Students will be able to demonstrate proper shooting technique and be able to execute a series of jumpshots from different spots beyond the 3 point line. This will be done with proper technique and accuracy

- Students will be able to properly execute a 3 on 2 fast break from both an offensive and a defensive standpoint
- Students will be able to verbally and physically demonstrate how to properly physically train for the preparation of an intercollegiate basketball season.
- Students will demonstrate proper footwork emphasizing their left foot as pivot foot for right handed players and with this demonstrate offensive moves that attack the basket using this footwork
- The Student will be able to explain the general strategy and tactics of the sport as it relates to certain opponents.
- The student will have an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with the intercollegiate sport.
- The student will understand the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level.
- The student will understand and be able to work in a team environment.
- The students will be able to utilize competitive motivation in the development of work ethic.
- The students will have an understanding of the responsibilities and assignments of each position on the basketball court from an offensive and defensive standpoint.

### **KIN31B - Fall Intercolleg Basketball Men**

- Students will demonstrate an understanding of the physical training (i.e., strength, speed, conditioning) needed to compete at the intercollegiate level in men's basketball.
- Students will demonstrate an understanding of the responsibilities and assignments of each position on the basketball team from an offensive and defensive standpoint.
- The student will demonstrate an understanding of the playing rules and acceptable conduct, behavior, and demonstrate good sportsmanship that is associated with being an intercollegiate athlete.
- The students will be able to utilize competitive motivation.
- The students will demonstrate and understand how to work with teammates in a positive environment.

### **KIN31C - Spring Intercol Basketball-Men**

- Students will be able to diagram offensive sets that are utilized during the basketball season.
- Students will demonstrate an understanding of the demands and/or requirements that are required for competitive athletic performance at the intercollegiate level.
- The Student will be able to explain the strategies and tactics of the sport as it relates to certain opponents.
- The students will be able to physically demonstrate an understanding of offensive half court basketball sets as they pertain to an intercollegiate basketball team.

### **KIN31D - Off Seas Intercol Mens Bsktbl**

- Students will be able to develop their own offseason skills training program to help develop their basketball skills
- Students will demonstrate an understanding how to train during the offseason conditioning in preparation for competition at the intercollegiate level.
- Students will demonstrate an understanding of proper passing technique and be able to deliver a pass to a targeted location.
- The Student will be able to complete a ball handling routine through sets of cones setup on the basketball court within a set amount of time.
- The student will physically demonstrate a series of 10 finishing layups at the basket.

### **KIN36 - Intercollegiate Cross Country**

- Demonstrate and apply etiquette and sportmanship through intercollegiate competition.
- Demonstrate the ability to compete and excel at the highest level of community college competition.
- Exhibit good sportsmanship during play.
- Students are able to demonstrate the ability to maintain good academic standing 2.0 GPA and 12 units.
- Students will formulate a plan to achieve their desired intercollegiate athletic objectives.
- The student shall run three miles continuously on either a track or a cross-country course.

### **KIN38A - Preseason Inter. Mens Soccer**

- Students will demonstrate an understanding of total soccer philosophy.

### **KIN38B - Intercollegiate Men's Soccer**

- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

### KIN38C - Off Season Intercol Soccer-Men

- Students will formulate a plan to achieve their desired intercollegiate athletic objectives.

### KIN41A - Pre-Condition.Int.BSKTBL-Women

- The student will be able to demonstrate an understanding of the language of basketball.
- The student will be in the proper shape to compete at the collegiate level.
- The student will be prepared to tryout and possibly make the Las Positas College basketball team.
- Upon successful completion of KIN 41A, the student will be able to perform advance defensive phases of Basketball (zone and player to player defense in the half court and full court).
- Upon successful completion of KIN 41A, the student will be able to perform advance offensive phases of Basketball (dribble, pass and shoot through team half court sets, transitional sets, press breakers and out of bounds plays).

### KIN41B - Intercollegiate Bsktbl-Women

- Upon successful completion of KIN 41B, the student will be able to demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone and player to player) in the half court and full court.
- Upon successful completion of KIN 41B, the student will be able to demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts (dribble and pass) and 2 out of 5 attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds plays.

### KIN41C - Intercollegiate Bsktbl Women

- Upon successful completion of KIN41 C Intercollegiate Women's Basketball the student will be able to identify correct rules, scoring and strategies for successful completion of an Intercollegiate Basketball game.
- Upon successful completion of KIN 41C Intercollegiate Basketball, the student will demonstrate an understanding of advanced skills in basketball; dribbling through traffic on the court, passing under defensive pressure, shooting three point shots, rebounding, offensive screening and offensive moves to the basket.

### KIN41D - Off Sea Intercol Womens Bskbl

- Demonstrate acquired offensive skills through competition: 4 out of 5 successful attempts (dribble & pass) and 2 out of 5 successful attempts (shooting) through half court sets, transitional sets, press breakers and out of bounds plays. Demonstrate acquired defensive skills through competition: 1 out of 2 successful attempts (zone & player to player) in the half court and full court.
- Upon successful completion of Intercollegiate Women's Basketball the student will be able to perform advance offensive phases of Basketball (dribble, pass and shoot through team half court sets, transitional sets, press breakers and out of bounds plays), and perform advance defensive phases of Basketball (zone and player to player defense in the half court and full court).
- Upon successful completion of KIN41 D Off Season Intercollegiate Basketball, the student will be able to articulate and demonstrate advanced strategies used in basketball. The student will show an understanding of the rules, strategies, and sportsmanship involved in competitive basketball.

### KIN48A - Presea Intercol Womens Soccer

- Identify advanced soccer defensive principles of play by identifying errors that result in the conceding of goals. Students will categorize goals conceded by defensive principles of play (for example, balance, discipline/patience, and predictability).
- Student will be knowledgeable in basic offensive and defensive strategies used in the game of soccer. A written exam will be given for assessment.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.
- The student will develop the proficiency in the fundamental skills of soccer, which includes juggling, dribbling, passing, heading, shooting. Skills assessments will be given to assess individual development of skills.

### KIN48B - Intercollegiate: Womens Soccer

- An understanding of the demands and/or requirements associated with preparation for competitive athletic performance at the intercollegiate level. The scope of which encompasses the following components: 1. Understanding of the playing rules of the game, 2. Specific assignments and/or responsibilities, as associated with the various positions and/or activities of the sport. 3. General strategy and tactics of the sport. 4. Specific strategy and tactics of the sport, as associated with various opponents. 5. Understanding and acceptance of the teamwork concept. 6. Competitive motivation in the development of work ethic. 7. Physical training basically for strength and conditioning.
- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

### KIN48C - Off Season Inte Women Soccer

- Compare zonal defending with opponent marking strategy in soccer. Construct a practice to prepare a team to defend zonally, and identify the advantages of this strategy.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.
- Your opponent's strategy is to pass the ball wide and send crosses into your penalty box. Design a strategy to defend against this and create a practice training plan to prepare your team for this approach.

### **KIN50 - Intercollegiate Swimming/Div**

- Demonstrate and apply etiquette and sportmanship through intercollegiate competition.
- Demonstrate the ability to compete and excel at the highest level of community college competition.
- Demonstrate the ability to maintain good academic standing with a 2.0 GPA and 12 units.
- Students will formulate a plan to achieve their desired intercollegiate athletic objectives.

### **KIN51 - PRE-SEASON TRAINING-SWIM & DIV**

- Demonstrate a specific stroke drill with a stated objective
- Employ a pre-season weight program using principles of overload and progression
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KIN60 - Intercolleg. Water Polo- Men's**

- Demonstrate and apply etiquette and sportmanship through intercollegiate competition.

### **KIN65 - Intercoll. Water Polo- Women's**

- Demonstrate and apply etiquette and sportmanship through intercollegiate competition.

### **KINAIE - Adapted Individualize Exercise**

- Students will design, with instructor consultation, a warm-up, aerobic and anaerobic exercises to suit their capabilities. They will monitor their routine twice per week and make appropriate modifications when necessary.
- Students will summarize how their resting, training and recovery heart rate influences their lifelong health and fitness.
- Students' identify SMART goals to achieve their long term fitness objectives.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KINAPA - Adapted Physical Activities**

- Fitness Level: Demonstrate improved cardiorespiratory endurance
- Fitness Level: Demonstrate muscle strength and endurance
- Knowledge: Explain etiquette and rules for use of equipment (towel, drinking water, use of facility)
- Knowledge: Identify importance of physical and social activities for lifetime health
- Student Perceptions: Student makes behavioral adjustments necessary for a safe environment in the class.
- Student will be able to verbally explain why an exercise is important for their health and what muscles are being used in the execution of the exercise.
- Student will demonstrate safe and responsible use of the equipment.
- Student will increase upper body strength by 20% from pre-post testing.
- Students will be able to explain why they are doing a certain activity and the social and fitness benefits.
- Students will be able to verbally explain which exercises are used for cardio-vascular endurance, and increase their endurance by 10% from pre-post testing.
- Students will clean equipment after use and put equipment away for that others can find it.
- Students will demonstrate an understanding of the Overload principle by increasing duration or workload.
- Students will show improvement in their cardiovascular fitness by monitoring their heart rate.

### **KINAWT - Adapted Weight Training**

- Activity Skill: Demonstrate correct strength training technique
- Fitness Level: Demonstrate improved cardiorespiratory endurance
- Fitness Level: Demonstrate improved flexibility
- Fitness Level: Demonstrate muscle strength and endurance
- Knowledge: Apply overload principle to progress strength training program
- Knowledge: Explain etiquette and rules for use of equipment (towel, drinking water, use of facility)
- Knowledge: Explain the benefits of cardiovascular exercise and resistance training.

- Knowledge: Identify importance of physical and social activities for lifetime health
- Student Perception: Express behavioral intention to maintain long-term physical activity
- Student Perceptions: Student makes behavioral adjustments necessary for a safe environment in the class.
- Students explain the overload principle and components of fitness by applying these principles to a 1 month exercise routine.
- Students will identify and describe the benefits of cardiovascular and resistance training.
- Students will identify major muscle groups and be able to label a human illustration.
- Students will undergo periodic fitness testing to demonstrate the effects of this exercise program.
- Students' identify SMART goals to achieve their long term fitness objectives.

### KINBC1 - Boot Camp 1-Flex/Core Dev

- Describe the energy system transitions (between aerobic, lactic acid, & anaerobic) from Boot Camp warm-up to a 5 minute maximal exertion exercise.
- Students explain the overload principle and components of fitness by applying these principles to a 1 month exercise routine.
- Students will identify and describe the benefits of cardiovascular and resistance training
- Students will identify major muscle groups and be able to label a human illustration.
- Students will identify SMART goals to achieve their short and long term fitness objectives
- Students will undergo periodic fitness testing to demonstrate the effects of this exercise program.
- Students' identify SMART goals to achieve their long term fitness objectives.
- The student will be able to identify equipment used in the obstacle courses that develops each of the skill related components of fitness by written exam.

### KINBC3 - Boot Camp for Power & Strength

- The student will be able to list and define the skill related components of fitness, which includes: agility, quickness/speed, co-ordination, balance, and explosiveness/power.
- Students explain the overload principle and components of fitness by applying these principles to a 1 month exercise routine.
- Students will identify major muscle groups and be able to label a human illustration.
- Students' identify SMART goals to achieve their long term fitness objectives.
- The student will be able to identify equipment used in the obstacle courses that develops each of the skill related components of fitness by written exam.

### KINBD1 - BADMINTON 1

- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student shall name the lines on the court and give the dimensions of the court for badminton.
- The student will be able to complete one mile walking in under 20 minutes
- The student will be knowledgeable of the basic rules of badminton, including scoring methods and court dimensions. Can be assessed verbally or on written assignment.
- The student will demonstrate proficiency in the forehand and backhand service techniques. A skills assessment will be used to determine level of proficiency.

### KINBD2 - BADMINTON 2

- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student shall name the lines on the court and give the dimensions of the court for badminton.
- The student will be able to complete one mile walking in under 20 minutes
- The student will execute the backhand techniques of the following badminton skills: backhand clear, backhand drop-shot, backhand smash & backhand drive. A skills assessment will be used to determine level of proficiency.
- The student will identify strengths and areas to improve in singles and doubles play utilizing a Badminton Scatter Graph. A skills analysis will be used for assessment.

### KINBD3 - BADMINTON 3

- The student will describe the "principle of attack" used in Doubles play.
- The student will be able to describe the four primary Badminton strategies on a written exam. The strategies to be described will be movement pressure, central base position, hitting the corners and hitting the middle.

### KINBK - Basketball



- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KINBKP - Basketball Advanced Play**

- Students will be able to demonstrate advanced individual basketball skills and be able to perform in a competitive setting.

### **KINBX - Box Aerobics**

- Students demonstrate leadership in Box Aerobics.
- Students will demonstrate Tae Kwon Do skills including stances, kicking, punching, blocks, forms, controlled sparring, and fitness level.

### **KINDBS - Dance Aerobics/Body Sculpting**

- Calculate target heart rate.
- Demonstrate improved fitness level

### **KINDRJ1 - Danzan Ryu Jujitsu 1**

- Perform an escape from a wrist grab.
- Perform and receive a basic sweep or trip throw.
- Perform basic ukemi.

### **KINDRJ2 - Danzan Ryu Jujitsu 2**

- Perform a basic wrist or finger lock
- Perform a sweep throw.
- Perform beginning/intermediate level ukemi.

### **KINDRJ3 - Danzan Ryu Jujitsu 3**

- Perform a basic arm lock.
- Perform a hip throw
- Perform intermediate level ukemi.

### **KINDV1 - SPRINGBOARD DIVING**

- Demonstrate appropriate approach, hurdle, and takeoff for a forward dive.
- Organize a six dive list.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KINFC - Fitness Center**

- Participate in a fitness program to maintain and/or improve personal fitness level

### **KINFD - Fitness Development**

- Plan and participate in a fitness development program to maintain and/or improve personal fitness

### **KINFL1 - Flag Football 1**

- Demonstrate knowledge of the general rules involved with the game of flag football

### **KINFL2 - Flag Football 2**

- Demonstrate knowledge of the general rules involved with the game of flag football
- Demonstrate knowledge of the rules involved with the game of 4-on-4 and 5-on-5 flag football

### **KINFL3 - FLAG FOOTBALL 3**

- Demonstrate knowledge of the rules involved with the game of 7-on-7 and 8-on-8 flag football
- Demonstrate use of offensive strategies used in 7-on-7 and 8-on-8 flag football
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KINFN1 - Fencing 1**

- Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### KINFN2 - Fencing 2

- Successful completion of this course will enable students to perform controlled footwork, including advance, retreat, and lunge.

### KINFN3 - Fencing 3

- Upon successful completion of KIN FN3 students will execute correct footwork and blade action in competitive situations

### KINFS1 - Introduction to Futsal

- Devise a soccer strategy to protect and exploit a team that has slow defensive players but fast forwards. Create a practice plan on how you would teach this strategy to the athletes.
- Identify fundamental errors that result in the conceding of goals. Students' will categorize goals conceded by fundamental defensive principles of play (for example, delay, depth and concentration/compactness).
- Students will compare strategies from different eras of the game, and with this understanding, devise a tactical philosophy for the future.
- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.
- The student will understanding and be able to work in a team environment.

### KINFS2 - Advanced Futsal

- Devise a soccer strategy to protect and exploit a team that has slow defensive players but fast forwards. Create a practice plan on how you would teach this strategy to the athletes.
- Students will compare strategies from different eras of the game, and with this understanding, devise a tactical philosophy for the future.
- Students will demonstrate an advanced understanding of Futsal by categorizing goals conceded by complex defensive principles of play (for example, balance, patience and predictability).
- The student will be able to create exercises for offensive and defensive strategies used in advanced Futsal.
- The student will be able to define the advanced responsibilities of the goalkeeper, defenders, midfielders, and forwards in Futsal.

### KINFW1 - Fitness Walking 1

- The student's personal fitness improvement will determined by increased distance and speed over the course of the semester. A final walk/jog assessment will be completed.
- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student will be able to complete a mile distance while doing a combination of walking and jogging within 15 minutes
- The student will be able to complete one mile walking in under 20 minutes
- The student will be able to determine appropriate training heart rate for maximum cardiovascular efficiency. The student will use the Karvonen Formula.

### KINFW2 - Fitness Walking 2

- Show improvement in cardiovascular fitness
- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student will be able to complete a mile distance while doing a combination of walking and jogging within 15 minutes
- The student will be able to complete a mile distance while jogging in under 15 minutes
- The student will be able to complete one mile walking in under 20 minutes
- Upon completion of this course students will be able to identify the benefits of walking and how they relate to their personal development in health, fitness, recreational and physical activity.

### KINFW3 - FITNESS WALKING 3

- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student will be able to complete a mile distance while doing a combination of walking and jogging within 15 minutes
- The student will be able to complete a training walk using accelerations every 100 yards.
- The student will be able to complete one mile walking in under 20 minutes
- The student will be identify the nutritional needs for recreational or competitive events.

### KINGBW - Guts and Butts Workout

- Identify major muscle groups and select appropriate exercises
- Identify specific abdominal exercises used to strengthen the "core" and the variables of difficulty
- Identify specific muscles used to strengthen & stabilize the main "core"

- Improve his/her fitness level.

#### **KINGF1 - Golf 1**

- Upon completion of KINGF1, the student will be able to analyze the influence of alignment and grip on ball flight

#### **KINGF2 - Golf 2**

- Upon completion of KINGF2, the student will be able to illustrate how a golfer creates lag in the golf swing

#### **KINGF3 - Golf 3**

- Upon completion of KINGF3 the student will be able to assess the significance of the hip pivot movement and its role in creating distance in golf ball flight

#### **KINID - Introduction to Dance**

- Knowledge of dance elements within the units presented
- Students will show technical growth and precision in their execution of various movements

#### **KINPF - Personal Fitness**

- Successful completion of this course should enable the student to calculate the "Target Heart Rate Formula."
- The student will be able to complete a mile distance while doing a combination of walking and jogging within 15 minutes.
- The student will be able to complete one mile walking in under 20 minutes.

#### **KINPL1 - Pilates 1**

- Demonstrate correct alignment for Pilates Mat Work.
- Demonstrate knowledge of neutral spine, c-shape and scoop.
- Implement the guiding principles of Pilates.

#### **KINPL2 - Pilates 2**

- Apply knowledge of core stabilization during Pilates exercises.
- Demonstrate knowledge of neutral spine, c-shape and scoop.
- Design a level 2 routine with appropriate props and stretches.
- Implement the guiding principles of Pilates.
- Perform interval challenges to increase strength and cardiovascular health.
- Perform Pilates level 2 mat exercises using props and variations to increase difficulty.

#### **KINSC1 - Soccer Outdoor**

- Compare the strengths and weaknesses of various soccer formations: 3-5-2, 4-5-1, 4-3-3, 4-4-2, 4-2-3-1, 4-1-4-1 and 4-3-2-1
- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field layout.
- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.
- Your opponent's strategy is to defend high up the field of play, aiming to regain possession close to your goal. Devise a practice that prepares your team for this, and aims to exploit this strategy.

#### **KINSC2 - Outdoor Soccer**

- Evaluate, with use of video playback, individuals' soccer technique when demonstrating the: Push pass, driven pass, bent pass, shooting with laces, moves to beat the defender, 1v1 defending, and attacking and defensive heading.
- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer field dimensions.
- Your opponent's tactic is to defend deep in numbers and counter-attack. Devise a practice and strategy that will prepare your team to outwit the opposition.

#### **KINSD - Salsa Dance 1**

- The Student will be able to perform the basic step, side step, openings, and couple hold. A skills analysis will be done to assess level of proficiency.
- The students will be conversant with the origins of Salsa and its historical and cultural context. This will be assessed by written final exam.

#### **KINSI - Soccer-Indoor**

- Identify fundamental errors that result in the conceding of goals. Students' will categorize goals conceded by fundamental defensive

principles of play (for example, delay, depth and concentration/compactness).

- Students will demonstrate soccer knowledge including five phases of trapping, heading, kicking, passing, dribbling, and soccer formations.

### **KINSW1 - Swimming 1**

- Demonstrate competency of beginning level swimmers, including floating skills, and comfort in the water
- Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.

### **KINSW2 - Swimming 2**

- Demonstrate competency of beginning level swimming skills; including basic swim strokes (competitive and non-competitive)
- Illustrate the basic breathing technique for each of the four competitive strokes
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

### **KINSW3 - Swimming 3**

- Perform 100 yards of front crawl with proficient side-breathing and 100 yards backstroke, each with competitive flip-turn; 50 yards breaststroke and 50 yards butterfly, each with the correct competitive turn; 100 yard Individual Medley with correct turns, and a 500 yard continuous swim using any combination of swim strokes.
- Show improvement in cardiovascular fitness
- Show increased muscular endurance and/or technical proficiency of the following strokes:
  - o Front and back crawl
  - o Breaststroke
  - o Sidestroke
  - o Elementary backstroke

### **KINSWF1 - Swimming for Fitness 1**

- The student will swim 450 yards in 12 minutes.

### **KINSWF2 - Swimming for Fitness 2**

- Demonstrate a training methodology that will increase power and speed in swimming
- Upon successful completion of Swim for Fitness 2 the successful student will be able to demonstrate competitive swimming strokes: freestyle, backstroke, breaststroke and fly while learning to value and obtain a moderate level of physical fitness.
- Upon successful completion of Swim for Fitness 2 the successful student will be able to distinguish the basic water safety concepts.

### **KINSWF3 - SWIMMING FOR FITNESS 3**

- Demonstrate an improvement in a timed 500 yard swim

### **KINSWF4 - SWIMMING FOR FITNESS 4**

- The student will be able to define the seven components of distance training methodologies presented during the course.
- The student will demonstrate the benefit of interval training and pacing through demonstrated improvement in a timed 20 minute swim.
- The student will develop a proficiency in using the front-mount snorkel during distance training and swimming. A final skills assessment will be given.

### **KINTDE1 - Tenio DeCuerdas Eskrima 1**

- Upon completion of KIN TDE1, students will be able to deliver and defend against the basic angles of attack.
- Upon completion of KIN TDE1, students will be able to perform and explain the proper way to salute other students and the instructor.
- Upon completion of KIN TDE1, students will be able to use sweeping, striking, and pivoting for earth-to-earth defenses.

### **KINTDE2 - Tenio DeCuerdas Eskrima 2**

- Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using against-the-force striking concepts.
- Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using numerado.
- Upon completion of KIN TDE2, students will be able to defend against the six main angles of attack using with-the-force striking concepts.

### **KINTK1 - TAEKWONDO 1**

- Skill performance and assessment on specific exercises and techniques: Gi Bon Poomse, Taeguk Il Jang, Taeguk Ee Jang in accordance with World Taekwondo Federation regulations.
- Students will demonstrate Tae Kwon Do skills including stances, kicking, punching, blocks, forms, controlled sparring, and fitness level.
- The student will practice Martial Arts Etiquette and demonstrate the traditional philosophies employed in Taekwondo. This will be assessed through observation and written exam.

**KINTK2 - Tae Kwon Do 2**

- Students will demonstrate respect, self defense and the way of the life.
- Students will demonstrate Tae Kwon Do skills including stances, kicking, punching, blocks, forms, controlled sparring, and fitness level.

**KINUF1 - Ultimate Frisbee 1**

- Demonstrate correct technique for catching skills
- Demonstrate correct technique for marking skills
- Demonstrate correct technique for throwing skills
- Demonstrate improved cardiovascular endurance for the sport of ultimate

**KINUF2 - Ultimate Frisbee 2**

- Demonstrate continued improvement of cardiovascular endurance for the sport of Ultimate.
- Demonstrate intermediate catching skills.
- Demonstrate intermediate marking skills.
- Demonstrate intermediate throwing skills.

**KINUF3 - Ultimate Frisbee 3**

- Demonstrate continued improvement of cardiovascular endurance for the sport of Ultimate.
- Demonstrate intermediate catching skills.
- Demonstrate intermediate marking skills.
- Demonstrate intermediate throwing skills.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

**KINVB1 - Volleyball Beginning**

- Demonstrate cooperation and team work within round-robin play.
- Demonstrate knowledge of the basic terminology and skills needed to participate in volleyball.

**KINVB2 - Volleyball Intermediate**

- Upon successful completion the student will be able to explain basic rules for indoor volleyball.
- Upon successful completion, the student will be able to demonstrate basic skills to include forearm passing, setting, attacking, digging, blocking, and serving.
- Upon successful completion, the student will be able to perform agility footwork general to athletics and sport specific to volleyball.

**KINVB3 - Volleyball Advanced**

- The student will be able to perform the 4 serves, float, top spin, overhead and jump serve, taught in the course. A final skills assessment will be given.
- The student will be knowledgeable of the collegiate and international rules of volleyball. A rules exam will be given during the course.

**KINWP1 - Water Polo 1**

- Compete in water polo at an introductory level
- Demonstrate basic water polo skills: dribbling, passing, shooting
- Demonstrate the appropriate physical skills and strategies of water polo
- Display a knowledge and employment of the rules of water polo
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

**KINWP2 - Water Polo 2**

- Interpret NCAA rules and regulations and apply them in a competitive situation
- Organize a basic counterattack defense and offense
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

**KINWT1 - Weight Training 1**

- identify major muscle groups and specific weight training exercises (machines) for each group, which will be assessed by written evaluation at end of semester
- Continue to improve body composition.
- Identify the free weight training exercises demonstrated in class.
- Student Perception: Express behavioral intention to maintain long-term physical activity

### KINWT2 - Weight Training 2

- Identify the free weight training exercises demonstrated in class.
- Student Perception: Express behavioral intention to maintain long-term physical activity
- Upon completion of this course students will identify faults and apply technique corrections to improve their overall skill and knowledge performance.
- Upon completion of this course, students will increase their knowledge and performance fitness competency through demonstration and instructor feedback, in a practical setting and or in group or individual participation.

### KINWTW2 - Womens Circuit Training

- The student will be able to distinguish between cardio equipment and musculoskeletal equipment to develop overall body endurance. This will be assessed by written final exam.
- The student will be able to list 4 different circuits and the difference between each that is performed in class.

### KINYO1 - Yoga 1

- Demonstrate proper anatomy alignment and posture
- Successful completion of this course will enable students to reflect how yoga has affected their wellness and understanding of themselves.

### KINYO2 - Yoga 2

- Apply the eight limbs of yoga as part of a healthy lifestyle
- Decrease muscular tension and stress by practicing poses that improve body alignment and deepen breathing.
- Demonstrate an understanding of the components of fitness and how yoga can improve and maintain these components
- Demonstrate proper anatomy alignment and posture
- Improve muscular strength and flexibility
- Increase body awareness and deeper breathing
- Successful completion of this course will enable students to reflect how further study of yoga continues to affect their wellness as they seek a balanced lifestyle.

### KINYOATH - Yoga for Athletes-Sports Cond

- Successful completion of this course will enable students to reflect how yoga has affected their wellness and understanding of themselves.
- Successful completion of this course will help students become better athletes by improving their mental and physical strength, flexibility, and balance.
- The student will be assessed on their academic achievement of the cumulative knowledge gathered by study, research, observation, &/or participation/experience during the length of the entire course and assigned an overall grade.

## Marketing

### CSLO

#### MKTG50 - Introduction to Marketing

- Evaluate consumer behavior in the consumer decision making process.
- Identify the four steps in the market research process.
- List and describe the four Ps of marketing.
- Successful completion of this course will enable students to explain the marketing concept and how it applies in both for-profit and nonprofit organizations.

#### MKTG60 - Retail Store Management

- Analyze the fundamentals of customer service.
- Compare and contrast the primary pricing strategies.
- Describe the principles of merchandise assortments.

- List the tasks involved in site selection.

**MKTG61 - Professional Selling**

- Analyze the techniques of persuasion.
- Describe the functions performed by sales people in our economic system.
- Discuss the ethics of selling.
- Identify the consumer's reasoning process when making a buying decision.

**MKTG64 - Introduction to Advertising**

- Analyze appropriate media for various target markets.
- Compare and contrast the different types of advertising.
- Discuss the strengths of a media plan.
- Identify the procedures for developing an advertising campaign.

**Nutrition**

**CSLO**

**NUTR1 - The Science of Nutrition**

- Upon completion of Nutr 1, the student should be able to analyze and critically assess the reliability and credibility of nutrition information and dietary advice, services and products.
- Upon completion of Nutr 1, the student should be able to analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.
- Upon completion of Nutr 1, the student should be able to identify the key dietary risk factors influencing the development of chronic diseases in the United States.
- Upon completion of Nutr 1, the student should be able to utilize the information presented on a nutrition facts label to assess the quality of a food item and to make informed choices regarding food products.

**NUTR5 - Nutrition/Performance & Sport**

- Upon completion of Nutrition 5, students will communicate nutrition information using credible resources.
- Upon completion of Nutrition 5, students will be able to analyze and evaluate dietary intake relative to government guidelines and recommendations for athletes.
- Upon completion of Nutrition 5, students will describe the basic principles of nutrition as they relate to sports performance.

**Work Experience**

**CSLO**

**WRKX95 - WORK EXPERIENCE**

- Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor.

**WRKX96 - WORK EXPERIENCE SEMINAR**

- Develop an understanding of employer expectations, job requirements and career opportunities.

**CATSS**

**Anthropology**

**CSLO**

**ANTR1 - Biological/Physical Anthro**

- Students will be able to deconstruct the biological concept of "race."
- Students will be able to describe and identify fossil hominid species.
- Students will be able to explain how natural selection works.

**ANTR1L - Biological/Physical Anthro Lab**

- Students who take courses in anthropology should be able to successfully deconstruct the biological concept of "race".
- Students will be able to apply the scientific method to research in anthropology.

- Students will be able to identify fossil hominid species including osteological adaptations.

#### ANTR2 - Introduction to Archaeology

- Students will be able to use theory to interpret archaeological data.

#### ANTR3 - Social/Cultural Anthropology

- Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.

#### ANTR4 - Language and Culture

- Successful completion of ANTR 4 will enable students to describe and demonstrate how the relationship between language and culture has social consequences.
- Successful completion of ANTR 4 will enable students to explain the anthropological approach to language and communication.
- Successful completion of ANTR 4 will enable students to identify the structural properties of language.

#### ANTR5 - Cultures of the U.S. in Global

- Students who take courses in anthropology should be able to successfully deconstruct the biological concept of "race".
- Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.

#### ANTR12 - Magic/Religion/Witchcraft/Heal

- Students will interpret symbolic cultural practices with use of various anthropological/theoretical perspectives.

#### ANTR13 - Intro to Forensic Anthropology

- Students will be able to analyze human bones for identification of sex, ancestry, age, trauma and stature.

### Automotive Technology

#### CSLO

##### AUTOA1 - Engine Repair

- Upon completion of AUTO A1, student should be able to apply safety precautions in shop lab exercises.
- Upon completion of AUTO A1, the student should be able to apply engine repair safety precautions.
- Upon completion of AUTO A1, the student should be able to obtain and interpret powertrain data related to the engine.

##### AUTOA2 - Auto Transmission/Transaxle

- Upon completion of AUTO A2, the student should be able to apply transmission/Transaxle repair safety precautions.
- Upon completion of AUTO A2, the student should be able to, obtain and interpret powertrain data related to the transmission.

##### AUTOA3 - Manual Drive Train and Axles

- Upon completion of AUTO A3, the student should be able to apply Manual Drive Train and axle repair safety precautions.
- Upon completion of AUTO A3, the student should be able to, obtain and interpret powertrain data related to manual gearboxes and axles.

##### AUTOA4 - Suspension and Steering

- Upon completion of AUTO A1, the student should be able to obtain and interpret powertrain data related to the steering and suspension system.
- Upon completion of AUTO A4, the student should be able to apply steering and suspension repair safety precautions.

##### AUTOA5 - Brakes

- Upon completion of AUTO A1, the student should be able to obtain and interpret powertrain data related to the brake system.
- Upon completion of AUTO A5, the student should be able to apply brakes repair safety precautions.

##### AUTOA6 - Electrical/ Electronic Systems

- Upon completion of AUTO A6, the student should be able to apply electrical precautions.
- Upon completion of AUTO A6, the student should be able to obtain and interpret data related to the electrical system

##### AUTOINTR - Auto Service & Introduction

- Upon completion of AUTO INTR, the student should be able to, recognize and apply shop safety precautions.

##### AUTOL1L2 - Smog Level One and Level Two



- Upon completion of AUTO L1L2, the student should be able to, obtain and interpret powertrain data.

#### **AUTOLABA - Automotive Lab**

- Upon completion of AUTO LABA, the student should be able to apply safety in all lab conditions.
- Upon completion of AUTO LABA, the student should be able to work autonomously in a shop environment.

#### **AUTOSDR - Specified Diagnostic & Repair**

- Upon completion of AUTO SDR, student should be able to apply safety precautions in shop lab exercises.
- Upon completion of AUTO SDR, the student should be able to, obtain and interpret scan tool data.

### **Computer Information Systems**

#### **CSLO**

##### **CIS8 - Essential Computing Skills**

- Student will be able to perform basic file management tasks such as copying and moving files and folders and perform Internet searches to find specific data.
- Students will be able to apply basic formatting to Word documents, create basic Excel spreadsheets, and create PowerPoint presentations that contain text and graphics.

##### **CIS43 - Professional Communications**

- Analyze a business situation and select an appropriate approach to respond to it; use principles of routine and informative writing to create an appropriate response; apply standard business English including grammar, punctuation, and mechanics.
- Demonstrate clear, compelling, analytical, and concise writing

##### **CIS50 - Intro to Computing Info Tech**

- Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.

##### **CIS54 - Excel: Intro to Spreadsheets**

- Upon successful completion of this course, it is anticipated that students will be able to analyze a business problem and apply appropriate Excel formulas, functions, and features to develop a solution.

##### **CIS55 - Integrating Office Application**

- It is anticipated that upon successful completion of CIS 55, students will be able to Use Object Linking and Embedding (OLE), to create integrated Office documents

##### **CIS55B - Advanced MS Office Skills**

- Demonstrate the ability to create complex word processing documents using advanced text and document formatting, special functions, and save, print, and retrieve document functions

##### **CIS57 - Access: Intro to Databases**

- At the completion of this course, a student will be able to produce a printed report based on a subset of data.
- 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.
- Create a table in a database; include with at least three fields using different field types.

##### **CIS59A - Web Development: HTML/XHTML**

- Upon successful completion of this course, it is anticipated that students will be able to build web sites using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) with the foundation skills such as: text configurations, color configuration and page layout to create Web Sites with enhanced focus on design, accessibility and Web standards.

##### **CIS59B - Web Dev: XHTML/XHTML,CSS,Java**

- Upon successful completion of this course, students will be able to use advance skills of HTML and CSS to create and style tables, forms, interactive CSS menus, integrate multimedia and get basics of HTML APIs, JavaScript and jQuery.

##### **CIS59C - Web Prog - JavaScript /AJAX**

- Upon completion of this class students will be able to create code using fundamental JavaScript syntax, work with the DOM, develop and debug across multiple browsers as well as take advantage of the available JavaScript libraries and Ajax.

##### **CIS60 - Systems Analysis and Design**

- At the completion of this course, a student will be able to create survey questions to identify client requirements.

##### **CIS62 - PROJECT MANAGEMENT**

- Produce a project plan to ensure successful delivery and stakeholder satisfaction

**CIS65 - Intro to Desktop Operating Sys**

- Installing Desktop Operating Systems

**CIS66 - Networking Fundamentals**

- Set up a home or business network.

**CIS71A - Keyboarding/Word Processing**

- Demonstrate a proficiency of 30 gwam on a 1-minute write with 1 or fewer errors
- Demonstrate accurate keyboarding input at the net words per minute (adjusted for errors) rate of 19 nwpm or better, evaluate his or her own keyboarding technique, and demonstrate proofreading skill.

**CIS71B - Keyboard (Numbers and Symbols)**

- Demonstrate accurate keyboarding input for all keys on the keyboard at the net words per minute (adjusted for errors) rate of 22 nwpm or better, apply typing technique to avoid muscle strain or injury, and demonstrate proofreading skill.
- Successful completion of this course will enable student to demonstrate a proficiency of 30 gwam on a 3-minute write with 3 or fewer errors

**CIS71C - Skills Improvement**

- Demonstrate accurate keyboarding input at the net words per minute rate that show improvement over the student's own initial benchmark keyboarding skill of 10 or more words per minute on 5 minute timed writings.
- 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

**CIS72A - Data Management**

- 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 - Sprdsht Integration w/Wd Proc**

- Students will be able to use spreadsheet software in document reporting and presentation and integrate spreadsheets with other software for business communication.
- Successful completion of this course will enable students to embed and link data stored in an Excel worksheet into a Word document.

**CIS73A - Ten-Key Skill Development**

- 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 - Office Technology/Communicat**

- Upon successful completion of this course, student will be able to use email systems such as Outlook to create contacts, calendar appointments, and send email messages.
- 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.

**CIS79 - MEDICAL OFFICE PROCEDURE**

- identify and describe medical ethics
- Students show a mastery of medical office principles and procedures to include the importance of medical ethics in application of professional office behavior, telecommunications, scheduling appointments, office equipment, medical documents and word processing, managing medical records, banking, payroll, expense reports, petty cash, billing, recordkeeping, postal services, health insurance, coding, and utilizing the Internet for online financial services and resources.

**CIS84 - Windows**

- Successful completion of this course will enable students to copy, move, delete files and folders using My Computer icon and the Windows Explorer program.

**CIS88A - Introduction to Microsoft Word**

- Successful completion of this course will enable students to create, save, retrieve, edit and print documents in correct business formats.

**CIS88B - Adv Microsoft Word**

- Successful completion of this course will enable students to format text using columns headers/footers, footnotes/endnotes, styles, and templates.

**CIS89A - Desktop Presentation**

- Successful completion of this course will enable students to design, create, and view slide show presentation.

**CIS89B - Desktop Publishing**

- Successful completion of this course will enable students to plan, design, create publications using Microsoft Publisher.

**CIS9001 - DATABASE MANAGEMENT SYSTEMS**

- Identify the steps of the database planning life cycle.

**CIS9002 - DATABASE DESIGN/SQL PROG**

- write SQL SELECT statements that display data from single or multiple tables

**CIS9003 - ORACLE: DATABASE PROG PL/SQL**

- Use PL/SQL programming constructs and conditionally control code flow (loops, control structures, and explicit cursors)

**CIS9101 - INTERNET BUSINESS FUNDAMENTALS**

- Upon successful completion of this class it is anticipated that students will be able to use the Internet and its wide array of useful resources such as: Web browsers, e-mail, search engines, access rich multimedia via a browser to explore the field of electronic commerce include security issues, and employ problem-solving, communication, and project-management skills.

**CIS9102 - NETWORK TECHNOLOGY FOUNDATIONS**

- Upon successful completion of this class, it is anticipated that students will be able to describe the basic components of networks and network terminology such as: layers of the OSI model, define current network standards, identify typical network topologies, describe the major functions of LAN hardware protocols (Ethernet...) as well as network architecture standards and networking protocols (TCP/IP...).

**CIS9103 - WEB SITE DEVELOPMENT FOUNDAT**

- Upon successful completion of this class it is anticipated that students will be able to demonstrate the ability to create a Web pages using Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) as well as using authoring tools. Adding graphics and multimedia while using industry standards design and color principles for Web pages.
- Upon successful completion of this class, it is anticipated that students will be able to test and analyze Web site performance issues, identify steps in the Web site planning and development process as well as consider copyright and ethical issues when creating Web pages.

**CIS9104 - WEB DESIGN SPECIALIST**

- Upon successful completion of this class it is anticipated that students will be able to design and publish Web sites via Hypertext Markup Language (HTML) and Cascading Style Sheets (CSS) as well as using other popular production tools.
- Upon successful completion of this class it is anticipated that students will be able to master web site development process and design elements such as: customer expectations, ethical and legal issues, aesthetics, the site user's experience, navigation, usability, accessibility, multimedia, client side and server side technologies.

**CIS9992 - Web: PHP Programming, MySQL**

- Upon successful completion of this class, it is anticipated that students will be able to use PHP syntax to embed dynamic activity in web pages and build database-driven applications.
- Use PHP to process HTML forms

**Computer Networking Technology****CSLO****CNT43 - Professional Communications**

- Analyze a business situation and select an appropriate approach to respond to it; use principles of routine and informative writing to create an appropriate response; apply standard business English including grammar, punctuation, and mechanics.
- Demonstrate clear, compelling, analytical, and concise writing

**CNT50 - Intro to Desktop Operating Sys**

- Installing Desktop Operating Systems.

**CNT51 - CompTIA'S A+ Cert. Comp. Tech**

- Upon completion of CNT 51, it is anticipated that students will be able to install, configure, secure and troubleshoot PC/Networking/Mobile devices.
- Upon completion of CNT 51, it is anticipated that students will be able to install, configure, and troubleshoot operating systems and applications.
- Upon completion of CNT 51, it is anticipated that students will be able to practice professionalism and professional communications.

**CNT52 - Networking Fundamentals**

- Set up a home or business network.

**CNT54 - WINDOWS CLIENT-MS NETWORKING**

- The student will install, configure and administer a MS Windows Client computer in an enterprise network.

**CNT55 - Windows Server MCSA I**

- Installing, configuring and running Microsoft Windows Server.

#### CNT56 - Admin. Windows Server MCSA II

- Install and configure a DHCP, DNS, WINS and Web server. Applying network security protocols, Public Key Infrastructure (PKI), Internet Protocol Security (IPSec), and remote access.

#### CNT57 - MS Server Adv.Serv. MCSA III

- Upon completion of CNT 57, it is anticipated that students will be able to configure advanced business continuity and availability services
- Upon completion of CNT 57, it is anticipated that students will be able to configure advanced network and server services
- Upon successful completion for CNT 57, it is anticipated that students will be able to configure advanced Active Directory services.

#### CNT62A - Cisco Networking Academy 1/2

- Configure a LAN with routing

#### CNT68 - Intro to Computer Forensics

- Image and examine evidence in a forensically sound manner

#### CNT69 - Network Security Sec+

- Evaluate network security risks and responses

#### CNT7401 - INTRO TO LINUX/UNIX, LINUX+

- Apply basic shell programming, including text manipulations, file I/O and typical Linux/UNIX utility programs.
- Create Linux desktop installation specifications
- Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

#### CNT7501 - WhiteHat Hacker Testing

- Report network security analysis observations

### Computer Science

#### CSLO

##### CS1 - Computing Fundamentals I

- Demonstrate understanding of fundamental syntax and control structures - including variables, arithmetic statements, if statements and loops.
- Explain and implement programmer-defined functions in C++.

##### CS2 - Computing Fundamentals II

- Create and use overloaded functions and operators in C++, including friend functions.
- Design and implement programmer-created C++ classes, using encapsulation and inheritance.

##### CS7 - Intro to Computer Programming

- Explain and implement programmer-defined functions in Python

##### CS16 - Mobile Application Development

- Create several Objective C / Cocoa Touch programs of moderate to substantial complexity.
- Explain and use fundamental Objective C concepts and syntax elements, including classes and objects, properties, strings, arrays and dictionaries.

##### CS20 - Adv Prog w/Data Structures/C++

- Demonstrate understanding of fundamental syntax and control structures - including variables, arithmetic statements, if statements and loops.
- Implement programs using linked lists, stacks, queues and binary trees, including implementations using the Standard Template Library.
- Interpret and implement code using typical forms of recursion.

##### CS21 - Assembly Language Programming

- Implement the assembly equivalent of while loops, for loops and switch statements.
- Interpret and apply the machine representation of integers, characters, strings and floating point (e.g., IEEE format) numbers.

**CS31 - Java Programming**

- Create and use programmer-defined functions in Java.

**CS41 - INTRO TO LINUX/UNIX, LINUX+**

- Apply basic shell programming, including text manipulations, file I/O and typical Linux/UNIX utility programs.
- Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

**CS43 - Professional Communications**

- Analyze a business situation and select an appropriate approach to respond to it; use principles of routine and informative writing to create an appropriate response; apply standard business English including grammar, punctuation, and mechanics.
- Demonstrate clear, compelling, analytical, and concise writing

**CS46 - GAME PROGRAMMING: 2D and 3D**

- Construct moderately sized game programs using fundamental elements such as variables, conditionals, loops, and functions.
- Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

**CS47 - Capstone Project**

- Develop detailed design specifications for a substantive application, including major subsystems and interfaces.

**Early Childhood Development****CSLO****ECD40 - Social & Emotional Foundations**

- By the end of ECD 40 students shall be able to identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being

**ECD50 - ECD Principles and Practices**

- By the end of ECD 50 students shall be able to compare and contrast historical and current early childhood education perspectives, theories, and program types and philosophies.
- By the end of ECD 50 students shall be able to describe the role of the early childhood educator, including ethical conduct and professional pathways.
- By the end of ECD 50 students shall be able to examine a variety of observation, reflection, guidance and interaction strategies to increase children's social competence and promote a caring classroom community.
- By the end of ECD 50 students shall be able to identify the underlying theoretical perspective in forming a professional philosophy.
- By the end of ECD 50 students shall be able to identify quality in early education programs related to environment, curriculum, interactions and teaching strategies.

**ECD54 - Child Health/Safety/Nutrition**

- By the end of ECD 54 students shall be able to assess strategies to maximize the mental and physical health of children and adults in accordance with culturally, linguistic and developmentally sound practice.
- By the end of ECD 54 students shall be able to identify health, safety and environmental risks in children's programs.

**ECD56 - Child Growth and Development**

- By the end of ECD 56 students shall be able to: Apply knowledge of development and major theoretical frameworks to child observations.
- By the end of ECD 56 students, shall be able to identify cultural, economic, political and historical contexts that impact children's development.
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- By the end of ECD 56 students, shall be able to identify cultural, economic, political and historical contexts that impact children's development.
- By the end of ECD 56, students shall be able to describe development of children from conception through adolescence in the physical, social, emotional and cognitive domains.
- By the end of ECD 56, students shall be able to identify cultural, economic, political and historical contexts that impact children's development.

**ECD60 - Young Child/Exceptional Needs**

- By the end of ECD 60 students shall be able to explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.
- By the end of ECD 60 students shall be able to students will use observation to integrate curriculum goals and objectives across

developmental domains, content areas, and routines for children with special needs.

### **ECD62 - Child, Family and Community**

- By the end of ECD 62 students shall be able to 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.
- By the end of ECD 62 students shall be able to apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment.
- By the end of ECD 62 students shall be able to recognize the influence of cultural perspectives on human thought and behavior

### **ECD63 - Early Childhood Curriculum**

- By the end of ECD 63 students shall design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.
- By the end of ECD 63 students shall be able to apply theories of children's learning and development to key curricular content areas, through documentation and evaluation of curriculum.
- By the end of ECD 63 students shall use reflective practices to evaluate the effectiveness of early childhood curriculum, classrooms, and teaching strategies.

### **ECD65 - Admin 1: Programs in ECE**

- By the end of ECD 65 students shall be able to describe organizational structures in the field of Early Care and Education

### **ECD67 - Infant/Toddler Development**

- By the end of ECD 67 students shall be able to articulate responsive, reciprocal and respectful caregiving.
- By the end of ECD 67 students shall be able to intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.
- By the end of ECD 67 students shall be able to synthesize child development research and theories; apply principles with consideration for children's varying characteristics, needs and the multiple interacting influences on children's development.

### **ECD68 - Admin II: Personl & Leadership**

- By the end of ECD 68 students shall be able to compare and contrast the legal requirements with the ethical aspects of directing staff in an early child development program.

### **ECD69 - Child Stdy Through Observation**

- By the end of ECD 69 students shall be able to complete systematic observations and assessments using a variety of data collection methods to inform environment design, interactions, and curriculum.
- By the end of ECD 69 students shall be able to describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.
- By the end of ECD 69 students shall be able to discuss the role of partnerships with families and other professionals in utilizing interpretations of observational and assessment data.

### **ECD79 - Teach in a Diverse Society**

- By the end of ECD 79 students shall be able to evaluate classroom environments, materials, and approaches through an anti-bias lens for developmental, cultural, and linguistic appropriateness.
- By the end of ECD 79 students shall be able to evaluate the impact of personal experiences, biases and social identity on teaching effectiveness.
- By the end of ECD 79 students shall be able to evaluate the relationship between one's own experiences and the development of personal bias.
- By the end of ECD 79 students shall be able to identify and act upon issues of social injustice and bias that occur in classrooms.
- By the end of ECD 79 students shall be able to summarize the history and influence of systemic racism and privilege, as well as internalized privilege and oppression, on the current experiences of children and adults.

### **ECD83 - Adult Mentoring & Supervision**

- By the end of ECD 83 students shall be able to create a professional portfolio
- By the end of ECD 83 students shall be able to demonstrate competency in communication and reflective practices when working with diverse adult populations
- By the end of ECD 83 students shall be able to students will develop a personal ECD philosophy after reviewing ECD philosophies and program approaches.
- By the end of ECD 83 students shall be able to synthesize child development research and theories; apply principles with consideration for children's varying characteristics, needs and the multiple interacting influences on children's development

### **ECD87 - Quality Envirnmnt Infnt/Toddlr**

- By the end of ECD 87 students shall be able to evaluate infant and toddler curriculum and environments based on observation, documentation and reflection.
- By the end of ECD 87 students shall be able to summarize the essential policies and practices of quality infant and toddler programs.

- By the end of ECD 87 students will be able to demonstrate strategies to promote healthy relationships in the care and education of infants and toddlers

#### **ECD90 - Practicum/Supervise Experience**

- By the end of ECD 90 students shall be able to critically assess one's own teaching experiences to reflect and guide practice.

#### **ECD91 - Adaptive Curr Exceptional Need**

- By the end of ECD 91 students shall be able to students will use observation to integrate curriculum goals and objectives across developmental domains, content areas, and routines for children with special needs.

#### **ECD95 - Work Experience**

- By the end of ECD 95 students shall be able to complete and implement objectives that improves the child learning environment.
- By the end of ECD 95 students shall be able to students will demonstrate developmentally appropriate practices in their work with young children.

#### **ECD96 - Work Experience Seminar**

- By the end of ECD 96 students shall be able to utilize the code of ethics in making appropriate decisions for the children and families.

### **History**

#### **CSLO**

##### **HIST1 - Western Civilization to 1600**

- Upon successful completion of History 1, students should be able to identify the major cultural developments in Western Civilization before 1600
- Upon successful completion of History 1, students should be able to identify the major economic developments in Western Civilization before 1600
- Upon successful completion of History 1, students should be able to identify the major political developments in Western Civilization before 1600
- Upon successful completion of History 1, students should be able to identify the major social developments in Western Civilization before 1600
- Upon successful completion of History 1, students should be able to use historical sources and critical reasoning to explain/resolve historical problems.

##### **HIST2 - Western Civilization Since 1600**

- Upon successful completion of History 2, students should be able to identify the major cultural developments in Western Civilization after 1600
- Upon successful completion of History 2, students should be able to identify the major economic developments in Western Civilization after 1600
- Upon successful completion of History 2, students should be able to identify the major political developments in Western Civilization after 1600
- Upon successful completion of History 2, students should be able to identify the major social developments in Western Civilization after 1600.
- Upon successful completion of History 2, students should be able to locate, interpret, and analyze various types of historical sources.

##### **HIST7 - US History Through Reconstruct**

- Upon successful completion of History 7, locate, interpret, and analyze various types of historical sources
- Upon successful completion of History 7, students should be able to demonstrate an understanding of both the United States' influence around the world and the ways in which the United States has been shaped by people, goods, ideas, and events originating beyond its borders (before 1877).
- Upon successful completion of History 7, students should be able to identify the major economic and technological developments in United States history before 1877
- Upon successful completion of History 7, students should be able to identify the major political developments in United States History before 1877
- Upon successful completion of History 7, students should be able to identify the major social and cultural developments in United States History before 1877

##### **HIST8 - US History Post-Reconstruct**

- Upon successful completion of History 8, locate, interpret, and analyze various types of historical sources
- Upon successful completion of History 8, students should be able to demonstrate an understanding of both the United States' influence around the world and the ways in which the United States has been shaped by people, goods, ideas, and events originating beyond its borders (since 1877).

- Upon successful completion of History 8, students should be able to identify the major economic and technological developments in United States History since 1877
- Upon successful completion of History 8, students should be able to identify the major political developments in United States History since 1877
- Upon successful completion of History 8, students should be able to identify the major social and cultural developments in United States History since 1877

#### HIST14 - Hist and Amer Cultures Calif

- Locate, interpret, and analyze various types of historical sources.

#### HIST25 - American Indian History

- Successful completion of this course will enable students to infer kinship rules for Plains Indian societies.

#### HIST28 - History of American West

- Successful completion of this course will enable students to assess the impact of Western expansion on the history of the nation.

#### HIST32 - U.S. Womens History

- Locate, interpret, and analyze various types of historical sources

### Library Skills

#### CSLO

##### LIBR1 - Library Skills

- Upon completion of LIBR 1, the student should be able to formulate citations in the appropriate format and style.
- Upon completion of LIBR 1, the student should be able to identify main ideas to be extracted from the information gathered.

##### LIBR4 - College Research Techniques

- Upon completion of LIBR 4 the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 4 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose;
- Upon completion of LIBR 4 the student should be able to formulate citations in the appropriate format and style.

##### LIBR5 - College Research and Databases

- Upon completion of LIBR 5 the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 5 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 5 the student should be able to formulate citations in the appropriate format and style.

##### LIBR6 - Research in Special Subjects

- Upon completion of LIBR 6 the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 6 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 6 the student should be able to formulate citations in the appropriate format and style.

##### LIBR7 - The Open Web & Search Engines

- Upon completion of LIBR 7 the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 7 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 7 the student should be able to formulate citations in the appropriate format and style.

##### LIBR8 - Research & Info. Literacy

- Upon completion of LIBR 8 the student should be able to construct a search statement using topic relevant vocabulary in order to search with maximum effectiveness.
- Upon completion of LIBR 8 the student should be able to examine sources for characteristics that will impact its value as a research source; such as, currency, authorship, authority, relevance, bias, and purpose.
- Upon completion of LIBR 8 the student should be able to formulate citations in the appropriate format and style.



<p><b>Political Science</b></p> <p><b>CSLO</b></p> <p><b>POLI7 - Intro to American Government</b></p> <ul style="list-style-type: none"> <li>• Upon completion of Pol Sci 7, students should be able to explain the civil liberties and civil rights of individuals as articulated in the U.S. Constitution and federal court decisions.</li> <li>• Upon completion of Pol Sci 7, students should be able to explain the founding and development of the U.S. Constitution.</li> <li>• Upon completion of Pol Sci 7, students should be able to identify and evaluate institutions and political processes within the United State and California.</li> </ul> <p><b>POLI25 - Intro to Political Theory</b></p> <ul style="list-style-type: none"> <li>• Upon completion of Pol Sci 25, students should be able to critically identify, evaluate and assess the efficacy of various historic and contemporary social and political philosophers and philosophies.</li> <li>• Upon completion of Pol Sci 25, students should be able to demonstrate an understanding, and an ability to apply political philosophies relating to the past, present, and future of American political thought.</li> </ul> <p><b>POLI30 - International Relations</b></p> <ul style="list-style-type: none"> <li>• Upon completion of Pol Sci 30, students should be able to assess and analyze contemporary issues in international relations.</li> <li>• Upon completion of Pol Sci 30, students should be able to identify and evaluate relevant theoretical concepts to events.</li> <li>• Upon completion of Pol Sci 30, students should be able to identify and explain international relations theories.</li> </ul>
<p><b>Psychology</b></p> <p><b>CSLO</b></p> <p><b>PSYC1 - General Psychology</b></p> <ul style="list-style-type: none"> <li>• By the end of the semester students in PSYC 1 should be able to apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.</li> <li>• By the end of the semester students in PSYC 1 should be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology</li> <li>• By the end of the semester students in PSYC 1 should be able to discuss the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, gender identity, socio-economic status, disability, and sexual orientation</li> </ul> <p><b>PSYC3 - Social Psychology</b></p> <ul style="list-style-type: none"> <li>• Analyze the ways in which social psychological principles and research apply to real world problems and issues.</li> <li>• Apply theories, concepts and findings in social psychology for self-understanding, self-improvement, and lifelong learning.</li> <li>• Demonstrate critical thinking skills and information competence as applied to topics in social psychology.</li> <li>• Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in social psychology.</li> </ul> <p><b>PSYC4 - Brain, Mind, and Behavior</b></p> <ul style="list-style-type: none"> <li>• By the end of the semester students in PSYC 4 will be able to discuss how bio-psychological knowledge and principles can be used to address and better understand a wide range of behavioral and physiological problems.</li> <li>• By the end of the semester students in PSYC 4 will be able to exemplify with concrete examples various brain-behavior relationships including ingestive behavior, sexual behavior, sleep, learning, memory, stress, drug dependence, and psychiatric disorders such as affective disorders and schizophrenia</li> <li>• By the end of the semester students in PSYC 4 will be able to explain scientific approaches and methodologies used for the study of brain-behavior relationships.</li> <li>• By the end of the semester students in PSYC 4 will be able to explain the general anatomy and physiology of the nervous system and its relationship to behavior.</li> </ul> <p><b>PSYC6 - Abnormal Psychology</b></p> <ul style="list-style-type: none"> <li>• By the end of the semester students in PSYC 6 will be able to compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders.</li> <li>• By the end of the semester students in PSYC 6 will be able to define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.</li> <li>• By the end of the semester students in PSYC 6 will be able to explain specific research methods and the ethical principles for the study and treatment of psychopathology.</li> <li>• By the end of the semester students in PSYC 6 will be able to summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM).</li> </ul>

### PSYC10 - Psychology of Human Sexuality

- By the end of the semester students in PSYC 10 will be able to compare the variations in sexuality found across social classes, ethnic groups, and other species.
- By the end of the semester students in PSYC 10 will be able to integrate the interaction of the biological bases of human sexuality with the psychological and historical influences in our society.
- By the end of the semester students in PSYC 10 will be able to trace the development of human sexuality from childhood to old age.
- By the end of the semester students in PSYC 10 will be able to understand and apply the different psychological theories to the study of human sexual behavior.

### PSYC12 - Life-Span Psychology

- By the end of the semester students in PSYC 12 will be able to analyze the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
- By the end of the semester students in PSYC 12 will be able to demonstrate critical thinking skills and information competence as applied to topics in human development.
- By the end of the semester students in PSYC 12 will be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in human development.
- By the end of the semester students in PSYC 12 will be able to discuss biological, psychological, and sociocultural influences on lifespan development and the sources of developmental change.

### PSYC13 - PSYCHOLOGY OF WOMEN

- By the end of the semester students in PSYC 13 will be able to analyze the ways in which the course material could be applied to real world problems and issues.
- By the end of the semester students in PSYC 13 will be able to apply theories, concepts and findings in the field of psychology of women for self-understanding, self-improvement, and lifelong learning.
- By the end of the semester students in PSYC 13 will be able to demonstrate critical thinking skills and information competence as applied to topics in the field of psychology of women.
- By the end of the semester students in PSYC 13 will be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, and empirical findings in the field of the psychology of women.
- By the end of the semester students in PSYC 13 will be able to explain ways in which gender stereotypes, sexism, and various cultural influences affect gender-related human behavior.

### PSYC15 - Abnormal Child Psychology

- By the end of the semester students in PSYC 15 will be able to analyze how cultural contexts relate to the perception, diagnosis, and treatment of problems.
- By the end of the semester students in PSYC 15 will be able to compare and contrast the major psychological, biological, and sociocultural models of mental health and contemporary methods of treatment.
- By the end of the semester students in PSYC 15 will be able to describe contemporary methods used in the evaluation, assessment, and diagnosis of children and adolescents.
- By the end of the semester students in PSYC 15 will be able to explain the major mental health disorders, cognitive disorders, and learning disabilities of childhood and adolescence.

### PSYC16 - Selected Topics in Psychology

- By the end of the semester students in PSYC 16 will be able to apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.
- By the end of the semester students in PSYC 16 will be able to demonstrate critical thinking skills and information competence as applied to psychological topics, including discussion of ethical principles in research
- By the end of the semester students in PSYC 16 will be able to demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology
- By the end of the semester students in PSYC 16 will be able to discuss the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, gender identity, socio-economic status, disability, and sexual orientation

### PSYC25 - RESEARCH METHODS

- By the end of the semester students in PSYC 25 will be able to analyze the structure of scientific inquiry, including the history and philosophy of scientific investigation.
- By the end of the semester students in PSYC 25 will be able to conduct scientific research in psychology that includes reviewing scientific literature, analyzing data using descriptive and inferential statistics, interpreting results, and communicating the research in APA style.
- By the end of the semester students in PSYC 25 will be able to discuss the advantages and limitations of different research methods used in psychological research, and the importance of reliability and validity in determining research quality.
- By the end of the semester students in PSYC 25 will be able to discuss the importance of ethical principles in psychological research involving human and nonhuman animals and the historical events that led to these principles.

## Sociology

### CSLO

#### SOC1 - Principles of Sociology

- Upon completion of SOC 1, the students should be able to outline major sociological theories.
- Upon completion of SOC 1, the students should be able to apply major sociological theories to world events.
- Upon completion of SOC 1, the students should be able to outline the symbiotic relationship between culture and social structure.
- Upon completion of SOC 1, the students should be able to explain how identities such as race, gender, sexuality, and class are socially constructed.
- Upon completion of SOC 1, the students should be able to produce an academic document that connects sociological research methods to sociological theory.

#### SOC3 - Cultural and Racial Minorities

- Upon completion of SOC 3, the students should be able to outline relevant sociological theories to accurately explain how race and ethnicity are socially constructed.
- Upon completion of SOC 3, the students should be able to analyze current or historical racial and ethnic group relations using sociological theory.
- Upon completion of SOC 3, the students should be able to conduct a research assignment using a multi-model sociological approach.
- Upon completion of SOC 3, the students should be able to produce an academic document that connects sociological research methods to sociological theory.

#### SOC4 - Marriage and Family Relations

- Upon completion of SOC 4, the students should be able to outline multiple family theories.
- Upon completion of SOC 4, the students should be able to apply family theory to changing family structures.
- Upon completion of SOC 4, the students should be able to produce an academic document that connects sociological research methods to family theory.

#### SOC5 - GLOBAL CHANGE

- Upon completion of SOC 5, the students should be able to analyze a current event using a variety of international news sources.
- Upon completion of SOC 5, the students should be able to apply world systems theory to explain global phenomena.
- Upon completion of SOC 5, the students should be able to identify concrete examples of the various ways that culture is globalized.
- Upon completion of SOC 5, the students should be able to produce an academic document which connects sociological research methods to globalization theory.

#### SOC6 - Social Problems

- Upon completion of SOC 6, the students should be able to outline multiple sociological theories.
- Upon completion of SOC 6, the students should be able to apply sociological theory to current social problems.
- Upon completion of SOC 6, the students should be able to produce an academic document which connects sociological research methods to sociological theory.

#### SOC7 - Sociology of Sexuality

- Upon completion of SOC 7, the students should be able to outline major sociological theories of sexuality.
- Upon completion of SOC 7, the students should be able to apply major sociological theories of sexuality to current sexual practices.
- Upon completion of SOC 7, the students should be able to produce an academic document which connects sociological research methods to sexuality theory.

#### SOC11 - Sociology of Gender

- Upon completion of SOC 11, the students should be able to outline major sociological theories of gender.
- Upon completion of SOC 11, the students should be able to apply major sociological theories of gender to explain current gender practices.
- Upon completion of SOC 11, the students should be able to produce an academic document that connects sociological research methods to gender theory.

#### SOC12 - POPULAR CULTURE

- Upon completion of SOC 12, the students should be able to identify various theories of popular culture.

- Upon completion of SOC 12, the students should be able to outline the various processes of globalizing popular culture.
- Upon completion of SOC 12, the students should be able to outline the growing role of popular culture in the various stages of socialization.
- Upon completion of SOC 12, the students should be able to apply content analysis methodology to various popular culture mediums.
- Upon completion of SOC 12, the students should be able to identify the impact of popular culture consumption on our political processes.
- Upon completion of SOC 12, the students should be able to produce an academic document that connects sociological research to theories of popular culture.

### **SOC13 - RESEARCH METHODS**

- Upon completion of SOC 13, the students should be able to recognize the value of sociological research in understanding the social world.
- Upon completion of SOC 13, the students should be able to assess the effectiveness of the major types of sociological research methods.
- Upon completion of SOC 13, the students should be able to critique sociological research articles and research-based media claims.
- Upon completion of SOC 13, the students should be able to understand the ethical and political issues surrounding sociological research.
- Upon completion of SOC 13, the students should be able to design an appropriate analytical approach for testing a hypothesis.
- Upon completion of SOC 13, the students should be able to produce a research proposal incorporating appropriate methods to investigate a research question.

## **Welding Technology**

### **CSLO**

#### **WLDT61A - BEGINNING ARC/FLUX/BLEUPRINT**

- Demonstrate knowledge of welding symbols used on blueprints and technical drawings
- Identify welding electrodes used for common industrial welding processes/applications.

#### **WLDT61AL - BEGINNING ARC/FLUX-CORE**

- Demonstrate safety awareness in the welding workplace
- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using SMAW
- Demonstrate skills required to pass an AWS D1.1 - 1G limited thickness A36 steel test plate using FCAW

#### **WLDT61B - ADVANCED STICK/FLUX/BLEUPRINT**

- Demonstrate knowledge of the American Welding Society(AWS) Flux Core Arc Welding (FCAW) electrode numbering system
- Using the AISI Steel Numbering System, identify carbon content in steel samples

#### **WLDT61BL - ADV STICK, FLUX-CORE SKILLS**

- Demonstrate safety awareness in the welding workplace
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using FCAW
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using SMAW

#### **WLDT62A - BEGINNING TIG/MIG/BLEUPRINT**

- Demonstrate knowledge of GMAW torch components
- Demonstrate knowledge of GTAW essential torch components.

#### **WLDT62AL - BEG TIG, MIG, BLEUPRINT**

- Demonstrate safety awareness in the welding workplace
- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GMAW.
- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GTAW.

#### **WLDT62B - Adv TIG, MIG, Blueprint Theory**

- Demonstrate knowledge of the American Welding Society GMAW steel electrode numbering system.
- Demonstrate knowledge of the American Welding Society GTAW steel electrode color code.

#### **WLDT62BL - ADVANCED TIG/MIG WELDING SKILL**

- Demonstrate safety awareness in the welding workplace

- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GMAW
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GTAW

**WLDT63 - WELDING LAYOUT AND FITTING**

- Demonstrate safety awareness in the welding workplace
- Layout, Cut, Form, Fit, Weld a simple rectangular sheet metal box

**WLDT66 - WELDING INSPECTION AND TESTING**

- Demonstrate safety awareness in the welding workplace
- Demonstrate use and identify welding defects using Magnetic Particle Testing (MT)

**WLDT67A - WELDING SKILLS LABORATORY**

- Demonstrate safety awareness in the welding workplace
- Demonstrates self directed goals achievement

**WLDT67B - ADVANCED WELDING SKILLS LAB**

- Demonstrate safety awareness in the welding workplace
- Demonstrates achievement of self directed goals

**WLDT68 - CERTIFICATION PREPARATION**

- Demonstrate safety awareness in the welding workplace
- Demonstrates self directed goals achievement

**WLDT69A - FABRICATION & INSTAL PIPE SYST**

- Demonstrate safety awareness in the welding workplace
- 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

**WLDT69B - ADVANCED PIPE WELDING**

- Demonstrate safety awareness in the welding workplace
- 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

**WLDT70 - INTRODUCTION TO WELDING**

- Demonstrate safety awareness in the welding workplace
- Identify welding electrodes used for common industrial welding processes/applications.

**WLDT71 - WELDING FOR THE ARTS**

- Demonstrate safety awareness in the welding workplace
- Demonstrate the ability to form a piece of metal to the desired shape based on a template
- Identify common metals used for creating metal sculpture.

**WLDT79 - MANUFACTURING PROCESSES**

- Produce a manufacturing traveler for a manufactured item or component.
- Provide an oral description of the processes used to make a manufactured item.

**Womens Studies**

**CSLO**

**WMST1 - Intro to Womens Studies**

- Students will be able to identify the multiple types of feminism that currently exist in the United States.

**WMST2 - GLOBAL PERSPECTIVE OF WOMEN**

- Ability to identify transnational feminist movements.

<b>MSEPS</b>
<b>Administration of Justice</b>
<b>CSLO</b>
<p><b>AJ50 - Intro to Admin of Justice</b></p> <ul style="list-style-type: none"> <li>• Upon successful completion of AJ50, the student will be able to identify, discuss and explain the major components and sub-components of the American justice system and how they relate to each other.</li> </ul>
<p><b>AJ54 - Investigative Reporting</b></p> <ul style="list-style-type: none"> <li>• In the final exam report of 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.</li> <li>• Upon successful completion of AJ54, the student will be able to identify the correct crime codes and elements of the more common offenses/incidents investigated by the police; they will also be able to explain the legal requirements of police reports; gather, organize and write a crime report and they will also understand and explain the importance of the police report in courtroom testimony;</li> </ul>
<p><b>AJ55 - Intro to Correctional Science</b></p> <ul style="list-style-type: none"> <li>• Upon the successful completion of AJ55, the student will explain how correctional agencies fulfill the mission of protecting society; describe the unique problems faced with incarcerating female and juvenile offenders, as well as special need offenders and death row inmates. The student will also be able to explain the differences between the federal and state prison systems and the differences between a prison and a jail and the role of each in the American criminal justice system.</li> </ul>
<p><b>AJ60 - Criminal Law</b></p> <ul style="list-style-type: none"> <li>• The student will, upon successful completion of AJ60, be able to identify the elements of more common offenses as codified in the California Penal Code.</li> <li>• Upon successfully completing AJ60, 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. The student will also be able to analyze, compare and contrast criminal statutes and describe the differences between specific and general and transferred intent crimes.</li> </ul>
<p><b>AJ61 - Evidence</b></p> <ul style="list-style-type: none"> <li>• Upon successful completion of AJ61, the student will be able to identify the rules of evidence pursuant to the California Evidence Code and how they relate to the gathering, cataloging and storing of evidence by the police. The student will also be able to identify and discuss how the rules are applied in the judicial process</li> <li>• Upon successfully completing AJ61, the student will be able to explain the differences between the Federal Rules of Evidence and the California Evidence Code, as well as understand the basics of the rules of search and seizure, the Exclusionary Rule and the "Fruits of the Poisonous Tree" doctrine.</li> </ul>
<p><b>AJ63 - Criminal Investigation</b></p> <ul style="list-style-type: none"> <li>• After successfully completing AJ63, the student will be able to perform a basic crime scene search and identify applicable investigative resources.</li> <li>• The student will, upon successfully completing AJ63, demonstrate the ability to conduct a preliminary criminal investigation and conduct a preliminary interview/interrogation.</li> </ul>
<p><b>AJ64 - Patrol Procedures</b></p> <ul style="list-style-type: none"> <li>• Upon successful completion of AJ64, the student will be able to apply the proper patrol method to a model community based upon geography, traffic patterns, crime rate and demographics in a legal and ethical manner.</li> <li>• Upon the successful completion of AJ64, the student will be able to identify the different methods of police patrol, their strengths, limitations and the purpose of each method of patrol.</li> </ul>
<p><b>AJ66 - Juvenile Procedures</b></p> <ul style="list-style-type: none"> <li>• At the end of this course, the student will be able to identify and discuss the differences between juvenile law and adult law.</li> <li>• At the end of this course, the student will understand and explain delinquent behavior in juveniles and its multiple causes.</li> <li>• The student will also be able to determine the difference between a status offense relating to juvenile behavior and criminal behavior, through the correct California code sections that deal with juvenile law and behavior.</li> <li>• The student will be able to explain the causes and effects of juvenile delinquency and crime.</li> </ul>
<p><b>AJ68 - POLICE ETHICS AND LEADERSHIP</b></p> <ul style="list-style-type: none"> <li>• Upon successful completion of AJ68 the student will have a working understanding of and explain the purpose and benefits of good leadership and the importance of sound ethical decision making in a law enforcement agency and by the individual officer.</li> </ul>
<p><b>AJ69 - Sex Crime Investigation</b></p> <ul style="list-style-type: none"> <li>• Upon successfully completing AJ69, 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;</li> </ul>

appraise the theoretical causes of sexual assault and discuss techniques of prevention in sexual crimes.

### AJ70 - Community Relations

- The student will be able to, upon successful completion AJ70, identify the structure of the police organization and its impact on officer behavior, community relations and community members. The student will also be able to compare, contrast and explain different community-based policing programs and the strengths and limitations of each in their relationship to a diverse community.
- Upon successful completion of AJ70, student will be able to describe the structure of various cultures in a community, including special populations and subcultures and how to effectively communicate with each group.

### AJ74 - Gangs and Drugs

- The student will, upon successfully completing AJ74, explain the legal definition of a gang and the relationship of gangs to the import, sale and distribution of drugs in America.

### AJ79 - Homicide Investigation

- Upon successful completion of AJ79, the student will be able to understand the legal definitions of homicide and murder; recognize the difference between legal and illegal homicide; recognize the signs associated with homicide, suicide, accidental deaths and deaths from natural causes and compare and contrast homicide investigative procedures with other types of investigations.

### AJ88 - The Police and Hollywood

- Upon successful completion of AJ88, the student will understand the history of popular media (films and TV) and its societal influence on the public's perception of policing; they will also be able to describe the influence of popular media on police agencies and police officers and the cultural implications both have on society.

### AJ9954 - Weaponless Defense

- The student, upon successful completion of this course, will be able to evaluate new and existing weaponless techniques for actual use and understand and utilize current and future statutory and case law concerning the use of said techniques.

### AJ9965 - Internal Affairs Investigation

- Upon completion of this course the student will understand California state law and the Peace Officer Bill of Rights in regards to the investigation of sworn officers and non-sworn employees of state law enforcement agencies.

### AJ9969 - Firearms Instruction

- At the end of the course, the student will have demonstrated the requirements to become a California POST certified firearms instructor.

### AJ9979 - Basic Police Cyclist

- 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 - Basic Sniper/Observer

- 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.

### AJ9987 - Basic S.W.A.T.

- Upon successful completion of this course, the student will be able to perform as a SWAT team member with a law enforcement agency.

### AJ9997 - Law Enforcement Academy

- Upon completion of the AJ degree program, the student will be academically prepared for a California Peace Officer Standards and Training Commission basic training academy.
- 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 - POST Basic Supervisory

- Upon completion of the course, the student will be able to demonstrate the application of leadership theories in given law enforcement situations.

## Astronomy

### CSLO

#### ASTR10 - The Solar System

- Upon completion of ASTR 10, students should be able to explain physical principles relevant to the solar system and its formation, as well as those relevant to the search for extrasolar planets.
- Upon completion of ASTR 10, students should be able to use quantitative reasoning to determine relationships between physical quantities in astronomy.

#### ASTR20 - Stars and the Universe

- Upon completion of ASTR 10, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life.

- Upon completion of ASTR 20, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life.
- Upon completion of ASTR 20, students should be able to use quantitative reasoning to determine relationships between physical quantities in astronomy.
- Upon completion of ASTR 20, students should be able to explain physical principles relevant to light, telescopes, stars, galaxies, and cosmology.

### ASTR30 - Intro to Astronomy Lab

- Upon completion of ASTR 30, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.
- Upon completion of ASTR 30, students should be able to perform naked eye and telescopic observations of objects in the night sky.
- Upon completion of ASTR 30, students should be able to quantitatively analyze their laboratory data, compare their results to accepted values, and evaluate the accuracy of their experiment.

## Biological Sciences

### CSLO

#### BIO1A - General Botany

- Upon completion of Bio 1A, students should be able to conduct a research project, take measurements, keep accurate records, analyze and draw conclusions, and communicate experimental results in a standard format for scientific research.
- Upon completion of Bio 1A, students should be able to explain and apply principles and processes of botany and ecology at different organizational levels, from the biochemical to the ecological.
- Upon completion of Bio 1A, students should be able to explain and demonstrate the theoretical and practical aspects of using a compound microscope and dissecting microscope to study microorganisms and internal and external structures of plants, algae and fungi.
- Upon completion of Bio 1A, students will have attained hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

#### BIO1B - General Zoology

- Upon completion of Bio 1B, a student should be able to conduct a research project and communicate experimental results using standard scientific methods.
- Upon completion of Bio 1B, a student should be able to explain and apply principles and processes of zoology and evolution at different organizational levels, from tissues to the ecological.
- Upon completion of Bio 1B, a student should be able to explain and demonstrate the theoretical and practical aspects of using a compound microscope to investigate structures, functions, and behaviors of unicellular eukaryotes and animal taxa.
- Upon completion of Bio 1B, a student will 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.

#### BIO1C - Cell and Molecular Biology

- Upon completion of Bio 1C, a student should be able to conduct an independent research project, keep accurate records, analyze and draw conclusions, and communicate experimental findings in a standard format for scientific research.
- Upon completion of Bio 1C, a student should be able to explain and demonstrate the theoretical and practical aspects of using a compound microscope to study the structure and function of cells, including preparation and staining of samples for compound microscopy.
- Upon completion of Bio 1C, students should be able to explain and apply basic principles and processes of cellular and molecular biology at different levels, from the biochemical to the cellular.
- Upon completion of Bio 1C, the student will 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.

#### BIO7A - Human Anatomy

- Upon completion of BIO 7a, students will be able to identify the structures of the body systems using models, slides, cadavers, and/or visual media.
- Upon completion of BIO 7a, students will be able to relate structure to the function of anatomical structures and be able to predict how a change in structure would alter function.
- Upon completion of BIO 7a, students will be able to correctly describe location and parts of the body using anatomical terminology.
- Upon completion of BIO 7a, students will be able to identify histological and microscopic structures of the human body.
- Upon completion of BIO 7a, students will be able to identify selected skeletal muscles and predict action based on site of muscle insertion.

#### BIO7B - Human Physiology

- Upon completion of BIO 7b, students will be able to explain the physiological functions of each body system.
- Upon completion of BIO 7b, students will be able to apply the principles of homeostasis and the use of feedback loops to control physiological systems in the human body.



- Upon completion of BIO 7b, students will be able to evaluate physiological functions of select organ systems by interpreting graphs of physiological data and be able to solve allied-based math problems
- Upon completion of BIO 7b, students will be able to use and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.
- Upon completion of BIO 7b, students will be able to research a relevant topic in physiology and communicate their findings clearly in writing or orally to others, demonstrating content knowledge acquired from reliable scientific sources.

### **BIO7C - Microbiology**

- Upon completion of BIO 7c, students will be able to acquire, articulate, and apply specialized language and knowledge relevant to microbiology.
- Upon completion of BIO 7c, students will acquire and demonstrate competency in laboratory safety and in routine and specialized microbiological laboratory skills applicable to microbiological research or clinical methods, including accurately reporting observations and analysis.
- Upon completion of BIO 7c, students will gain hands-on experience with and demonstrate proficiency in standard microbiological techniques, using industry-level laboratory equipment and/or discipline-specific computer hardware and software.
- Upon completion of BIO 7c, students will explain and demonstrate the theoretical and practical aspects of using a compound microscope to study microorganisms using the oil immersion objective lens.
- Upon completion of BIO 7c, students will research a relevant topic in microbiology and communicate scientific concepts, experimental results and analytical arguments clearly and concisely in writing and/or orally, demonstrating content knowledge acquired from the course work and from reliable scientific sources

### **BIO10 - Intro to the Science of Biol**

- Upon completion of Bio 10, students should be able to conduct guided experiments in the laboratory and interpret the results of these investigations, individually and/or in collaboration with other students.
- Upon completion of Bio 10, students should be able to explain and apply basic principles of ecology, cellular, evolutionary, and organismal biology.
- Upon completion of Bio 10, students should be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.
- Upon completion of Bio 10, the student will have gained hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

### **BIO20 - Contemporary Human Biology**

- Upon completion of BIO 20, students should be able to describe and relate the physical structure of the cells, tissues types and organ systems to their function.
- Upon completion of BIO 20, students will be able to explain the concept of homeostasis and how the different body systems maintain homeostasis, and be able to relate homeostatic failure to some common pathological conditions.

### **BIO30 - Intro to College Biology**

- Upon completion of BIO 30, students should be able to conduct guided experiments in the laboratory and interpret the results of these investigations, individually and/or in collaboration with other students.
- Upon completion of Bio 30, students should be able to demonstrate writing proficiency on a written assignment which incorporates scientific data and/or basic principles of biology.
- Upon completion of BIO 30, students should be able to explain basic principles of biochemistry, ecology, and cellular, evolutionary, and organismal biology.
- Upon completion of Bio 30, students should be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.
- Upon completion of Bio 30, students should have gained hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

### **BIO40 - Humans and the Environment**

- Upon completion of Bio 40 students should be able to discuss environmental problems, their causes and evaluate solutions.
- Upon completion of Bio 40 students should be able to explain basic principles of ecology involving energy flow, cycling of matter, interactions within and between populations and assess the impact of humans on the biosphere
- Upon completion of Bio 40, students should be able to analyze and critically evaluate environmental information from various sources, and present their findings.

### **BIO50 - Anatomy and Physiology**

- Upon completion of BIO 50, students will be able to list the organ systems, identify the structures of each organ system and explain their general functions.
- Upon completion of BIO 50, students will be able to research a relevant anatomical or physiological topic and communicate their findings to others, demonstrating content knowledge acquired from reliable scientific sources.
- Upon completion of BIO 50, students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.

**BIO60 - Marine Biology**

- Upon completion of BIO 60, students should be able to conduct guided experiments in the laboratory and interpret the results of these investigations, individually and/or in collaboration with other students.
- Upon completion of BIO 60, students should be able to differentiate various marine ecosystems, compare and contrast representative marine organisms, and understand their interdependence.
- Upon completion of Bio 60, students will be able to properly manipulate a compound microscope and dissecting microscope to study marine microorganisms and internal structures of marine organisms.
- Upon completion of Bio 60, students will have gained hands-on experience with and demonstrated proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.

**Chemistry****CSLO****CHEM1A - General College Chemistry I**

- Students completing Chemistry 1A should be able to demonstrate proficiency in solving complex problems and conceptual understanding of content listed in the course outline as measured by the American Chemical Society General College Chemistry First Term Exam.

**CHEM1B - General College Chemistry II**

- Students completing Chemistry 1B should be able to demonstrate proficiency in solving complex problems and conceptual understanding of content listed in the course outline as measured by the American Chemical Society General College Chemistry Full Year Exam.

**CHEM12A - Organic Chemistry I**

- Students should be able to write detailed reaction mechanisms.

**CHEM12B - Organic Chemistry II**

- Students completing 12B should be able to demonstrate proficiency in solving complex problems and conceptual understanding of content listed in the course outline as measured by the American Chemical Society Organic Chemistry series exam (beginning SP2015).

**CHEM30A - Intro and Applied Chemistry I**

- Students completing Chemistry 30A should be able to demonstrate proficiency in solving complex problems and conceptual understanding of content listed in the course outline as measured by the comprehensive final exam.
- Students should be able to define concentration units of solutions (e.g., molarity and % concentration) and use these definitions in problem solving.

**CHEM30B - Intro and Applied Chemistry II**

- Students should be able to describe the functions of different types of biological molecules.

**CHEM31 - Intro to College Chemistry**

- Students completing Chemistry 31 should be able to demonstrate proficiency in solving complex problems and conceptual understanding of content listed in the course outline as measured by the American Chemical Society 2006 California Chemistry Diagnostic Test .

**Emergency Medical Services****CSLO****EMS10 - Paramedic Theory 1**

- Upon successful completion of EMS 10, the student will be able to describe the function of the Emergency Medical System and it's historical development.
- Upon successful completion of EMS 10, the student will be able to assess and discuss respiratory emergencies to successfully pass the FISDAP Airway Module Exam.
- Upon successful completion of EMS 10, the student will be able to discuss the physiology and pathophysiology of emergent medical illnesses and traumatic injuries.

**EMS12 - Paramedic Laboratory 1**

- Upon completion of EMS 12, the student will be able to demonstrate the successful insertion of an endotracheal tube into a simulated trachea.
- Upon completion of EMS 12, the student will be able to demonstrate the successful insertion of an intravenous catheter into a simulated vein.
- Upon completion of EMS 12, the student will be able to perform medication calculations.
- Upon successful completion of EMS 12, the student should be able to demonstrate the psychomotor skills related to medication administration, patient assessment, and airway management.
- Upon successful completion of EMS 12, the student will be able to use a variety of skills from their completed portfolio to assess a patient and carry out appropriate treatment.

**EMS20 - Emergency Medical Technician**

- Upon successful completion of EMS 20, the student should be able to pass the National Registry of EMT certification examination administered by the State of California EMS Authority.

**EMS30 - Emergency Medical Responder**

- Upon successful completion of EMS 30, the student should be able to recognize emergency medical illnesses and traumatic injuries and implement treatment at the scope of practice of Emergency Medical Responder.

**EMS62 - BASIC MEDICAL TERMINOLOGY**

- Upon successful completion of EMS 62, the student should be able to break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.

**EMS91 - EMT - REFRESHER**

- Upon successful completion of EMS 91, the student should be able to articulate the recent advances in emergency medical care within the last two years.

**Engineering****CSLO****ENGR10 - Introduction to Engineering**

- Demonstrate knowledge of the Engineering Transfer Process, from LPC to a 4-year university Engineering program
- Upon completion of ENGR 10, students will be able to demonstrate an understanding of Microsoft Excel spreadsheet skills used in Engineering applications
- Upon completion of ENGR 10, students will be able to design and demonstrate a solution, using the engineering design process, to an engineering design problem
- Upon completion of ENGR 10, students will be able to identify and differentiate between the different engineering branches, based on worded-descriptions of each branch.

**ENGR22 - Engineering Design Graphics**

- Describe height, width, and depth of objects, relating to similar common shapes
- Differentiate between front and top views, visible and hidden surfaces / features.
- Explain how the "form" of the bearing block dictates its "function."
- Use technical terms to describe rounded ends of objects, drilled holes of flange, and boss around center hub.

**ENGR25 - Comp Methods Engineer/ Science**

- Analyze and Model an engineering problem with Matlab, using vector inputs and outputs
- Correctly identify and calculate output values in Matlab programming language, with emphasis on syntax
- Demonstrate an understanding of the use of Microsoft Excel in solving problems using numerical methods
- Demonstrate effective creation and calling of Function files, including passing variables to a function, within Matlab
- Demonstrate the ability to generate graphs (charts) with MS Excel

**ENGR35 - Statics**

- Demonstrate the ability to construct accurate Free Body Diagrams
- Develop analysis methods to examine force systems acting on engineering structures in static equilibrium.
- Evaluate the constraining reactions needed to maintain static equilibrium on two- and three-dimensional rigid bodies acted on by force systems.
- Upon completion of ENGR 35, students will be able to analyze a force and resolve it into x- and y-components using trigonometry
- Upon completion of ENGR 35, students will be able to analyze and create internal shear force and bending moment diagrams as they apply to beam loading.

**ENGR37 - Applied Statics and Materials**

- Demonstrate the ability to construct accurate Free Body Diagrams

**ENGR44 - Intro to Circuit Analysis**

- Demonstrate the ability to analyze a 1st-order RL or RC circuit, including analysis of boundary conditions
- Demonstrate the ability to analyze a 2nd-order RLC electrical circuit, including analysis of damping type and boundary conditions.

- Students will analyze and demonstrate understanding of the electrical behavior of first and second order DC circuits, using various circuit analysis techniques.
- Upon completion of ENGR 44, students will be able to demonstrate their ability to analyze a 1st-order RL or RC electrical circuit, including analysis of boundary conditions
- Utilize circuit simulation software to analyze electrical circuits.
- While working in groups, utilize electronic equipment to physically measure and analyze electrical circuits.

**ENGR46 - Materials of Engineering**

- Defining Materials terms by matching term with appropriate worded description
- Demonstrate the ability to operate materials testing equipment to generate the necessary data to formulate the properties of material tested.
- Identify the five different classifications for Engineering Materials.
- Recommend appropriate material(s) to meet engineering design criteria based on the materials' properties and performance.
- Upon completion of ENGR 46, students will be able to identify the 5 different classes of engineering materials, and provide specific examples for each class.

**Environmental Studies**

**CSLO**

**EVST5 - ENERGY AND SUSTAINABILITY**

- Students must be able to perform and analyze a home Energy Audit.

**Fire Service Technology**

**CSLO**

**FST50 - Fire Protection Organization**

- Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one

**FST51 - Fire Service Operations**

- Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one

**FST52 - FIREFIGHTER SAFETY & SURVIVAL**

- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion

**FST53 - Fire Behavior and Combustion**

- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion

**FST54 - Fire Prevention Technology**

- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion

**FST55 - Fire Protection Equipt and Sys**

- Describe the different methods of suppression agent delivery systems to surpress and /or extinguish in portable applications.

**FST56 - Fund of Bld Constr/Fire Protec**

- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion

**FST65 - First Respond Haz Mat/Incident**

- Students shall be able to identify all position titles and associated basic responsibilities found within the Incident Command System

**FST74A - Fire Investigation 1A**

- Identify and accurately describe the conditions that define a fire of an incendiary nature
- Identify penal code laws and penalties as associated to arson law.

**FST86A - CALFIRE BASIC FIREFIGHTR**

- Students shall complete a 300 Foot Tulare Hose Evolution within 10 Minutes without critical failure points

**Geography**

**CSLO**

**GEOG1 - Intro to Physical Geography**

- Students will be able to understand the global wind patterns, how they form (alongside Figure 5 - 15 on page 119)
- Upon completion of GEOG 1, students will be able to understand the difference between divergent, convergent and transform plate boundaries.
- Upon completion of GEOG 1, students will be able to understand the global wind patterns and how they form
- Upon completion of GEOG 1, students will be able to understand the reasons why the seasons change.

**GEOG1L - Intro to Phys Geog Laboratory**

- Upon completion of GEOG 1L, students will be able to diagram and identify (explain) earth / sun relations )
- Upon completion of GEOG 1L, students will be able to identify major climate controls and be able to explain why certain climates are located where they are.
- Upon completion of GEOG 1L, students will be able to locate plate boundaries based on the type of tectonic activity and be able to explain why they are located where they are.

**GEOG2 - Cultural Geography**

- Upon completion of GEOG 2, students will be able to define, describe and explain the Multi-Nuclei model or urban development.
- Upon completion of GEOG 2, students will be able to differentiate between the different types of cultural diffusion.
- Upon completion of GEOG 2, students will be able to explain the Demographic Transition Model

**GEOG5 - World Regional Geography**

- Upon completion of GEOG 5, students will be able to locate and label on a map different cities of the world as discussed in class.
- Upon completion of GEOG 5, students will be able to locate and label on a map different rivers and landforms of the world as discussed in class.
- Upon completion of GEOG 5, students will be able to locate and label on a map the different countries of the world as discussed in class

**GEOG8 - Intro to Weather and Climate**

- Upon completion of GEOG 8 students will be able to define and describe the climates of the world as defined by Koppen.
- Upon completion of GEOG 8, students will be able to define different type of fronts and use these fronts on the map to predict the weather for a specific area.
- Upon completion of GEOG 8, students will be able to identify and describe the differences between stable and unstable air and give the expected weather characteristics.

**GEOG12 - Geography of California**

- Upon completion of GEOG 12, students will be able to identify different California cities, rivers, landforms on a blank map.
- Upon completion of GEOG 12, students will be able to identify different canals in California and state if they are federal, state or privately controlled.
- Upon completion of GEOG 12, students will be able to identify the different climates that exist in California.

**GEOG15 - Introduction to GIS**

- Successful completion of Geog 15 will allow the student to produce a printed map which demonstrates the basic concepts of cartographic design.

**Geology****CSLO****GEOL1 - Physical Geology**

- Upon completion of Geology 1, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.
- Upon completion of Geology 1, students will be able to identify and define the basic properties of minerals.
- Upon completion of Geology 1, students will be able to identify and differentiate the basic ages of the Geologic Time Scale.

**GEOL1L - Physical Geology Laboratory**

- Upon completion of Geology 1 laboratory, students will be able to evaluate and differentiate mineral samples
- Upon completion of Geology 1 laboratory, students will be able to evaluate and differentiate rock samples
- Upon completion of Geology 1 laboratory, students will be able to evaluate and interpret geologic diagrams encapsulating geologic histories.

**GEOL5 - ENVIRON.GEOL:HAZARDS/DISASTERS**

- Upon completion of Geology 5, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.
- Upon completion of Geology 5, students will be able to identify and/or explain the fundamentals of stream systems, including flooding.
- Upon completion of Geology 5, students will be able to identify and/or explain volcanic geohazards.

**GEOL7 - ENVI GEOL:RESC/USE IMPACT/POLL**

- Upon completion of Geology 7, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.
- Upon completion of Geology 7, students will be able to identify and differentiate the various types of fossil fuels.
- Upon completion of Geology 7, students will be able to identify and/or evaluate the various methods of groundwater pollution.

**GEOL12 - Introduction to Oceanography**

- Upon completion of Geology 12, students will be able to analyze, differentiate and/or identify the basic marine life habitats.
- Upon completion of Geology 12, students will be able to define and identify the geology of divergent, convergent and transform plate tectonic environments.
- Upon completion of Geology 12, students will be able to identify and differentiate basic marine geomorphologies (e.g., seamounts, guyots, continental shelf, submarine canyons, etc.)

**GEOL12L - Intro to Oceanography Lab**

- Upon completion of Geology 12 laboratory, students will be able to construct bathymetric contours
- Upon completion of Geology 12 laboratory, students will be able to evaluate (test and identify) sea floor samples
- Upon completion of Geology 12 laboratory, students will be able to interpret bathymetric maps

**Health Sciences****CSLO****HSCI52 - BASIC MEDICAL TERMINIOLOGY**

- Break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.

**Horticulture****CSLO****HORT50 - Introduction to Horticulture**

- Student should demonstrate a clear understanding of the photosynthetic process
- The student will be able to propagate a plant by taking a cutting.
- The student will be able to propagate plants by properly germinating seeds.

**HORT53 - Integrated Pest Management**

- Student will be able to accurately identify common insect, weed pests, and plant diseases

**HORT54 - Planting Media & Nutrition**

- Student will demonstrate knowledge of soil amendments, soil substitutes, their use and application

**HORT55 - Horticulture Mgmt & Operations**

- Student will be able to accurately describe the various specialties within the nursery industry
- The student will be able to successfully grow, merchandise and sell plants.

**HORT59 - Landscape Design**

- Student will be able to demonstrate graphics drawing skills for landscape architectural design

**HORT67 - Interior Plantscapes**

- Upon completion of Hort 67 the student should be able to identify the interior plants used on the CCNPRO, California Certified Nursery Professional, exam
- Upon completion of HORT 67 the student should be able to propagate interior plants using various propagation techniques.

- Upon completion of Hort 67 the student should be able to understand the physiological and psychological benefit of interior plants.

## Math

### CSLO

#### MATH1 - Calculus I

- Upon completion of Math 1, a student should be able to construct an optimization model and use it to find the desired quantity.
- Upon completion of Math 1, a student should be able to evaluate and interpret a definite integral.
- Upon completion of Math 1, a student should be able to find the roots of a function using Newton's method.
- Upon completion of Math 1, a student should be able to find the volume of a solid of revolution using washers or shells.
- Upon completion of Math 1, a student should be able to integrate a function involving a u-substitution.

#### MATH2 - Calculus II

- Upon completion of Math 2, a student should be able to determine an arc length using parametric equations.
- Upon completion of Math 2, a student should be able to determine the interval of convergence for a power series.
- Upon completion of Math 2, a student should be able to evaluate an integral using a power series representation.
- Upon completion of Math 2, a student should be able to integrate a function using a partial fraction expansion.
- Upon completion of Math 2, a student should be able to numerically evaluate an integral using Simpson's Rule and determine the error.

#### MATH3 - Multivariable Calculus

- Upon completion of Math 3, a student should be able to evaluate a surface integral.
- Upon completion of Math 3, a student should be able to evaluating a surface integral for vector functions using parameterization of the surface or using the Divergence theorem.
- Upon completion of Math 3, a student should be able to interpret directional derivatives, including the gradient.
- Upon completion of Math 3, a student should be able to solve an optimization problem by using the method of LaGrange multipliers.

#### MATH5 - Ordinary Differential Equation

- Upon completion of Math 5, a student should be able to construct and interpret the solution of a mass-spring system.
- Upon completion of Math 5, a student should be able to model an RLC using differential equations.
- Upon completion of Math 5, a student should be able to use a 4th order Runge-Kutta algorithm to solve an equation numerically.
- Upon completion of Math 5, a student should be able to use the method of Laplace transforms to solve differential equation.

#### MATH7 - Elementary Linear Algebra

- Upon completion of Math 7, a student should be able to determine if a set is a subspace of a vector space.
- Upon completion of Math 7, a student should be able to diagonalize a matrix.
- Upon completion of Math 7, a student should be able to set up a system of Linear Equations to represent a network and then solve the system.
- Upon completion of Math 7, a student should be able to use software to solve a least squares problem.

#### MATH10 - Discrete Mathematics

- Upon completion of Math 10, a student should be able to create an undirected graph that represents the network of objects in a set and find a minimum spanning tree for the graph.
- Upon completion of Math 10, a student should be able to determine whether a relation is an equivalence relation.
- Upon completion of Math 10, a student should be able to use mathematical reasoning and counting techniques to correctly enumerate the number of ways in which a specified event can occur.
- Upon completion of Math 10, a student should be able to write a coherent formal proof using mathematical induction.

#### MATH20 - Pre-Calculus Mathematics

- Upon completion of Math 20, a student should be able to find all zeros of a polynomial function.
- Upon completion of Math 20, a student should be able to find extrema using a graphing calculator and/or other technology.
- Upon completion of Math 20, a student should be able to graph and identify the main features of a rational function without using a graphing utility.

- Upon completion of Math 20, a student should be able to model a problem using exponential growth or decay.
- Upon completion of Math 20, a student should be able to solve a nonlinear system of equations graphically and verify analytically.

### **MATH33 - Finite Mathematics**

- Upon completion of Math 33, a student should be able to find the probability of an event and explain the meaning of the value found.
- Upon completion of Math 33, a student should be able to model an applied problem by writing a system of linear inequalities or equalities.
- Upon completion of Math 33, a student should be able to solve a system of linear equations in matrix form by hand (without using a calculator).
- Upon completion of Math 33, a student should be able to use the financial functions on a graphing calculator to answer questions about loans or annuities.
- Upon completion of Math 33, a student should be able to 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.

### **MATH34 - Calc for Bus and Soc Sciences**

- Upon completion of Math 34, a student should be able to calculate the marginal cost, marginal profit, and marginal revenue and discuss their meaning in the context of an applied problem.
- Upon completion of Math 34, a student should be able to evaluate a definite or indefinite integral symbolically by hand using the technique of substitution.
- Upon completion of Math 34, a student should be able to graph an elementary function by hand using the 1st and 2nd derivatives.
- Upon completion of Math 34, a student should be able to solve an amortization problem involving the use of a calculator.
- Upon completion of Math 34, a student should be able to write a differential equation that models an applied problem.

### **MATH38 - Trigonometry with Geometry**

- Upon completion of Math 38, a student should be able to identify and describe the period, amplitude and phase shift of a sine or cosine function.
- Upon completion of Math 38, a student should be able to solve a trigonometric equation using factoring and identities.
- Upon completion of Math 38, a student should be able to solve an application problem using law of sines.

### **MATH39 - Trigonometry**

- Upon completion of Math 39, a student should be able to define trigonometric functions in terms of the right triangle, using coordinates of a point and distance from the origin, and using the unit circle.
- Upon completion of Math 39, a student should be able to identify and describe the period, amplitude and phase shift of a sine or cosine function.
- Upon completion of Math 39, a student should be able to solve a trigonometric equation that does not involve any of the standard angles as solutions, making usage of a calculator necessary.
- Upon completion of Math 39, a student should be able to solve a trigonometric equation using factoring and identities.
- Upon completion of Math 39, a student should be able to solve an application problem using law of sines or law of cosines.

### **MATH40 - STATISTICS AND PROBABILITY**

- Upon completion of Math 40, a student should be able to build a frequency distribution for, and make a histogram of, quantitative data.
- Upon completion of Math 40, a student should be able to determine whether or not there is significant correlation for a bivariate data set, and if so, fit a linear regression equation and use it for data prediction.
- Upon completion of Math 40, a student should be able to perform the steps for a hypothesis test about a single population parameter and interpret the result.
- Upon completion of Math 40, a student should be able to solve an application problem using the central limit theorem.
- Upon completion of Math 40, a student should be able to use a computer program to make a graph of categorical data.

### **MATH45 - College Algebra**

- Upon completion of Math 45, a student should be able to find extrema and zeros using a graphing calculator and/or other technology.
- Upon completion of Math 45, a student should be able to find the real zeros of a polynomial function.
- Upon completion of Math 45, a student should be able to graph and identify the main features a rational function without using a graphing utility.
- Upon completion of Math 45, a student should be able to model a problem using exponential growth or decay.

### **MATH47 - Mathematics for Liberal Arts**

- Upon completion of Math 47, a student should be able to develop and use an appropriate model (linear or exponential) for a given problem.



- Upon completion of Math 47, a student should be able to find the probability of an event and explain the meaning of the value found.
- Upon completion of Math 47, a student should be able to solve a financial problem involving amortization.
- Upon completion of Math 47, a student should be able to translate a statement into symbolic logic notation.

### **MATH50 - Core Intermediate Algebra**

- Upon completion of Math 50, a student should be able to construct multiple representations of a function (numerical, graphical, or symbolic).
- Upon completion of Math 50, a student should be able to determine the domain of a function.
- Upon completion of Math 50, a student should be able to given a data set, use technology to graph a scatter plot of the data and find the line of best fit (linear regression).
- Upon completion of Math 50, a student should be able to solve and interpret an applied problem using a function.
- Upon completion of Math 50, a student should be able to write an exponential function model.

### **MATH51 - Algebra Bridge**

- Upon completion of Math 51, a student should be able to interpret an applied problem using a function.
- Upon completion of Math 51, a student should be able to solve an applied problem using a function.

### **MATH55 - Intermediate Algebra**

- Upon completion of Math 55, a student should be able to construct multiple representations of a function (numerical, graphical, or symbolic).
- Upon completion of Math 55, a student should be able to determine the domain of a function.
- Upon completion of Math 55, a student should be able to interpret the solution of an applied problem that uses a function.
- Upon completion of Math 55, a student should be able to solve an applied problem using a function.

### **MATH55A - Intermediate Algebra A**

- Upon completion of Math 55A, a student should be able to determine the domain of a function.

### **MATH55B - Intermediate Algebra B**

- Upon completion of Math 55B, a student should be able to construct multiple representations of a function (numerical, graphical, or symbolic).
- Upon completion of Math 55B, a student should be able to interpret the solution of an applied problem that uses a function.
- Upon completion of Math 55B, a student should be able to solve an applied problem using a function.

### **MATH65 - Elementary Algebra**

- Upon completion of Math 65, a student should be able to construct a linear model based on a given situation.
- Upon completion of Math 65, a student should be able to construct multiple representations of a linear equation (numerical, graphical, or symbolic).
- Upon completion of Math 65, a student should be able to interpret the slope in the context of a problem.
- Upon completion of Math 65, a student should be able to solve a polynomial equation using factoring techniques.

### **MATH65A - Elementary Algebra A**

- Upon completion of Math 65A, a student should be able to construct a linear model based on a given situation.
- Upon completion of Math 65A, a student should be able to construct multiple representations of a linear equation (numerical, graphical, or symbolic).
- Upon completion of Math 65A, a student should be able to interpret the slope in the context of a problem.

### **MATH65B - Elementary Algebra B**

- Upon completion of Math 65B, a student should be able to solve a polynomial equation using factoring techniques.

### **MATH71A - APPLIED MATH FOR TECHNICIANS A**

- Upon completion of Math 71A, a student should be able to perform a unit conversion.
- Upon completion of Math 71A, a student should be able to solve an applied problem involving rates (e.g. parts per hour, threads per inch and revolutions per minute).

### **MATH71B - APPLIED MATH FOR TECHS B**

- Upon completion of Math 71B, a student should be able to find the volume of a geometric figure.

- Upon completion of Math 71B, a student should be able to solve problems involving trigonometric ratios.

### **MATH107 - PRE-ALGEBRA**

- Upon completion of Math 107, a student should be able to interpret the results of an application in the context of the problem.
- Upon completion of Math 107, a student should be able to perform order of operations to simplify expressions involving signed integers.
- Upon completion of Math 107, a student should be able to set up and solve applications involving ratios, rates, or proportions.
- Upon completion of Math 107, a student should be able to solve an algebraic equation.
- Upon completion of Math 107, a student should be able to write a fraction in decimal form and as a percentage.

### **MATH107A - PRE-ALGEBRA A**

- Upon completion of Math 107A, a student should be able to perform order of operations to simplify expressions involving signed integers.

### **MATH107B - PRE-ALGEBRA B**

- Upon completion of Math 107B, a student should be able to set up and solve applications involving ratios, rates, or proportions.
- Upon completion of Math 107B, a student should be able to solve an algebraic equation.
- Upon completion of Math 107B, a student should be able to interpret the results of an application in the context of the problem.
- Upon completion of Math 107B, a student should be able to write a fraction in decimal form and as a percentage.

## **Occupational Safety and Health**

### **CSLO**

#### **OSH50 - Intro Occupational Safety/Hlth**

- 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 - Elements of Industrial Hygiene**

- Recognize workplace hazards which are of Industrial Hygiene interest in a variety of workplaces.

#### **OSH62 - Physical Hazards**

- Explain and illustrate methods of control of hazards with particular reference to regulatory standards.

#### **OSH67 - Comp Regulatory Requirements**

- Students will explain the role of human factors in safety and accident prevention.

## **Physics**

### **CSLO**

#### **PHYS1A - General Physics I**

- Upon completion of PHYS 1A, students should be able to analyze physical situations quantitatively using Newtonian mechanics and conservation laws.
- Upon completion of PHYS 1A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 1A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

#### **PHYS1B - General Physics II**

- Upon completion of PHYS 1B, students should be able to analyze physical situations quantitatively using principles of hydrodynamics, thermodynamics, harmonic motion, wave motion, and optics.
- Upon completion of PHYS 1B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 1B, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

#### **PHYS1C - General Physics III**

- Upon completion of PHYS 1C, students should be able to analyze physical situations quantitatively using principles of electricity and magnetism.
- Upon completion of PHYS 1C, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 1C, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

**PHYS1D - General Physics IV**

- Upon completion of PHYS 1D, students should be able to analyze physical situations quantitatively using principles of relativity, quantum mechanics, nuclear physics, and particle physics.
- Upon completion of PHYS 1D, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 1D, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

**PHYS2A - Introduction to Physics I**

- Upon completion of PHYS 2A, students should be able to analyze physical situations quantitatively using Newtonian mechanics, conservation laws, thermodynamics, hydrodynamics, and principles of harmonic and wave motion.
- Upon completion of PHYS 2A, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 2A, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

**PHYS2B - Introduction to Physics II**

- Upon completion of PHYS 2B, students should be able to analyze physical situations quantitatively using principles of electricity, magnetism, relativity, quantum mechanics, nuclear physics, and particle physics.
- Upon completion of PHYS 2B, students should be able to design and conduct laboratory experiments, and analyze and interpret their data.
- Upon completion of PHYS 2B, students should be able to effectively communicate the methods, analysis, results, and conclusions of their own scientific experiments.

**PHYS10 - Descriptive Physics**

- Upon completion of PHYS 10, students should be able to describe the ways in which scientific principles have shaped the modern world and relate to daily life.
- Upon completion of PHYS 10, students should be able to explain fundamental physical principles in mechanics, electricity and magnetism, thermodynamics, optics, relativity, and modern physics.
- Upon completion of PHYS 10, students should be able to use quantitative reasoning to determine relationships between physical quantities.

**Viticulture and Winery Tech****CSLO****VWT10 - Introduction to Viticulture**

- The student will be able to identify the external, structural components of a modern trellis system trained grape vine
- The student will be able to describe the seasonal appearance and physiological functions of a grapevine from "pruned" dormancy to harvest

**VWT12 - Vineyard Soil/Fertilizer/Irrig**

- The student should be able to accurately describe the "capillary action" of soil
- The student should be able to accurately describe what "field capacity" is and the different ways that it can be reached.

**VWT20 - Introduction to Enology**

- Student will be able to explain the process of alcoholic fermentation
- The student will be able to explain the impact that oak aging can have on the organoleptic components of red and white wines

**VWT25 - Sensory Analysis of Wines**

- The student will be able to accurately describe a wine's qualities both objectively and subjectively and understand when each of these assessments are appropriate to apply
- The student will be able to describe the organoleptic properties of both sound and flawed wines

**VWT31 - Fall Vineyard Operations**

- The student will be able to identify the external, structural components of a modern trellis system trained grape vine
- The student will be able to demonstrate the skills required to correctly prune a grapevine which has been trained to spur pruning including cordon and head trained vines
- The student will demonstrate the knowledge of assessing the ripeness of grapes using multiple tools including digital and analog refractometers, a hydrometer, and by using a learned organoleptic approach

**VWT32 - Spring Vineyard Operations**

- The student will be able to identify the external, structural components of a modern trellis system trained grape vine

- The student will demonstrate knowledge of the multiple cultural practices that encompass vineyard floor management including, weed abatement, erosion control, burrowing pest controls and covercropping
- The student will demonstrate the skills required to improve grape quality by the seasonal spring time cultural practice of thinning buds and shoots

### VWT33 - Summer Viticulture Operations

- The student will be able to identify the external, structural components of a modern trellis system trained grape vine
- The student will be able to identify and explain the functions of the components that make up a working vineyard irrigation system including PVC piping and fittings, low voltage valves, filters, tubing, emitters and the system controller

### VWT35 - Vineyard Pest & Disease Mgt

- Student will describe what a nematode is and what threats it poses to the vine (rootstock)

### VWT41 - Fall Winery Operations

- Student should demonstrate a working knowledge of the fermentation process
- The student will demonstrate a working knowledge for "racking" wine

### VWT42 - Winery Operations 2

- Student should demonstrate a working knowledge of the fermentation process
- The student will demonstrate proficiency at measuring and analyzing the required analysis parameters of must and wine

### VWT44 - World Viticulture and Wines

- The student will be able to explain the comparative concept of new and old world wines.

### VWT45 - Food and Wine Pairing

- the student will be able to accurately describe a wine's qualities

### VWT47 - Wine Regions/Wines of Calif

- the student will be able to accurately describe a wine's qualities

## STUSVCS

### Learning Skills

#### CSLO

#### LRNS110 - TRANSITION TO COLLEGE- DSP&S

- Students will be able to identify accommodations they would like in place
- Students will be able to identify appropriate level of Math based on Accuplacer Assessment
- Students will identify and enroll in appropriate level of English
- Students will identify and enroll in the appropriate level of Math
- Students will identify and select appropriate English level class
- Students will successfully register/waitlist for classes as indicated on Assisted Registration Worksheet

#### LRNS116 - Intro to Learning Disabilities

- Student will be able to describe their academic learning strengths and weakness and develop a study plan to improve their learning.

#### LRNS117 - Learning Skills - Reading

- Student will explain how to read more actively for deeper meaning and retention of ideas utilizing a specific reading or memory strategy.
- To utilize context clues, word roots, prefixes/suffixes, and other strategies to decode new words

#### LRNS119A - Learning Skills Basic Math

- Demonstrate understanding of number sense as is evidenced by knowledge of place value, rounding, numerical notation, and exponents.

#### LRNS119B - Learning Skills Pre-Algebra

- Solve basic math operations with and without integers

#### LRNS119C - Success in Algebra

- Students will describe their preferred learning modality in reference to success in algebra and demonstrate the use of at least one compensatory strategy they are using to heighten math performance

## Psychology Counseling

### CSLO

#### PCN3 - Theories of Couns: Intro

- Upon successful completion of PSCN 3, the student will be able to discuss the major therapeutic interventions in counseling and how they cause behavioral change.
- Upon successful completion of PSCN 3, the student will be able to explain the legal and ethical considerations and their implications in counseling.
- Upon successful completion of PSCN 3, the student will be able to explain the major theories, models, and recent trends in counseling theory.

#### PCN6 - Intro Counseling Case Mgt/HR

- Students will develop a client based service plan to include intake, assessment, and referral.
- Students will identify modern issues in human services case management.
- Upon successful completion of PCN 6, the student will identify and describe the major theoretical approaches and practices in case management.

#### PCN8 - THEORIES/CONCEPTS OF GRP PROC

- Demonstrate an in-depth understanding of the stages of group development, articulating defining characteristics of each stage.
- Demonstrate appropriate interpersonal and respectful communication skills to promote trust and rapport as a way to facilitate cohesion with diverse populations.
- Demonstrate knowledge of group counseling skills in terms of implementing theory with practical application.
- Design and propose a targeted Counseling Group, with detailed session plans and theory supported activities and interventions.

#### PCN10 - Career and Educ. Planning

- Student will demonstrate understanding of their personality strengths and synthesize this information towards their career decision making.
- Students will define their top personal values that they want exemplified in their career choices and in life.
- Students will set a short term career or educational goal with specific steps to reach it.

#### PCN13 - Multicultural Issues: America

- Students will be able to explain and analyze the difference between stereotyping, prejudice, discrimination, and institutional racism.
- Students will demonstrate an understanding of the historical and contemporary experiences of Americans who are in the minority (e.g., ethnic minorities, LGBT, disabled, etc.) and who have experienced marginalization.
- Students will demonstrate an understanding of the identity development theories and apply the course concepts to case studies.

#### PCN15 - College Study Skills

- Student will identify the neurological basis for information processing, learning, attention and memory and their connection to study and learning strategies.
- Students will describe how their organization and management of resources impact the achievement of stated goals.
- Students will develop personal outcome for focal course.
- Students will identify at least two areas of personal growth that need attention
- Students will identify their preferred learning styles and explain how they can use this information to be effective learners in classroom settings.
- Students will identify time management techniques and explain how they can apply them in their own lives.

#### PCN18 - University Transfer Planning

- Student will demonstrate the ability to articulate an individualized educational pathway toward achieving his/her transfer goal(s).
- Students will demonstrate the ability to develop a Transfer Action Plan for an individual transfer goal.
- Students will demonstrate the ability to identify a top barrier for transfer, and locate a campus resource to help overcome that barrier.

#### PCN25 - Transition to College

- Student will develop at least a one semester abbreviated student education plan (SEP).
- Students will complete the English/Math assessments to determine their placement for English and Math classes.
- Students will demonstrate awareness of 5 campus resources.

#### **PCN28 - Orientation for Intl. Students**

- Upon completion of PSCN 28, the student will be able to discuss cultural differences and cultural adjustment strategies.
- Upon completion of PSCN 28, the student will be able to explain the function of the U.S. and California educational systems.
- Upon completion of PSCN 28, the student will be able to identify their educational and career goals.

#### **PCN30 - Student Success:College Exp.**

- Evaluate their personal level of self-awareness, responsibility, and motivation and ability to integrate alternate strategies that support their college success.
- Illustrate skills needed to implement and develop long-range educational goals by identifying appropriate courses.
- Show ability to locate and access resources and services on campus that promote and improve their learning.

### **Tutoring**

#### **CSLO**

##### **TUTR17A - Tutoring Theory and Practice I**

- The student will be able to explain & summarize the goals of and ethics in tutoring, respective roles & responsibilities of tutors and tutees.
- The student will be able to set tutoring session goals & prepare appropriate activities for the tutee's learning style.

##### **TUTR17B - Tutoring Theory & Practice II**

- The student will demonstrate the ability to assess tutee's needs, design & apply tutoring plans
- The student will inventory his/her own strengths and weaknesses to formulate a plan for continued tutorial growth.

##### **TUTR200 - Suprvsd Learn Assist-Ind Study**

- 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.
- Students who regularly receive tutoring in the LPC tutorial center will be able to identify their level of understanding of the course content after tutoring.
- Students who regularly receive tutoring in the LPC Tutorial Center will be able to specify troublesome content areas to maximize the tutoring experience.