

Upon completion of this certificate, students will be able to perform variety of functions in an accounting department including: maintain and update financial records, prepare and analyze financial statements, review bookkeepers' and clerks' work for accuracy and completeness, prepare individual income tax returns containing schedule A, B, C, D and E, maintain cost records and prepare and analyze budgets.

- 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. (BUSN1A)
- 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. (BUSN1B)
- 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 (BUSN61)
- 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. (BUSN65)

## Administration of Justice – AA

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

- The student will be able to identify and explain the major components and sub-components of the American justice system.(AJ50)
- the student will: Demonstrate the ability to take field and interview notes to complete a report; Explain the basic steps of interviewing a victim, witness and suspect and successfully write a preliminary investigative report based upon a given scenario.(AJ54)
- The student will be able to identify the elements of more common offenses as codified in the California Penal Code.(AJ60)
- At the end of the course, the student will be able to identify the rules of evidence pursuant to the California Evidence Code. (AJ61)
- At the end of this course, the student will be able to: Demonstrate the ability to conduct a preliminary criminal investigation; conduct a preliminary interview/interrogation; perform a basic crime scene search and; identify the applicable investigative resources.(AJ63)
- Upon completion of this course, the student will have a working understanding and be able to demonstrate the purpose of good leadership and the importance of sound ethical decision making in a law enforcement agency and the individual officer.(AJ68)
- At the end of this course, the student will be able to: Identify the structure of the police organization and its impact on officer behavior, community relations programs and community members.(AJ70)

Administration of Justice – AST

No program outcomes entered.

## Administrative Assistant - AA

### Final Project or Exam / Full Semester

Complete business-related documents using the various functions?basic, intermediate, and advanced?of the software programs: Word, Excel, PowerPoint.

- create a slide presentation containing text formatting, graphic images, a linked spreadsheet object.(CIS55)
- Successful completion of this course will enable students to create, save, retrieve, edit and print documents in correct business formats.(CIS88A)
- Successful completion of this course will enable students to format text using columns headers/footers, footnotes/endnotes, styles, and templates.(CIS88B)

## Administrative Assistant - Certificate of Achievement

### Final Project or Exam / Full Semester

Demonstrate the ability to successfully use basic English language skills (grammar, punctuation, capitalization, etc.) in business documents.

- 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. (CIS43)

## Administrative Medical Assistant - Certificate of Achievement

Students will demonstrate an understanding of basic anatomy, physiology, and disease processes of the human body as it relates to patient medical history.

- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL50)
- Break down complex medical terms into simple root words and infer larger meanings through knowledge of smaller component word parts.(HSCI52)

Students will demonstrate competency in writing, information literacy, and oral communication.

- Demonstrate clear, compelling, analytical, and concise writing(CIS43)
- 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. (CIS43)

## Anthropology - AA-T

Students will be able to contrast the fundamental ways in which cultures differ from one another.

- Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.(ANTR3)
- Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.(ANTR5)
- Students will interpret cultural practices from various anthropological/theoretical perspectives.(ANTR12)

Students will be able to use anthropological research methods to gather data (including research in contemporary journals, field work, and the systematic analysis of findings).

- Students will be able to describe and identify fossil hominid species. (ANTR1)
- Students will be able to use theory to interpret archaeological data.(ANTR2)
- Students will be able to perform social science field research. (ANTR3)
- Students will be able to analyze human bones for identification of sex, ancestry, age, trauma and stature.(ANTR13)

## Art - AA (Emphasis in Painting)

Students will demonstrate an understanding of art and design concepts and communicate using visual media.

- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS2A)
- Illustrate and apply the dynamics of composition. (ARTS2A)
- Illustrate and apply the dynamics of drawing skill (line quality).(ARTS2B)
- Illustrate and apply the dynamics of color theory.(ARTS2B)
- Illustrate and apply the dynamics of composition.(ARTS2B)
- Illustrate and apply the dynamics of composition. (ARTS3A)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3A)
- Illustrate and apply the dynamics of composition.(ARTS3B)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3B)
- Illustrate and apply the dynamics of composition. (ARTS3C)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3C)
- Illustrate and apply principles of color theory. (ARTS3C)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3D)
- Illustrate and apply principles of color theory. (ARTS3D)
- Demonstrate the use of materials and equipment of the craft of painting in watercolor(ARTS7A)
- Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane(ARTS7A)
- Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet(ARTS7A)
- Demonstrate a knowledge and awareness of color theory and a variety of application techniques(ARTS7A)
- Produce watercolor paintings using basic techniques(ARTS7A)
- Analyze and evaluate their own work as well as the work of others in a verbal critique format(ARTS7A)
- Demonstrate a mastery of watercolor application and techniques(ARTS7B)
- Demonstrate a knowledge of composition(ARTS7B)
- Produce watercolor paintings demonstrating intermediate value applications(ARTS7B)



- Produce watercolor paintings demonstrating intermediate color theory applications(ARTS7B)
- Complete a body of paintings that demonstrates an understanding of specific subject based material(ARTS7B)
- Analyze and objectively assess intermediate water color paintings in a verbal critique format(ARTS7B)
- Identify and create advanced watercolor paintings utilizing advanced painting skills(ARTS7C)
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media(ARTS7C)
- Produce watercolor paintings demonstrating advanced composition applications(ARTS7C)
- Demonstrate a knowledge of using natural light and shadow in a landscape environment(ARTS7C)
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media(ARTS7C)
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.(ARTS7C)
- Create and present a thematic series watercolor painting portfolio(ARTS7C)
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique(ARTS7C)
- Identify and create advanced watercolor paintings utilizing advanced painting skills(ARTS7D)
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media(ARTS7D)
- Produce watercolor paintings demonstrating advanced composition applications(ARTS7D)
- Demonstrate a knowledge of using natural light and shadow in a landscape environment(ARTS7D)
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media(ARTS7D)
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.(ARTS7D)
- Create and present a thematic series watercolor painting portfolio(ARTS7D)
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique(ARTS7D)
- Illustrate and apply glazing techniques of painting. (ARTS13D)

- Illustrate and apply glazing techniques of painting. (ARTS13C)
- Illustrate and apply glazing techniques of painting. (ARTS13B)
- Illustrate and apply the dynamics of composition.(ARTS13B)
- Illustrate and apply principles of color theory.(ARTS13B)
- Illustrate and apply the dynamics of composition.(ARTS13A)
- Illustrate and apply principles of color theory.(ARTS13A)
- Illustrate and apply glazing techniques of painting.(ARTS13A)
- Illustrate and apply glazing techniques of painting.(ARTS12D)
- Illustrate and apply glazing techniques of painting.(ARTS12C)
- Illustrate and apply glazing techniques of painting.(ARTS12B)
- Illustrate and apply principles of color theory.(ARTS12B)
- Illustrate and apply glazing techniques of painting(ARTS12A)
- Illustrate and apply the dynamics of composition.(ARTS12A)

## Automotive Electronics Technology - AS

Student should be able to use automotive knowledge to diagnose various automotive concerns.

- Obtain and interpret powertrain related scan tool data.(AUTO61A)
- Obtain and interpret powertrain related scan tool data.(AUTO61B)
- Obtain and interpret body related scan tool data.(AUTO62)
- Obtain and interpret chassis related scan tool data.(AUTO65)
- Obtain and interpret chassis related scan tool data.(AUTO66)
- Obtain and interpret powertrain related scan tool data.(AUTO67A)
- Obtain and interpret powertrain related scan tool data.(AUTO67B)
- Obtain and interpret powertrain related scan tool data.(AUTO72A)
- Obtain and interpret powertrain related scan tool data.(AUTO72B)
- Collect Powertrain data and compare to known good.(AUTO61B)
- Collect Powertrain data and compare to known good.(AUTO72A)
- Collect Powertrain data and compare to known good.(AUTO72B)

Student will be able to follow safety guidelines while employed in an automotive related job.

- Use time in an efficient manner.(AUTO56)
- Apply Safety Precautions in Shop Lab Exercises (AUTO55)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO60A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO60B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO62)

- Apply Safety Precautions in Shop Lab Exercises.(AUTO64)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO65)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO66)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72B)

## Automotive Service Technician - Certificate of Achievement

Student should be able to use automotive knowledge to diagnose various automotive concerns.

- Obtain and interpret powertrain related scan tool data.(AUTO61A)
- Obtain and interpret powertrain related scan tool data.(AUTO61B)
- Obtain and interpret body related scan tool data.(AUTO62)
- Obtain and interpret chassis related scan tool data.(AUTO65)
- Obtain and interpret chassis related scan tool data.(AUTO66)
- Obtain and interpret powertrain related scan tool data.(AUTO67A)
- Obtain and interpret powertrain related scan tool data.(AUTO67B)
- Obtain and interpret powertrain related scan tool data.(AUTO72A)
- Obtain and interpret powertrain related scan tool data.(AUTO72B)
- Identify and describe different electrical schematic icons.(AUTO60A)
- Test battery, charging systems, starting systems and analyze results.(AUTO60A)
- Read Schematics to diagnose electrical problem.(AUTO60B)
- Use an oscilloscope to monitor powertrain failures.(AUTO60B)
- Collect Powertrain data and compare to known good.(AUTO61B)
- Collect Powertrain data and compare to known good.(AUTO72A)
- Collect Powertrain data and compare to known good.(AUTO72B)

Student will be able to follow safety guidelines while employed in and automotive related job.

- Apply Safety Precautions in Shop Lab Exercises (AUTO55)
- Use time in an efficient manner.(AUTO56)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO60A)

- Apply Safety Precautions in Shop Lab Exercises.(AUTO60B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO56)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO64)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO62)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO65)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO66)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72B)

## Automotive Technician - Certificate of Achievement

Student should be able to use automotive knowledge to diagnose various automotive concerns.

- Obtain and interpret powertrain related scan tool data.(AUTO61A)
- Obtain and interpret powertrain related scan tool data.(AUTO61B)
- Obtain and interpret body related scan tool data.(AUTO62)
- Obtain and interpret chassis related scan tool data.(AUTO65)
- Obtain and interpret chassis related scan tool data.(AUTO66)
- Obtain and interpret powertrain related scan tool data.(AUTO67A)
- Obtain and interpret powertrain related scan tool data.(AUTO67B)
- Obtain and interpret powertrain related scan tool data.(AUTO72A)
- Obtain and interpret powertrain related scan tool data.(AUTO72B)
- Identify and describe different electrical schematic icons.(AUTO60A)
- Test battery, charging systems, starting systems and analyze results.(AUTO60A)
- Read Schematics to diagnose electrical problem.(AUTO60B)
- Use an oscilloscope to monitor powertrain failures.(AUTO60B)
- Collect Powertrain data and compare to known good.(AUTO61B)
- Collect Powertrain data and compare to known good.(AUTO72A)
- Collect Powertrain data and compare to known good.(AUTO72B)
- Use a scanner to bi-directionally control the EGR Valve(AUTO69)
- Read and interpret latest version of Smog Check Manual(AUTO70A)
- Student should be able to complete a complete dyno drive(AUTO70B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71A)

- Analyze different fuel systems and distinguish differences(AUTO71B)
- Use an oscilloscope to monitor communication failures(AUTO71C)
- Use an oscilloscope to monitor powertrain failures.(AUTO67A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67A)
- Use an oscilloscope to monitor communication failures.(AUTO67B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO69)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO70A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO70B)
- Read schematics to diagnose and electrical problem(AUTO71A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71C)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72B)

Student will be able to follow safety guidelines while employed in and automotive related job.

- Apply Safety Precautions in Shop Lab Exercises (AUTO55)
- Use time in an efficient manner.(AUTO56)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO60A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO60B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO56)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO61B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO62)



- Apply Safety Precautions in Shop Lab Exercises.(AUTO64)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO65)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO66)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO67B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO72B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO69)
- Read and interpret latest version of Smog Check Manual(AUTO70A)
- Student should be able to complete a complete dyno drive(AUTO70B)
- Read schematics to diagnose and electrical problem(AUTO71A)
- Analyze different fuel systems and distinguish differences(AUTO71B)
- Use an oscilloscope to monitor communication failures(AUTO71C)
- Obtain and interpret powertrain related scan tool data.(AUTO67A)
- Use an oscilloscope to monitor powertrain failures.(AUTO67A)
- Use an oscilloscope to monitor communication failures.(AUTO67B)
- Obtain and interpret powertrain related scan tool data.(AUTO67B)
- Use a scanner to bi-directionally control the EGR Valve(AUTO69)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO70A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71A)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO70B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71B)
- Apply Safety Precautions in Shop Lab Exercises.(AUTO71C)

- Collect Powertrain data and compare to known good.(AUTO72A)
- Obtain and interpret powertrain related scan tool data.(AUTO72A)
- Collect Powertrain data and compare to known good.(AUTO72B)
- Obtain and interpret powertrain related scan tool data.(AUTO72B)

## Biology - AA

Be able to explain and apply basic principles and processes of biology at different levels, from the biochemical to the ecological.

- Student will prepare, label, correctly identify, and reference the taxonomic orders of different adult insect species(BIO1B)

Be able to demonstrate proficiency in standard biology lab techniques and lab safety procedures.

- 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.(BIO1A)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIO1A)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIO1B)
- 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.(BIO1B)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIO1C)
- 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)

Be able to design, conduct, analyze, and/or report results of investigations and experiments in the laboratory and/or field.

- Students will conduct an independent research project and write a scientific report analyzing the results.(BIO1C)

## Biology: Allied Health - AA

Be able to conduct, analyze, and report results of experiments

- Students will conduct an independent research project.(BIO7B)
- Students will be able to solve basic math-based physiology problems(BIO7B)
- Students will be able to demonstrate writing proficiency on a research paper(BIO7B)
- Students will be able to solve basic chemistry-based physiology problems.(BIO7B)
- Students will conduct an independent research project and write and present a scientific report analyzing the results.(BIO7C)
- Students will be able to demonstrate writing proficiency in various research writing projects.(BIO7C)

Be able to demonstrate proficiency in standard biology lab techniques and lab safety procedure

- 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.(BIO7B)
- Students will demonstrate proficiency in preparing, loading, running, staining, destaining, visualizing, and analyzing gel electrophoresis samples (BIO7B).
- The student will be able to demonstrate in depth knowledge of blood pressure.(BIO7B)
- Students will be able to explain and demonstrate the theoretical and practical aspects of using a compound microscope to study microorganisms using the oil immersion objective lens. (BIO7C)
- 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.(BIO7C)

Be able to explain and apply the basic principles and processes of biology at different levels in humans, from the cellular to the organismal level

- Use muscle terminology to locate muscles and describe origin, insertion and action of selected muscles.(BIO7A)
- The student will be able to identify histological and microscopic structures of the human body.(BIO7A)
- The student will be able to list the organ systems, identify the structures of each organ system and explain their general function.(BIO7A)
- The student will use anatomical vocabulary to communicate anatomical direction, body cavities and movement.(BIO7A)

## Bookkeeping Career Certificate

Upon completion of this certificate, students will be able to perform a variety of functions in an accounting department, including; using accounting software to analyze and record financial transactions, analyze payroll transactions, prepare trial balance, file payroll tax returns, prepare and analyze invoices, calculate interest rates, shipping terms and prepare financial statement.

- Upon successful completion of this course, students will be able to: 1. Correctly identify and calculate payroll entries including gross payroll, payroll taxes and net payment. (BUSN51A)
- 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 (BUSN61)
- Upon completion of this course students should be able to: 1. Calculate Federal and State income tax withholding for employees using form W4 2. Calculate net pay 3. Record journal entry for recording payroll and payroll tax expense 4. Update T accounts 5. Prepare and file payroll tax returns (BUSN63)

## Business - AS

Compare and contrast ethical standards and best practices of social responsibility to business situations.

- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- Successful completion of this course will enable students to analyze the role of American businesses in influencing ethical behavior and social responsibility in global markets.(BUSN30)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)

Demonstrate knowledge of business operations, the business organization, business environments, and business procedures.

- 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. (BUSN1A)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)
- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Evaluate consumer behavior in the consumer decision making process.(MKTG50)

Explain the functions of all business operations and identify the resources needed in each area.

- 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. (BUSN1A)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)

## Business Administration - AS-T

Compare and contrast ethical standards and best practices of social responsibility to business situations.

- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)

Demonstrate knowledge of business operations, the business organization, business environments, and business procedures.

- 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. (BUSN1A)
- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)

Explain the functions of all business operations and identify the resources needed in each area.

- 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. (BUSN1A)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)



## Business Administration (Transfer Prep) - AA

Compare and contrast ethical standards and best practices of social responsibility to business situations.

- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Assess the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.(BUSN40)

Demonstrate knowledge of business operations, the business organization, business environments, and business procedures.

- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- 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. (BUSN1A)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)

Explain the functions of all business operations and identify the resources needed in each area.

- 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. (BUSN1A)
- 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. (BUSN1B)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)

List and explain the factors of production, the external business environments and apply their influence in specific business problems.

- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)
- 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. (BUSN1B)

## Business Entrepreneurship - AA

Construct a business plan, essential marketing plan, and the basic financial documents needed for a small business.

- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Analyze the financial requirements for starting a business.(BUSN58)

Define "Competitive Advantage" and discuss actions a small business should use to achieve it.

- 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. (BUSN1A)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Evaluate consumer behavior in the consumer decision making process.(MKTG50)

Demonstrate knowledge of business operations, the business organization, business environments, and business procedures.

- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- 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. (BUSN1A)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)

Describe the nature and characteristics of successful small businesses.

- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)
- Evaluate organizational strategies of motivation.(BUSN48)
- List the advantages and disadvantages of small business ownership.(BUSN58)

## Business Entrepreneurship Certificate of Achievement

Compare and contrast the impact of the external business environments on small businesses.

- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- List the advantages and disadvantages of small business ownership.(BUSN58)

Construct a business plan, essential marketing plan, and basic financial documents for a small business.

- Analyze the financial requirements for starting a business.(BUSN58)
- Evaluate consumer behavior in the consumer decision making process.(MKTG50)

Define and provide concrete examples of the "Competitive Advantage" concept that a small business must achieve in order to succeed.

- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Identify the four steps in the market research process.(MKTG50)

Describe the nature and characteristics of successful small business persons.

- Compare the three primary business formations used by privately held American businesses.(BUSN40)
- List the advantages and disadvantages of small business ownership.(BUSN58)

Detail key business procedures relevant to a specific problem using appropriate technology.

- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)

Summarize the responsibilities of small business owners in selecting, motivating, training, and supervising employees.

- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Compare and contrast the concepts of work, worth and leisure in the United States.(BUSN48)

## Business Workforce Proficiency Career Certificate

Apply standard business English to oral and written communications, including grammar, punctuation, mechanics, vocabulary, style, media, and usage.

- 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. (CIS43)

Describe the work ethic needed for success in today's work environment.

- Compare and contrast the concepts of work, worth and leisure in the United States.(BUSN48)

Develop business communications that present information in an organized and concise manner.

- Demonstrate clear, compelling, analytical, and concise writing(CIS43)

Explain group dynamics as they apply to an individual working effectively within a group and within teams

- Describe the characteristics of change.(BUSN48)

Identify the primary business operations, business organizational options, and business procedures.

- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)

## Chemistry - AS Transfer Prep

Any student completing this degree should have a basic understanding of organic chemistry as measured by the standardized Organic Chemistry test from the American Chemical Society.

- Students should demonstrate a comprehensive knowledge of Organic Chemistry as measured by the American Chemical Society's Organic Chemistry National Exam.(CHEM12B)
- 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).(CHEM12B)

Any student getting this degree should have a basic understanding of general chemistry as measured by the standardized General Chemistry test from the American Chemical Society.

- What percentile did the student fall in for the ACS standardized general chemistry test (based on all college students)(CHEM1B)
- 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. (Beginning SPRING 2012)(CHEM1B)

## Chemistry Education - AA

Any student completing this degree should have a basic understanding of organic chemistry as measured by the standardized Organic Chemistry test from the American Chemical Society.

- Students should demonstrate a comprehensive knowledge of Organic Chemistry as measured by the American Chemical Society's Organic Chemistry National Exam.(CHEM12B)
- 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).(CHEM12B)

Any student getting this degree should have a basic understanding of general chemistry as measured by the standardized General Chemistry test from the American Chemical Society.

- What percentile did the student fall in for the ACS standardized general chemistry test (based on all college students)(CHEM1B)
- 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. (Beginning SPRING 2012)(CHEM1B)

CNT: Cisco Network Associate - Certificate of Achievement

Configure a LAN with routing, Troubleshoot LAN configuration.

- Configure a LAN with routing(CNT62A)

Configure a WAN with routing, Troubleshoot WAN configuration.

- Configure a WAN with routing(CNT62B)

CNT: Cisco Network Professional - Certificate of Achievement

Configure a LAN with routing, Troubleshoot LAN configuration.

- Configure a LAN with routing(CNT62A)

Configure a WAN with routing, Troubleshoot WAN configuration.

- Configure a WAN with routing(CNT62B)



## CNT: Computer Forensics Examiner - Career Certificate

Image and examine evidence in a forensically sound manner.

- Image and examine evidence in a forensically sound manner(CNT68)

Perform evidence examination and evaluation and present in a standard forensic case report.

- Perform evidence examination and evaluation and present in a standard forensic case report.(CNT70)

CNT: Computer Network Technician - Career Certificate

A+ CompTIA Elective

- A+ CompTIA Elective(CNT51B)

Computer Repair, with emphasis on hardware CNT basic.

- Computer Repair, with emphasis on hardware(CNT51A)

## CNT: Emerging Technologies - Career Certificate

Create virtualisation project design criteria.

- Complete basic Virtual Machine Skillsoft training(CNT7701)

Create WLAN design criteria.

- Create WLAN design criteria(CNT67)

## CNT: Network and Wireless Security - Career Certificate

Create WLAN design criteria.

- Create WLAN design criteria(CNT67)

Evaluate network security risks and responses.

- Evaluate network security risks and responses(CNT69)

## CNT: Network Security and Administration - AS

Configure a LAN with routing, Troubleshoot LAN configuration.

- Configure a LAN with routing(CNT62A)

Configure a WAN with routing, Troubleshoot WAN configuration.

- Configure a WAN with routing(CNT62B)

## CNT: TCP-IP Network Analysis - Career Certificate

Report TCP-IP communication trace analysis.

- Report TCP-IP communication trace analysis(CNT7502)

## CNT: Computer Desktop OS Security - Career Certificate

At the completion of the program, students will be able to repair computers (hardware and software), install, maintain and secure networks (both Windows and Linux); and install and configure Cisco routers.

- Set up a home or business network.(CIS66)
- Computer Repair, with emphasis on hardware(CNT51A)
- A+ CompTIA Elective(CNT51B)
- Set up a home or business network.(CNT52)
- Configure a LAN with routing(CNT62A)

## CNT: Computer Network Administration (Microsoft) - Career Certificate

At the completion of this program, students will be able to repair computers, install MS Windows networks including Active Directory, and install current desktop operating systems such as Linux

- Installing Desktop Operating Systems(CIS65)
- Installing Desktop Operating Systems.(CNT50)
- Installing, configuring and running Microsoft Windows Server.(CNT55)
- Computer Repair, with emphasis on hardware(CNT51A)
- Set up a home or business network.(CIS66)
- A+ CompTIA Elective(CNT51B)
- Set up a home or business network.(CNT52)
- CNT56 Install and configure a DHCP, DNS, WINS and Web server. Applying network security protocols, Public Key Infrastructure (PKI), Internet Protocol Security (IPSec), and remote access.(CNT56)
- Implement a Windows Active Server directory.(CNT57)
- The student will install, configure and administer a MS Windows Client computer in an enterprise network.(CNT54)



## Coaching - Career Certificate

Become aware of liability responsibilities of a coach.

Outcomes not yet specified.

Understand organizational strategies for team work and planning.

- The student will be able to list and describe an understanding of the 5 common coaching philosophies(KIN27)
- The student will complete a 1-2 page assignment describing their own personal coaching philosophy(KIN27)

Understand the primary responsibilities of coaches at various levels, including youth and high school.

- define, analyze, discuss and explain exercise and sports-specific factors that influence and affect behavior, compliance, adherence, performance(KIN24)
- Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor.(WRKX95)
- Develop an understanding of employer expectations, job requirements and career opportunities.(WRKX96)

Understand the role of officials in sports.

- The student will locate a referees/officials Association web site and rule book in the sport of their choosing and report their findings to the class by a verbal presentation. (KIN23)
- The student will observe an official in a LIVE event, in any sport of their choice, and write a 1-2 page evaluation of the experience.(KIN23)

## Computer Applications Software (Microcomputers) - Certificate Achievement

Students will be able to demonstrate basic computer literacy skills.

- CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.(CIS50)
- Successful completion of this course will enable students to create, save, retrieve, edit and print documents in correct business formats.(CIS88A)

## Computer Information Systems – AA

Students will be able to demonstrate basic computer literacy skills.

- CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.(CIS50)

## Computer Programming – AS

Students will be able to direct computer operations by writing detailed instructions to using computer programming languages.

- Explain and implement programmer-defined functions in C++. (CS1)
- Design and implement programmer-created C++ classes, using encapsulation and inheritance.(CS2)

## Computer Programming - Certificate of Achievement

Students will be able to direct computer operations by writing detailed instructions to using computer programming languages.

- Explain and implement programmer-defined functions in C++. (CS1)

## Computer Programming for the Web – AS

Students will be able to direct computer operations by writing detailed instructions in computer languages.

- Explain and implement programmer-defined functions in C++. (CS1)
- Create and use programmer-defined functions in Java.(CS31)

## Computer Programming for the Web - Certificate of Achievement

Students will be able to direct computer operations by writing detailed instructions in computer languages.

- Explain and implement programmer-defined functions in C++. (CS1)
- Create and use programmer-defined functions in Java.(CS31)

## Computer Science – AS

Students will be able to direct computer operations by writing detailed instructions in computer languages to solve a variety of problems.

- Explain and implement programmer-defined functions in C++. (CS1)
- Design and implement programmer-created C++ classes, using encapsulation and inheritance.(CS2)



## ECD: Associate Teacher - Certificate of Achievement

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- 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. (ECD62)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)

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.

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)

## ECD: Basic Teacher - Certificate of Achievement

Apply ethical standards of behavior accepted by the profession of early childhood education using ongoing self-reflection to guide practices.

- Students will demonstrate developmentally appropriate practices in their work with young children.(ECD95)
- Complete and implement objectives that improves the child learning environment.(ECD95)
- Utilize the code of ethics in making appropriate decisions for the children and families.(ECD96)

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.(ECD69)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)
- 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. (ECD62)
- Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being(ECD40)

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-judice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)
- Recognize their own biases(ECD79)

Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.

- Identify health, safety and environmental risks in children's programs.(ECD54)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

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.

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)

Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

Identify the processes of and contributions to systemic and internalized oppression and privilege. Utilize this information, along with personal reflection, to identify strategies to more effectively

educate children in a pluralistic society.

- Recognize their own biases(ECD79)

## ECD: Early Childhood Development - AA

Apply ethical standards of behavior accepted by the profession of early childhood education using ongoing self-reflection to guide practices

- Students will demonstrate developmentally appropriate practices in their work with young children.(ECD95)
- Complete and implement objectives that improves the child learning environment.(ECD95)
- Utilize the code of ethics in making appropriate decisions for the children and families.(ECD96)

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.(ECD69)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being(ECD40)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)
- 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. (ECD62)

- Recognize the influence of cultural perspectives on human thought and behavior(ECD62)
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-judice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)
- Recognize their own biases(ECD79)

Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.

- Identify health, safety and environmental risks in children's programs.(ECD54)

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

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)

Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

Identify the processes of and contributions to systemic and internalized oppression and privilege. Utilize this information, along with personal reflection, to identify strategies to more effectively educate children in a pluralistic society.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-

prejudice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)

- Recognize their own biases(ECD79)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)

## Early Childhood Education - AS-T

Apply ethical standards of behavior accepted by the profession of early childhood education using ongoing self-reflection to guide practices.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.(ECD69)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Articulate developmentally appropriate practices/best practices and components of quality care for populations of children from diverse cultures, ethnicity's, linguistic backgrounds, genders, and ability levels, in the development of curricula for early childhood programs.(ECD50)
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- 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. (ECD62)
- Apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment.(ECD62)
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)

Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.

- Identify health, safety and environmental risks in children's programs.(ECD54)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.



- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

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.

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)

Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)

## ECD: Early Childhood Intervention - AA

Students will develop a personal ECD philosophy after reviewing ECD philosophies and program approaches.

Outcomes not yet specified.

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Describe and evaluate the characteristics, strengths, and limitations of common assessment tools with all children's developmental, cultural, and linguistic characteristics.(ECD69)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being(ECD40)
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)
- 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. (ECD62)
- Recognize the influence of cultural perspectives on human thought and behavior(ECD62)

- Articulate responsive, reciprocal and respectful caregiving.(ECD67)
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-judice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)
- Recognize their own biases(ECD79)

Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.

- Identify health, safety and environmental risks in children's programs.(ECD54)

Identify the processes of and contributions to systemic and internalized oppression and privilege. Utilize this information, along with personal reflection, to identify strategies to more effectively educate children in a pluralistic society.

- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-judice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)
- Recognize their own biases(ECD79)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)
- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)
- Students will use observation to integrate curriculum goals and objectives across developmental domains, content areas, and routines for children with special needs. (ECD91)

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

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)

Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)
- Students will use observation to integrate curriculum goals and objectives across developmental domains, content areas, and routines for children with special needs. (ECD91)

## ECD: Early Childhood Intervention Assistant - Certificate of Achievement

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all developmental domains.(ECD63)

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being(ECD40)
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)
- 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. (ECD62)
- Recognize the influence of cultural perspectives on human thought and behavior(ECD62)
- Articulate responsive, reciprocal and respectful caregiving.(ECD67)

Demonstrate practices that maintain standards of health, nutrition, and safety in early childhood settings.

- Identify health, safety and environmental risks in children's programs.(ECD54)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

- Design and implement developmentally appropriate inclusive curriculum based on observation and assessment of young children to support play and learning in all

developmental domains.(ECD63)

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)
- Students will use observation to integrate curriculum goals and objectives across developmental domains, content areas, and routines for children with special needs. (ECD91)

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

- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)

Utilize observation and evaluation processes/tools to apply and implement developmentally appropriate practices in an early care and education setting using knowledge, skills and professional dispositions that promote the development and learning of all young children.

- Critically assess one's own teaching experiences to reflect and guide practice.(ECD90)
- Students will use observation to integrate curriculum goals and objectives across developmental domains, content areas, and routines for children with special needs. (ECD91)

## ECD: Family Child Care - Certificate of Achievement

Assess children's development through observation, documentation, reflection and interpretation to guide curriculum and intentional teaching.

Outcomes not yet specified.

Compare and contrast diverse cultural values, child rearing practices, attitudes towards play and education by developing respectful reciprocal relationships in order to work effectively with children, families, co-workers and community.

- Articulate developmentally appropriate practices/best practices and components of quality care for populations of children from diverse cultures, ethnicity's, linguistic backgrounds, genders, and ability levels, in the development of curricula for early childhood programs.(ECD50)
- Examine a variety of guidance and interaction strategies to increase children's social competence and promote a caring classroom community.(ECD50)
- 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. (ECD62)
- Apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment.(ECD62)

Intentionally design inclusive, culturally and linguistically appropriate curriculum to promote positive development for all young children, based on child development, observation and reflection.

Outcomes not yet specified.

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.

- Communicate the influence of research and varying theories on the impact of development from birth through adolescence.(ECD56)

Sequence of courses for program unknown. Course SLOs not mapped to program outcomes.

The program prepares students to become a Nationally Registered Emergency Medical Technician-Paramedic (NREMT-P).



Sequence of courses for program unknown. Course SLOs not mapped to program outcomes.

The program prepares students to become a Nationally Registered Emergency Medical Technician-Paramedic (NREMT-P).

## Engineering Technology - AS

Apply written, oral, and graphical communication in both technical and non-technical environments.

- Provide an oral description of the processes used to make a manufactured item.(WLDT79)

Conduct, analyze, and interpret standard tests, measurements, and experiments; and apply experimental result to improve processes.

Outcomes not yet specified.

Function effectively as a member or leader on a technical team.

Outcomes not yet specified.

Select and apply knowledge of math, science, engineering, and technology to engineering technology problems that require the application of principles and applied procedures.

Outcomes not yet specified.

Select and apply the knowledge, techniques, skills, and tools of the discipline to broadly-defined engineering technology activities.

Outcomes not yet specified.

## English - AA

Students can analyze an author's use of literary techniques to develop a theme.

- Identify the elements of fiction within published and student fiction and critique the strength of the elements toward creating a unified and meaningful story. (ENG12)
- Analyze and criticize the effectiveness of poetic elements in a variety of works read in class.(ENG13)
- Students will be able to identify, analyze, and interpret prose, blank verse, rhymed verse, figurative language, and text-specific vocabulary from Shakespeare's plays and sonnets.(ENG20)
- Students will analyze and synthesize primary sources, critical analyses, play productions, historical and biographical information concerning Elizabethan theater and Shakespeare's life and times to develop and support a position or argument of their own concerning Shakespeare's plays and sonnets.(ENG20)
- Students can analyze an author's use of literary techniques to develop a theme.(ENG32)
- Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.(ENG44)
- Demonstrate ability to select a passage or theme from a literary text and develop a sophisticated response to it that is unified, adequately supported, and synthesized.(ENG44)
- Students should be able to demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.(ENG45)
- Students should be able to bring various critical approaches to bear on the interpretation of fiction.(ENG45)
- Students can analyze an author's use of literary techniques to develop a theme. (ENG45)

Students can appreciate literature as an art form that helps readers understand the human condition.

- Appreciate how individuals from different racial groupings, and different classes and

genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.(ENG44)

Students can appropriately document outside information when integrated into their essay.

- Critical Thinking: Students can identify different types of fallacious arguments.(ENG7)

Students can express ideas using a variety of sentence structures.

- Students can identify major components of basic and complex sentences. (ENG100X)

Students can identify different types of fallacious arguments.

- Critical Thinking: Students can identify different types of fallacious arguments.(ENG7)

Students can recognize an author's main idea in college-level reading.

- Describe a text's main and supporting ideas.(ENG100A)
- Students can write an essay with a thesis and controlling idea.(ENG104)

Students can recognize and evaluate implicit and explicit arguments in a text.

- Reading: Through class discussion, written response, or formal essay, students analyze and evaluate readings from academic cultural, and/or disciplinary contexts.(ENG7)
- Critical Thinking: Students can identify and explain assumptions [warrants] in a given reading(ENG7)

Students can use library resources to find relevant and credible information on a research topic.

- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to: review sources for relevant evidence and arguments; integrate researched material into your own writing with appropriate context, explanation, punctuation and citation; and document sources in an academically responsible way. (ENG1A)
- Using the Internet, databases, journals, and books, students will research primary sources, critical analyses, play productions, as well as historical and biographical information concerning Elizabethan theatre and Shakespeare's life and times.(ENG20)
- Research: Student creates a research paper which exhibits mastery of the following

elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize MLA documentation within the body of the paper and in a Works Cited page.(ENG4)

- Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page. (ENG7)

Students can write a focused thesis statement.

- Students can write an essay that articulates a personal position in response to a prompt.(ENG104)
- Write multiple-paragraph papers that accurately and appropriately respond to a given assignment;develop a relevant, focused thesis;are well-organized and coherently move from coordinating to subordinating points;are well-developed with sufficient and relevant evidence;synthesize facts and ideas originating outside your direct experience to develop and support your thesis;demonstrate stylistic choices in tone, syntax and diction;use standard American English correctly. (ENG1A)
- Students can write an essay that articulates a personal position in response to a prompt.(ENG105)

Students can write a paragraph whose topic sentence, supporting information, and analysis speak to the same point.

- Write a unified, multi-paragraph expository essay.(ENG100A)
- Students can write an essay with a thesis and controlling idea.(ENG104)

Students can write a summary that restates main and supporting ideas.

- Describe a text's main and supporting ideas.(ENG100A)
- Students can write a summary that identifies main ideas of a nonfiction article. (ENG104)
- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to summarize a thesis and main points; analyze main ideas; evaluate the validity and logic of the text's reasoning and support; relate

ideas and information in the text to your experience as well as other texts; create a coherent position or argument of your own based on your reading.(ENG1A)

- Students can write a summary that identifies main ideas of a nonfiction article. (ENG105)

## English - AA-T

Students can analyze an author's use of literary techniques to develop a theme.

- Write a short story, 7-15 pages that uses dialogue, characterization, point-of-view, plot, description, style, tone and voice to create resonance and meaning.(ENG11)
- Analyze and criticize the effectiveness of poetic elements in a variety of works read in class.(ENG13)
- Students will be able to identify, analyze, and interpret prose, blank verse, rhymed verse, figurative language, and text-specific vocabulary from Shakespeare's plays and sonnets.(ENG20)
- Students will analyze and synthesize primary sources, critical analyses, play productions, historical and biographical information concerning Elizabethan theater and Shakespeare's life and times to develop and support a position or argument of their own concerning Shakespeare's plays and sonnets.(ENG20)
- Students can analyze an author's use of literary techniques to develop a theme.(ENG32)
- Describe literary aspects of American Western narrative, including narrative style, character, dialogue, figurative language, and the use of landscape, among others.(ENG44)
- Demonstrate ability to select a passage or theme from a literary text and develop a sophisticated response to it that is unified, adequately supported, and synthesized.(ENG44)
- Students should be able to demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.(ENG45)
- Students should be able to bring various critical approaches to bear on the interpretation of fiction.(ENG45)
- Students can analyze an author's use of literary techniques to develop a theme. (ENG45)

Students can appreciate literature as an art form that helps readers understand the human condition.

- Appreciate how individuals from different racial groupings, and different classes and

genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.(ENG44)

Students can appropriately document outside information when integrated into their essay.

- Critical Thinking: Students can identify different types of fallacious arguments.(ENG7)

Students can express ideas using a variety of sentence structures.

Outcomes not yet specified.

Students can identify different types of fallacious arguments.

- Critical Thinking: Students can identify different types of fallacious arguments.(ENG7)

Students can recognize an author's main idea in college-level reading.

Outcomes not yet specified.

Students can recognize and evaluate implicit and explicit arguments in a text.

- Reading: Through class discussion, written response, or formal essay, students analyze and evaluate readings from academic cultural, and/or disciplinary contexts.(ENG7)
- Critical Thinking: Students can identify and explain assumptions [warrants] in a given reading(ENG7)

Students can use library resources to find relevant and credible information on a research topic.

- Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize MLA documentation within the body of the paper and in a Works Cited page.(ENG4)
- Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page. (ENG7)
- Using the Internet, databases, journals, and books, students will research primary sources,



critical analyses, play productions, as well as historical and biographical information concerning Elizabethan theatre and Shakespeare's life and times.(ENG20)

Students can write a focused thesis statement.

Outcomes not yet specified.

Students can write a paragraph whose topic sentence, supporting information, and analysis speak to the same point.

Outcomes not yet specified.

Students can write a summary that restates main and supporting ideas.

Outcomes not yet specified.

## Enology - AS

Student will be proficient in all season winery practices required in a working winery.

- Student will demonstrate the knowledge of how grapes are able to ferment into wine(VWT20)
- Student should demonstrate a working knowledge of the fermentation process(VWT41)
- The student will demonstrate a working knowledge for "racking" wine (VWT41)
- The student will demonstrate proficiency at measuring and analyzing the required analysis parameters of must and wine(VWT42)

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## Environmental Science - AS

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

- Students must be able to perform and analyze a home Energy Audit.(EVST5)

## Environmental Studies - AA

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

- Students must be able to perform and analyze a home Energy Audit.(EVST5)

## Fire Service Technology – AS

Students will gain knowledge safety, rescue, emergency medical operations and hazardous materials.

- Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one (FST50)
- Correctly identify the 9 different fire service agency organizations and accurately describe the scope of service of each one (FST51)
- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion (FST52)
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- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion (FST54)
- Describe the different methods of suppression agent delivery systems to suppress and /or extinguish in portable applications. (FST55)
- Accurately describe the complete process of fire development from its initial start to its eventual end by fuel depletion (FST56)
- Students shall be able to identify all position titles and associated basic responsibilities found within the Incident Command System(FST65)
- Students shall complete a 300 Foot Tulare Hose Evolution within 10 Minutes without critical failure points(FST86A)
- Student shall successfully pass the "Emergency Medical Responder" written final with a minimum 80% score as per accreditation requirements from ASHI (American Safety and Health Institute). (EMS61)
- The student shall also satisfactorily pass the National Registry of EMT certification examination administered by the State of California EMS Authority.(EMS81)

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- Students shall be able to identify all position titles and associated basic responsibilities found within the Incident Command System(FST65)
- Identify and accurately describe the conditions that define a fire of an incendiary nature(FST74A)
- Identify penal code laws and penalties as associated to arson law.(FST74A)
- Students shall complete a 300 Foot Tulare Hose Evolution within 10 Minutes without critical failure points(FST86A)

## Geography - AA-T

Assemble and analyze spatial information (maps, data, surveys, qualitative observations, etc), using traditional and modern mapping technology methods

- With the use of a quiz, students will be able to define different types of mapping projections. (GEOG1)
- Demonstrate the ability to locate points on a map and/or globe from latitude-longitude coordinates; and/or to read, interpret, and/or use a map including the information provided by a map scale and/or legend.(GEOG1L)
- Be able to locate and label on a map the different countries of the world as discussed in class(GEOG5)
- Students will be able to identify different California cities, rivers, landforms on a blank map. (GEOG12)
- Successful completion of Geog 15 will allow the student to produce a printed map which demonstrates the basic concepts of cartographic design. (GEOG15)
- The 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. (GEOG8)

Demonstrate knowledge of global physical and environmental processes, locations and develop an appreciation of landscapes.

- With the use of an audio-visual quiz, students will show their knowledge of different types of landforms. (GEOG1)
- Student will increase their ability to identify and label the Four Principal fault types by 1 proficiency level.(GEOG1)
- To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench.(GEOL1)
- Students will be able to identify different California cities, rivers, landforms on a blank map. (GEOG12)
- Students will demonstrate an understanding of concepts, terms, and locations related to the physical geography of California by labeling a map (non-graded) during the beginning of the last class session.(GEOG1L)



## Geology – AS-T

Upon completion of this degree, students should be able to demonstrate proficiency in basic earth processes (e.g., plate tectonics).

- To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench.(GEOL1)
- To demonstrate a basic knowledge and understanding of the three basic geologic groups and how they relate to one another.(GEOL1)
- To demonstrate a basic knowledge and understanding of the fundamentals of the major plate tectonic environments.(GEOL1)
- Introduction to the Earth. Tilt of the earth, cause of the seasons, size of the earth, the basic layers inside the earth, formation of the earth, atmosphere and oceans, introduction to the Geologic Time Scale.(GEOL1)
- Students demonstrate a range and depth of Plate Tectonics and it's geologic applications to the understanding of plate motions and the distributions of earthquakes and volcanoes(GEOL1)
- Students demonstrate their knowledge of Rocks & Minerals, Igneous Rocks & Processes and Volcanic Processes.(GEOL1)
- To demonstrate a basic knowledge and understanding of the current correlation between the absolute and relative ages of the Geologic Time Scale.(GEOL3)
- To solve paleontologic problems; Demonstrate and applu a basic knowledge of the principles of radiometric dating in order to determine geologic ages.(GEOL3L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL1)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL1L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL3)

- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL3L)

Upon completion of this degree, students should be able to demonstrate proficiency in the evaluation and identification of basic earth materials (e.g., rocks and minerals).

- Students recognize and identify Igneous Rock Formations; specifically volcanic dike formations cutting through country rock.(GEOL1)
- To solve petrologic problems: Demonstrate and apply a basic knowledge of the petrologic tool 'Moh's Hardness Scale', in order to assist with the proper systematic and scientific identification.(GEOL1L)
- To demonstrate a fundamental knowledge of the basic tools used to identify minerals.(GEOL1L)
- Students demonstrate lab skills and testing analysis appropriate for identifying the basic types of Igneous Rocks, along with some review of testing and identification of the basic minerals.(GEOL1L)
- Identify rocks and minerals.(GEOL1L)
- To identify calcite rhombohedron, and to recognize the optical characteristic Double Refraction.(GEOL1L)
- Identify Metamorphic rocks along with their properties and economic uses.(GEOL1L)
- Students demonstrate collaborative mineral identification of basic introductory mineralogical samples. (Sample Quiz 2A)(GEOL1L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL1L)

## Health and Human Services - Certificate of Achievement

Students will evaluate personal motives, values and philosophy to work with diverse populations in fields of the helping professions.

- Students will evaluate personal motives, values and philosophy to work with diverse populations in fields of the helping professions.(PSCN5)

Students will explain the practice of human services in terms of the helping process professional and ethical concerns and working within a system.

- Students will explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system.(PSCN5)

## History - AA-T

Students will demonstrate critical thinking as they identify and use various types of historical sources.

- Upon successful completion of this course, a student should be able to use historical sources and critical reasoning to explain/resolve historical problems. (HIST1)
- Locate, interpret, and analyze various types of historical sources.(HIST7)
- Locate, interpret, and analyze various types of historical sources.(HIST7)

## Horticulture – AS

The successful student will be able to accurately identify a set of plant material; use that plant material in a landscape design; and prepare a maintenance schedule for the chosen plant materials.

- Student will demonstrate the skill of determining landscape use and ornamental value of trees and shrubs(HORT51)
- Student will demonstrate knowledge of the propagation, growth, ecology, maintenance, and care of the specific plants reviewed in this course(HORT52)
- Student will demonstrate how to properly schedule and perform basic landscape turf maintenance tasks such as mowing, edging, nutritional amendments and irrigation system adjustment and monitoring; (HORT57)

## Horticulture - Certificate of Achievement

The successful student will be able to select plant materials for a given landscape based on water requirements, soil type, pest and disease resistance, growth habits, and design requirements.

- Student will demonstrate knowledge of the propagation, growth, ecology, maintenance, and care of the specific plants reviewed in this course(HORT52)
- Student will be able to accurately identify common insect, weed pests, and plant diseases(HORT53)
- Student will demonstrate knowledge of soil amendments, soil substitutes, their use and application(HORT54)

## Humanities - AA

Students will be able to express informed aesthetic responses to works of art.

- use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.(HUMN10)
- use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.(HUMN3)
- Students will be able to analyze film techniques.(HUMN44)

Students will be able to interpret and apply theoretical methods used in the humanities.

- use the philosophical methods discussed in class to explain, apply, and evaluate specific philosophical positions (PHIL1)
- Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.(PHIL2)
- Specifically for evaluating the effectiveness with which a student is able to apply philosophical methods of artistic analysis learned in class to specific works of art while evaluating those philosophical methods as well.(PHIL3)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific epistemic theories positions(PHIL4)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific feminist theories(PHIL5)

## Interior Design - AS

Upon completion of INTD AS-transfer program, students will be able to demonstrate the skills and knowledge learned through coursework to meet CSU transfer requirements.

- Identify interiors and furnishings by period and style(INTD52)
- Demonstrate knowledge of the different categories of lighting: ambient, task, decorative, direct, indirect.(INTD58)
- Understand the principles relating to design, spaces, and materials(INTD50)



## Interior Design - Certificate of Achievement

The student will be prepared to work in a professional design company with both business and design education.

- Demonstrate ability to measure, calculate and draw a room using standard drafting procedures(INTD51)
- Demonstrate presentation skills with a color board pertaining to a client profile(INTD54)
- Demonstrate knowledge of methods of compensation, marketing, public relations, and advertising(INTD56)

## International Studies - AA

Students will critically apply ethical standards to identify problems and create solutions.

- Students will be able to perform social science field research. (ANTR3)
- Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.(ANTR3)
- Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.(ANTR5)
- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Formulate legal conclusions based on sound legal reasoning.(BUSN18)
- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- Critique legal decisions made by the courts.(BUSN18)
- 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. (BUSN1A)
- 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. (BUSN1B)
- Successful completion of this course will enable students to analyze the role of American businesses in influencing ethical behavior and social responsibility in global markets.(BUSN30)
- Recognize the process for resolving an ethical dilemma.(BUSN30)
- Examine potential conflicts of interest within an organization which raise ethical considerations.(BUSN30)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Assess the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.(BUSN40)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)
- CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.(CIS50)
- Successful completion of this course will enable students to explain to a non-

economist the meaning of the following fundamental microeconomic concepts: scarcity, opportunity cost, market, market failure, and perfect competition.(ECON1)

- Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental macroeconomic concepts: market economy, economic growth, inflation, money supply, and business cycle.(ECON2)
- Mastery of the Demographic Transition Model(GEOG2)
- Knowledge of Diffusion(GEOG2)
- Mastery of the Demographic Transition Model(GEOG2)
- Students will demonstrate the knowledge of historical evolution of institutions, processes, culture, socialization.(POLI20)
- Students will demonstrate knowledge of historical evolution of the "polar" system in International Relations.(POLI30)
- use the analytical methods discussed in class to evaluate, categorize, and explain new religious movements(RELS1)
- By the end of the semester students will successfully research and compose a four-paragraph essay.(SPAN2A)
- Students will successfully research and compose a six-paragraph essay in Spanish.(SPAN2B)
- By the end of the semester students will successfully research and present an 8-10 minute oral report. (SPAN2B)
- Deliver a clearly organized speech.(SPCH1)
- Perform a speech using effective delivery.(SPCH1)
- Deliver a speech with effective content.(SPCH1)

Kinesiology AAT

No program outcomes specified.

## Liberal Arts and Sciences - AA

Students will critically apply ethical standards to identify problems and create solutions.

- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Formulate legal conclusions based on sound legal reasoning.(BUSN18)
- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- Critique legal decisions made by the courts.(BUSN18)
- 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. (BUSN1A)
- 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. (BUSN1B)
- Successful completion of this course will enable students to analyze the role of American businesses in influencing ethical behavior and social responsibility in global markets.(BUSN30)
- Recognize the process for resolving an ethical dilemma.(BUSN30)
- Examine potential conflicts of interest within an organization which raise ethical considerations.(BUSN30)
- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Assess the impact of compliance-based and integrity-based ethics codes on the role of business in a market economy.(BUSN40)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)
- Compare and contrast the concepts of work, worth and leisure in the United States.(BUSN48)
- Evaluate organizational strategies of motivation.(BUSN48)
- Analyze the primary leadership styles.(BUSN48)
- Describe the characteristics of change.(BUSN48)
- Upon successful completion of this course, students will be able to: 1. Correctly identify and calculate payroll entries including gross payroll, payroll taxes and net

payment. (BUSN51A)

- Evaluate barriers that prevent the transfer of meaning.(BUSN52)
- Compare and contrast the organizational theories of communication.(BUSN52)
- Analyze obstacles to cross-cultural communication.(BUSN52)
- Describe the basics factors of non-verbal communication.(BUSN52)
- Successful completion of this course will enable students to organize and assess grammatically correct business letters, memoranda, e-mail, instant messages, resumes, and letters of application.(BUSN53)
- Recognize grammatically correct correspondence, both incoming and outgoing.(BUSN53)
- Evaluate communication problems and formulate appropriate solutions.(BUSN53)
- 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. (BUSN55)
- The student will be able to identify and explain the major components and sub-components of the American justice system.(AJ50)
- the student will: Demonstrate the ability to take field and interview notes to complete a report; Explain the basic steps of interviewing a victim, witness and suspect and successfully write a preliminary investigative report based upon a given scenario.(AJ54)
- Identify the correct crime codes and elements of an offense/incident under investigation; Explain the legal requirements of police reports Organize and write a crime report; Understand and explain the importance of the police report in courtroom testimony; (AJ54)
- The student will explain how correctional agencies fulfill the mission of protecting society; describe the unique problems faced with incarcerating female prisoners and juvenile, special need offenders and death row inmates; Explain the differences between the federal and state prison systems and the differences between a prison and a jail.(AJ55)
- At the end of this course, the student will be able to: Identify the origins and foundational concepts of civil and criminal law; understand how laws are developed and modified and; be able to identify the primary sources on which the law is based.(AJ60)
- The student will be able to identify the elements of more common offenses as codified in the California Penal Code.(AJ60)
- At the end of the course, the student will be able to identify the rules of evidence pursuant to the California Evidence Code. (AJ61)
- At the end of the course, the student will be able to, demonstrate an understanding

of the Federal Rules of Evidence and explain the basics of the rules of search and seizure. (AJ61)

- The student will be able to compare and contrast the different groups that comprise the American justice system. They will be able to identify and explain each sub-group, its roles and responsibilities within the justice system and its connection to each of the other subgroups. (AJ62)
- At the end of this course, the student will be able to: Demonstrate the ability to conduct a preliminary criminal investigation; conduct a preliminary interview/interrogation; perform a basic crime scene search and; identify the applicable investigative resources.(AJ63)
- Upon the successful completion of this course, the student will be able to identify the different methods of police patrol.(AJ64)
- Upon successful completion of this course, the student will be able to apply the proper patrol method to a model community based upon geography, traffic patterns, crime rate and demographics.(AJ64)
- At the end of this course, the student will be able to: discuss and evaluate the historical, societal, and cultural issues of sexual assault and rape; identify and define the legal elements of different sexual assaults; explain human behavior as it relates to sex crimes; appraise the theoretical causes of sexual assault; discuss techniques of prevention in sexual crimes. (AJ69)
- At the end of this course, the student will be able to: Identify the structure of the police organization and its impact on officer behavior, community relations programs and community members.(AJ70)
- The student will be able to describe the structure and various cultures of a community, including special populations and subcultures and how to effectively communicate with each group.(AJ70)
- Upon completion of this course, the student should be able to discuss the historical background of drug use and the evolution of drug enforcement.(AJ71)
- The student will be able to explain the basic legal definitions of drug laws and describe specific California Penal Code and U.S. Code sections pertaining to drug enforcement.(AJ71)
- At the end of this course, the student will be able to explain the legal definition of a gang.(AJ74)
- The student will be able to: Understand the legal definitions of homicide and murder; Distinguish the signs associated with homicide, suicide, accidental deaths and deaths from natural causes. (AJ79)
- 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. (AJ9997)
- Use muscle terminology to locate muscles and describe origin, insertion and action

of selected muscles.(ANAT1)

- Students will be able to describe and identify fossil hominid species. (ANTR1)
- Students will be able to deconstruct the biological concept of "race."(ANTR1)
- Students will be able to explain how natural selection works. (ANTR1)
- Students will be able to analyze human bones for identification of sex, ancestry, age, trauma and stature.(ANTR13)
- Students will be able to apply the scientific method to research in anthropology.(ANTR1L)
- Students will be able to identify fossil hominid species including osteological adaptations.(ANTR1L)
- Students will be able to use theory to interpret archaeological data.(ANTR2)
- Students will be able to perform social science field research. (ANTR3)
- Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.(ANTR3)
- Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.(ANTR5)
- Use specific aesthetic vocabulary to describe and analyze works of art(ARHS1)
- Identify formal elements in an artwork and be able to ascertain how these elements create meaning in the chosen art work(ARHS1)
- Identify themes of art within a chosen art work across a broad range of cultures and time periods(ARHS1)
- Distinguish the relationship of design principles and be able to relate these principles to content/meaning of a particular work(ARHS1)
- Relate formal elements to principles of design in analyzing and evaluating content and meaning in a given art work(ARHS1)
- Compare and contrast images using visual elements and design principles examined in class(ARHS1)
- Identify and discuss the concerns of specific mediums and media in constructing meaning(ARHS1)
- Analyze the relationship of the viewer?s subjective responses to the viewer?s cultural, historic, and social background(ARHS1)
- Interpret the various ways in which works of art have been used as vehicles of expression. (ARHS4)
- Identify the overall evolution of the period. (ARHS4)
- Identify the works of art by their technical processes. (ARHS4)
- Interpret the various ways in which works of art have been used as vehicles of



expression. (ARHS5)

- Identify the overall evolution of the period. (ARHS5)
- Identify the works of art by their technical processes. (ARHS5)
- Students upon successfully completing this course will demonstrate an understanding of design and the design process.(ARTS10)
- Illustrate and apply the dynamics of composition.(ARTS12A)
- Illustrate and apply glazing techniques of painting(ARTS12A)
- Illustrate and apply principles of color theory.(ARTS12B)
- Illustrate and apply glazing techniques of painting.(ARTS12B)
- Illustrate and apply glazing techniques of painting.(ARTS12C)
- Illustrate and apply glazing techniques of painting.(ARTS12D)
- Illustrate and apply glazing techniques of painting.(ARTS13A)
- Illustrate and apply principles of color theory.(ARTS13A)
- Illustrate and apply the dynamics of composition.(ARTS13A)
- Illustrate and apply principles of color theory.(ARTS13B)
- Illustrate and apply the dynamics of composition.(ARTS13B)
- Illustrate and apply glazing techniques of painting. (ARTS13B)
- Illustrate and apply glazing techniques of painting. (ARTS13C)
- Illustrate and apply glazing techniques of painting. (ARTS13D)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS2A)
- Illustrate and apply the dynamics of composition. (ARTS2A)
- Illustrate and apply the dynamics of drawing skill (line quality).(ARTS2B)
- Illustrate and apply the dynamics of color theory.(ARTS2B)
- Illustrate and apply the dynamics of composition.(ARTS2B)
- Illustrate and apply the dynamics of composition. (ARTS3A)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3A)
- Illustrate and apply the dynamics of composition.(ARTS3B)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3B)
- Illustrate and apply the dynamics of composition. (ARTS3C)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3C)
- Illustrate and apply principles of color theory. (ARTS3C)
- Illustrate and apply the dynamics of drawing skill (line quality). (ARTS3D)

- Illustrate and apply principles of color theory. (ARTS3D)
- Demonstrate the use of materials and equipment of the craft of painting in watercolor(ARTS7A)
- Demonstrate proficiency in the basic techniques of watercolor painting: flat wash, glazing, wet-in-wet(ARTS7A)
- Demonstrate an aesthetic awareness of value and its uses in creating light and space on a 2 dimensional plane(ARTS7A)
- Demonstrate a knowledge and awareness of color theory and a variety of application techniques(ARTS7A)
- Produce watercolor paintings using basic techniques(ARTS7A)
- Analyze and evaluate their own work as well as the work of others in a verbal critique format(ARTS7A)
- Analyze and objectively assess intermediate water color paintings in a verbal critique format(ARTS7B)
- Complete a body of paintings that demonstrates an understanding of specific subject based material(ARTS7B)
- Produce watercolor paintings demonstrating intermediate color theory applications(ARTS7B)
- Produce watercolor paintings demonstrating intermediate value applications(ARTS7B)
- Demonstrate a knowledge of composition(ARTS7B)
- Demonstrate a mastery of watercolor application and techniques(ARTS7B)
- Identify and create advanced watercolor paintings utilizing advanced painting skills(ARTS7C)
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media(ARTS7C)
- Produce watercolor paintings demonstrating advanced composition applications(ARTS7C)
- Demonstrate a knowledge of using natural light and shadow in a landscape environment(ARTS7C)
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media(ARTS7C)
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.(ARTS7C)
- Create and present a thematic series watercolor painting portfolio(ARTS7C)
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique(ARTS7C)

- Identify and create advanced watercolor paintings utilizing advanced painting skills(ARTS7D)
- Produce watercolor paintings demonstrating advanced color theory applications utilizing watercolors alone or modified with mixed media(ARTS7D)
- Produce watercolor paintings demonstrating advanced composition applications(ARTS7D)
- Demonstrate a knowledge of using natural light and shadow in a landscape environment(ARTS7D)
- Demonstrate advanced painting skills utilizing interdisciplinary/hybrid approaches to painting utilizing watercolors alone or modified with mixed media(ARTS7D)
- Demonstrate aesthetic independence, critical thinking, creative initiative, and formal knowledge via an independent research project.(ARTS7D)
- Create and present a thematic series watercolor painting portfolio(ARTS7D)
- Identify advanced technical problems, analyze and objectively assess advanced watercolor paintings in a verbal critique(ARTS7D)
- By mid-semester students will be able to properly respond in American Sign Language to simple questions about their selves and surroundings.(ASL1A)
- The students completing the course will be able to demonstrate proficiency in comprehension of American Sign Language for daily living contexts.(ASL1A)
- Students completing the course will be able to demonstrate proficiency on expressive ASL grammatical functions for daily living contexts.(ASL1A)
- Students completing the course will be able to demonstrate comprehension of Deaf Culture in daily living contexts. (ASL1A)
- By the end of the semester the student will demonstrate the ability to recognize and produce a complex ASL sentence structure.(ASL1B)
- Students completing this course will be able to demonstrate increased proficiency in the comprehension of ASL in daily living contexts.(ASL1B)
- Students completing the course will be able to demonstrate increased proficiency in expressive ASL grammatical functions for daily living contexts. (ASL1B)
- Students completing the course will be able to demonstrate comprehension of Deaf Culture in daily living contexts.(ASL1B)
- By the end of the semester the student will demonstrate the ability to initiate, conduct, and terminate a context-specific conversation.(ASL2A)
- 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.(ASL2A)
- 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.(ASL2A)

- By the end of the semester the student will demonstrate comprehension and production of ASL discourse.(ASL2B)
- Students completing the course will be able to exchange personal information.(ASL2B)
- Students completing the course will be able to describe and identify items.(ASL2B)
- Students completing the course will be able to describe weekend activities.(ASL2B)
- demonstrate understanding of distances and time scales in the solar system and the cosmos, differentiate between astronomical science and other systems of thought, and understand basic concepts of planetary science(ASL2B)
- Differentiate between basic planetary types and demonstrate understanding of the processes responsible for their formation.(ASTR10)
- uses key ideas about the nature of the cosmos to differentiate between astronomical science and other systems of thought.(ASTR10)
- Relate distances and time scales in the solar system and the cosmos to terrestrial distances and human times scales. (ASTR20)
- uses key ideas about the nature of the cosmos to differentiate between astronomical science and other systems of thought.(ASTR20)
- demonstrate awareness and understanding of Stars, Galaxies, and Cosmology(ASL20)
- Identify eight seasonal constellations in the night sky(ASL30)
- students will demonstrate their understanding of principles, techniques, and methods of analysis for observational astronomy, including constellation and bright star identification, and awareness of seasonal changes in the night sky. (ASTR30)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL1)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIOL1)
- Students will conduct an independent research project and write a scientific report analyzing the results.(BIOL1)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL10)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIOL10)
- Students will be able to draw and label the four chambers of the heart, and describe the direction of blood flow.(BIOL20)

- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIOL31)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL31)
- Students will demonstrate writing proficiency on a written assignment(BIOL31)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIOL5)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL5)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BIOL50)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BIOL50)
- Students will conduct an independent research project on the effect of the plant hormone gibberellin on the growth of mutant and wild type Brassica by growing the plants, taking measurements of their growth with and without the hormone, keeping accurate records, analyzing and drawing conclusions from their individual and the class data, writing a report using the standard format for a scientific paper.(BOTN1)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(BOTN1)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(BOTN1)
- Identify the roles managers play in organizations.(BUSN56)
- Compare and contrast the primary managerial functions.(BUSN56)
- Analyze the control function of management.(BUSN56)
- Describe the primary state laws that govern managerial decisions.(BUSN56)
- List the advantages and disadvantages of small business ownership.(BUSN58)
- Analyze the financial requirements for starting a business.(BUSN58)
- Compare and contrast the legal formation options for small businesses.(BUSN58)
- Discuss a marketing strategy for a small business launch.(BUSN58)
- Describe the process of human resources planning.(BUSN88)
- Analyze the typical non-exempt compensation strategies.(BUSN88)
- Compare and contrast workplace security options.(BUSN88)

- Discuss the role of unions in employee relations.(BUSN88)
- Develop an understanding of employer expectations, job requirements and career opportunities.(BUSN96)
- Demonstrate the ability to carry out learning objectives established by student, supervisor and instructor.(BUSN95)
- Students should be able to write a detailed mechanism for a Sn1 Reaction.(CHEM12A)
- Students should demonstrate a comprehensive knowledge of Organic Chemistry as measured by the American Chemical Society's Organic Chemistry National Exam.(CHEM12B)
- Students should demonstrate a comprehensive knowledge of Organic Chemistry as measured by the American Chemical Society's Organic Chemistry National Exam. (Beginning Spring 2013, 0-4 scale)(CHEM12B)
- What percentile did the student achieve on the ACS standardized First semester of general chemistry test compared to the national average.(CHEM1A)
- How well do the the students understand the first 3 chapters of the general chemistry text.(CHEM1A)
- How well do the students balance a chemical reaction, determine the limiting reagent and the theoretical yield(CHEM1A)
- What percentile did the student fall in for the ACS standardized general chemistry test (based on all college students)(CHEM1B)
- To measure the students ability to solve kinetic problems, we will see how many of the questions 37 - 42 they get right on the standarized ACS test(CHEM1B)
- Students completing 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 series exam.(CHEM1B)
- The student should be able to predict the products and write the balanced equation for some common chemical reactions.(CHEM30A)
- The student should be able to predict the products and write the balanced equation for some common chemical reactions. (Beginning Fall 2013 0-4 Scale)(CHEM30A)
- The student should be able to describe one function for each type of biological molecules(CHEM30B)
- A student should be able to balance a chemical reaction(CHEM31)
- Demonstrate clear, compelling, analytical, and concise writing(CIS43)
- 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. (CIS43)

- CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.(CIS50)
- create and print charts from spreadsheet data.(CIS54)
- Create formulas and functions(CIS54)
- Create worksheet using professional format(CIS54)
- create a slide presentation containing text formatting, graphic images, a linked spreadsheet object.(CIS55)
- create a spreadsheet with text, values and at least two formulas.(CIS55)
- demonstrate the ability to create complex word processing documents using advanced text and document formatting, special functions, and save, print, and retrieve document functions(CIS55B)
- create a table in a database; include with at least three fields using different field types.(CIS57)
- At the completion of this course, a student will be able to query a table to create a subset of data based on a defined criteria.(CIS57)
- At the completion of this course, a student will be able to produce a printed report based on a subset of data.(CIS57)
- create basic web pages using hypertext links to other URLs, insert graphic images; change and modify fonts and colors for the web page text, insert basic sound capability(CIS59A)
- Create webpage with various controls in JavaScript such as push buttons, pull down menus lists, tests boxes, radio buttons, checkbox buttons(CIS59B)
- At the completion of this course, a student will be able to create survey questions to identify client requirements.(CIS60)
- Installing Desktop Operating Systems(CIS65)
- Set up a home or business network.(CIS66)
- 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.(CIS72A)
- Successful completion of this course will enable students to embed and link data stored in an Excel worksheet into a Word document.(CIS72B)
- Students will be able to use spreadsheet software in document reporting and presentation and integrate spreadsheets with other software for business communication.(CIS72B)
- Students will be able to use spreadsheet software in document reporting and presentation and integrate spreadsheets with other software for business communication.(CIS72B)
- identify and describe medical ethics(CIS79)

- 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. (CIS79)
- Basic text formatting and editing skills with Word, including the cut, copy, and paste commands(CIS8)
- Successful completion of this course will enable students to create, save, retrieve, edit and print documents in correct business formats.(CIS88A)
- Successful completion of this course will enable students to format text using columns headers/footers, footnotes/endnotes, styles, and templates.(CIS88B)
- Successful completion of this course will enable students to design, create, and view slide show presentation.(CIS89A)
- Successful completion of this course will enable students to plan, design, create publications using Microsoft Publisher.(CIS89B)
- Demonstrate clear, compelling, analytical, and concise writing(CNT43)
- 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.(CNT43)
- Installing Desktop Operating Systems.(CNT50)
- Computer Repair, with emphasis on hardware(CNT51A)
- A+ CompTIA Elective(CNT51B)
- Set up a home or business network.(CNT52)
- The student will install, configure and administer a MS Windows Client computer in an enterprise network.(CNT54)
- Installing, configuring and running Microsoft Windows Server.(CNT55)
- CNT56 Install and configure a DHCP, DNS, WINS and Web server. Applying network security protocols, Public Key Infrastructure (PKI), Internet Protocol Security (IPSec), and remote access.(CNT56)
- Implement a Windows Active Server directory.(CNT57)
- Configure a LAN with routing(CNT62A)
- Configure a WAN with routing(CNT62B)
- Create WLAN design criteria(CNT67)
- Perform evidence examination and evaluation and present in a standard forensic case report.(CNT70)
- Evaluate network security risks and responses(CNT69)



- Image and examine evidence in a forensically sound manner(CNT68)
- Create Linux desktop installation specifications(CNT7401)
- Report network security analysis observations(CNT7501)
- Report TCP-IP communication trace analysis(CNT7502)
- Complete basic Virtual Machine Skillsoft training(CNT7701)
- Demonstrate understanding of fundamental syntax and control structures - including variables, arithmetic statements, if statements and loops.(CS1)
- Explain and implement programmer-defined functions in C++. (CS1)
- Design and implement programmer-created C++ classes, using encapsulation and inheritance.(CS2)
- Create and use overloaded functions and operators in C++, including friend functions.(CS2)
- Implement programs using linked lists, stacks, queues and binary trees, including implementations using the Standard Template Library.(CS20)
- Interpret and implement code using typical forms of recursion.(CS20)
- Interpret and apply the machine representation of integers, characters, strings and floating point (e.g., IEEE format) numbers. (CS21)
- Implement the assembly equivalent of while loops, for loops and switch statements. (CS21)
- Create and use programmer-defined functions in Java.(CS31)
- Demonstrate understanding of fundamental syntax and control structures in PERL - including variables, arithmetic statements, control structures, arrays and pattern-matching operators.(CS38)
- Apply basic shell programming, including text manipulations, file I/O and typical Linux/UNIX utility programs.(CS41)
- Demonstrate clear, compelling, analytical, and concise writing(CS43)
- Develop detailed design specifications for a substantive application, including major subsystems and interfaces.(CS47)
- Identify personal strengths and the professional role in supporting the positive development of children's social and emotional well-being(ECD40)
- Explain the terminology, systems, laws and services that addresses children with exceptionalities and recommend supports for the child and their family.(ECD60)
- Apply understanding of the foundational role of primary relationships and cultural differences in childrearing practices to create a culturally and linguistically appropriate learning environment.(ECD62)
- Analyze one's own values, goals, sense of self as related to family history and life experiences, assessing how this impacts relationships with children and families.

(ECD62)

- Recognize the influence of cultural perspectives on human thought and behavior(ECD62)
- Evaluate the impact of personal experiences and social identity on teaching effectiveness.(ECD79)
- Identify the nature and process of systemic oppression, internalized oppression, and pre-prejudice and the relationship to human struggles, civil rights, immigration and the plight of families in America(ECD79)
- Recognize their own biases(ECD79)
- Students will define and describe Global Warming, and identify ways that people can reduce their Carbon Footprint. (ECOL10)
- Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental microeconomic concepts: scarcity, opportunity cost, market, market failure, and perfect competition.(ECON1)
- Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental macroeconomic concepts: market economy, economic growth, inflation, money supply, and business cycle.(ECON2)
- Write poems in traditional and modern forms, applying techniques including image, metaphor, sound and symbolism to develop ideas and create meaning.(ENG11)
- Write a short story, 7-15 pages that uses dialogue, characterization, point-of-view, plot, description, style, tone and voice to create resonance and meaning.(ENG11)
- Identify source material for and complete two short stories or novel excerpts of 8 to 20 pages in length and revise these pieces based on useful criticism from the instructor and/or the class, resulting in work that demonstrates an understanding of the elements of fiction(ENG12)
- Identify the elements of fiction within published and student fiction and critique the strength of the elements toward creating a unified and meaningful story. (ENG12)
- Describe and identify poetic elements such as imagery, metaphor, rhyme schemes, and rhythm(ENG13)
- Analyze and criticize the effectiveness of poetic elements in a variety of works read in class.(ENG13)
- Compose original works that demonstrate ability to use poetic elements in original and effective ways, avoiding cliches.(ENG13)
- Assess effectiveness and originality of poetic elements in classmates' work during workshops(ENG13)
- Students will create a literary anthology, following a timeline for production, creating submission guidelines, soliciting submissions, assessing and selecting submissions, editing and formating anthology content and organizing an awards

ceremony for contributors and contest winners.(ENG19)

- Critically read texts and materials from a variety of academic and cultural contexts, demonstrating in writing and discussion the ability to summarize a thesis and main points; analyze main ideas; evaluate the validity and logic of the text's reasoning and support; relate ideas and information in the text to your experience as well as other texts; create a coherent position or argument of your own based on your reading.(ENG1A)
- Write multiple-paragraph papers that accurately and appropriately respond to a given assignment;develop a relevant, focused thesis;are well-organized and coherently move from coordinating to subordinating points;are well-developed with sufficient and relevant evidence;synthesize facts and ideas originating outside your direct experience to develop and support your thesis;demonstrate stylistic choices in tone, syntax and diction;use standard American English correctly. (ENG1A)
- Research a specific topic using the Internet, databases, journals, and books demonstrating an ability to: review sources for relevant evidence and arguments; integrate researched material into your own writing with appropriate context, explanation, punctuation and citation; and document sources in an academically responsible way. (ENG1A)
- Students will be able to identify, analyze, and interpret prose, blank verse, rhymed verse, figurative language, and text-specific vocabulary from Shakespeare's plays and sonnets.(ENG20)
- Using the Internet, databases, journals, and books, students will research primary sources, critical analyses, play productions, as well as historical and biographical information concerning Elizabethan theatre and Shakespeare's life and times.(ENG20)
- Students will analyze and synthesize primary sources, critical analyses, play productions, historical and biographical information concerning Elizabethan theater and Shakespeare's life and times to develop and support a position or argument of their own concerning Shakespeare's plays and sonnets.(ENG20)
- Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize MLA documentation within the body of the paper and in a Works Cited page.(ENG4)
- Reading: Student demonstrates, through class discussion, written response, or formal essay, understanding of genre and the ability to analyze and evaluate those texts, taking into account the conventions of the genre.(ENG4)
- Demonstrate ability to select a passage or theme from a literary text and develop a sophisticated response to it that is unified, adequately supported, and synthesized.(ENG44)
- Demonstrate ability to review extra-literary presentations of the American West and relate such "narratives" of the American West to literary/fictional themes.(ENG44)
- Describe literary aspects of American Western narrative, including narrative style,

character, dialogue, figurative language, and the use of landscape, among others.(ENG44)

- Appreciate how individuals from different racial groupings, and different classes and genders within those groupings, contributed to the fabric of American Western culture through their individual action and interaction.(ENG44)
- Demonstrate ability to create a coherent ten-minute presentation, using audio visual tools and connecting materials to the writers and text. (ENG45)
- Students should be able to demonstrate familiarity with the structure of the works studied and discuss the works using appropriate literary terms such as metaphor, plot, point of view, and character development.(ENG45)
- Students should be able to bring various critical approaches to bear on the interpretation of fiction.(ENG45)
- Students can analyze an author's use of literary techniques to develop a theme. (ENG45)
- Reading: Through class discussion, written response, or formal essay, students analyze and evaluate readings from academic cultural, and/or disciplinary contexts.(ENG7)
- Research: Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page. (ENG7)
- Critical Thinking: Students can identify and explain assumptions [warrants] in a given reading(ENG7)
- Critical Thinking: Students can identify different types of fallacious arguments.(ENG7)
- Upon completion of this course students should be able to distinguish the subject, verb and object in each dependent and independent clause in a given sentence compound-complex sentences.(ESL23)
- Upon completion of this course students should know the verb forms (base, past, past participle, present participle) of the verbs on the list of most common 0-2000 words as well as select verbs on the academic word list.(ESL23)
- Upon completion of this course students should be able to select and use the correct verb tense (simple, progressive, perfect, perfect-progressive: present, past, future) for the verbs on the list of most common 0-2000 words as well as select verbs from the academic word list.(ESL23)
- Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in given dependent and independent clauses.(ESL23)
- Students will 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.(ESL23)

- Students will 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.(ESL23)
- Students will be able to analyze sentence structure of complex sentences with multiple clauses in written academic discourse.(ESL23)
- Students will be able to use standard grammar terminology to analyze and discuss English in written academic discourse.(ESL23)
- Students will produce an essay of five to six paragraphs with a minimum of 500 words. The essay will demonstrate clear organization, logical development, and correct language use.(ESL24)
- Students who successfully complete ESL 25 should be able to write an essay of five to seven paragraphs that demonstrates clear organization, logical development, and correct language use with the following traits.(ESL25)
- 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.(ESL26)
- Upon completion of this course students should be able to distinguish the subject, verb, and object in each clause in compound, complex, compound-complex sentence and identify errors.(ESL26)
- Upon completion of this course students should be able to select, use, and explain the correct verb tense (simple, progressive, perfect, and perfect progressive: present, past, and future) for the verbs on the list of most common 0-2000 word list as well as select verbs from the academic word list.(ESL26)
- Upon completion of this course students should be able to identify verbs as linking, intransitive, or transitive in all clauses in simple, compound, complex, and compound-complex sentences and identify errors.(ESL26)
- By the end of the semester students will write a 6-8 sentence present indicative paragraph. (FREN1A)
- By the end of the semester students will write an 8-10 sentence paragraph in the passé composé.(FREN1B)
- By the end of the semester students will be able to deliver a 5-6 minute oral presentation in French accompanied by visual aids.(FREN2A)
- By the end of the semester students will be able to deliver a 7-8 minute oral presentation in French accompanied by visual aids.(FREN2B)
- With the use of a quiz, students will increase their knowledge of how to read latitude and longitude lines by a 50 percent increase in scores from the pre to the post test. (GEOG1)
- Successful completion of Geography 1 will allow students to identify the difference

between climate and weather.(GEOG1)

- Students will be able to define 5 different clouds by seeing a photograph or slide of a particular cloud. (GEOG1)
- Students will increase their knowledge of and ability to diagram and label the General Global Circulation Pattern for atmospheric pressure and wind by one proficiency level.(GEOG1)
- Student will increase their ability to identify and label the Four Principal fault types by 1 proficiency level.(GEOG1)
- With the use of an audio-visual quiz, students will show their knowledge of different types of landforms. (GEOG1)
- Successful completion of Geog 15 will allow the student to produce a printed map which demonstrates the basic concepts of cartographic design. (GEOG15)
- General terminology(GEOG1L)
- Students will demonstrate an understanding of concepts, terms, and locations related to the physical geography of California by labeling a map (non-graded) during the beginning of the last class session.(GEOG1L)
- Demonstrate the ability to locate points on a map and/or globe from latitude-longitude coordinates; and/or to read, interpret, and/or use a map including the information provided by a map scale and/or legend.(GEOG1L)
- The students will be able to describe relationships between the Earth and the Sun and/or what causes the seasons.(GEOG1L)
- Students will demonstrate an understanding of concepts, terms, and/or locations related to one or more physical land forms of California.(GEOG1L)
- Mastery of the Demographic Transition Model(GEOG2)
- Knowledge of Diffusion(GEOG2)
- Mastery of the Demographic Transition Model(GEOG2)
- Be able to locate and label on a map the different countries of the world as discussed in class(GEOG5)
- Cloud Identification(GEOG8)
- Front(GEOG8)
- To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench.(GEOL1)
- To demonstrate a basic knowledge and understanding of the three basic geologic groups and how they relate to one another.(GEOL1)
- To demonstrate a basic knowledge and understanding of the fundamentals of the major plate tectonic environments.(GEOL1)

- Introduction to the Earth. Tilt of the earth, cause of the seasons, size of the earth, the basic layers inside the earth, formation of the earth, atmosphere and oceans, introduction to the Geologic Time Scale.(GEOL1)
- Students recognize and identify Igneous Rock Formations; specifically volcanic dike formations cutting through country rock.(GEOL1)
- Students demonstrate a range and depth of Plate Tectonics and it's geologic applications to the understanding of plate motions and the distributions of earthquakes and volcanoes(GEOL1)
- Students demonstrate their knowledge of Rocks & Minerals, Igneous Rocks & Processes and Volcanic Processes.(GEOL1)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL1)
- Basic Characteristics of the Earth: including the cause of the seasons, the size of the Earth and the percentage of land vs. water (GEOL1)
- To demonstrate a basic knowledge and understanding of both the geographic setting, the oceanic physiography and the plate tectonic geology of the deepest portion of the world's oceans, the Marianas Trench.(GEOL12)
- To demonstrate a basic knowledge and understanding of the fundamental physical and chemical properties of seawater (under outcomes K and M of the official course outline of record Spring 2009).(GEOL12)
- Introduction to the Earth. Tilt of the earth, cause of the seasons, size of the earth, the atmosphere and oceans, along with the basic layers inside the Earth, and an introduction to the Geologic Time Scale.(GEOL12)
- To demonstrate a basic understanding of the geology of the fundamental types of Plate Tectonic environments.(GEOL12)
- Students will be able to identify Seafloor Sediments, Seawater Chemistry, and Physical Properties of the Ocean.(GEOL12)
- Introduction to Oceanography(GEOL12)
- Identify results of constructive wave interference.(GEOL12)
- Identify the flattest and deepest part of the ocean.(GEOL12)
- The physics and dynamic processes of Oceanic Waves and Tides/(GEOL12)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL12)
- To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic tool 'Latitude and Longitude'.(GEOL12L)
- To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic units and unit conversion.(GEOL12L)

- A basic understanding of Latitude and Longitude(GEOL12L)
- To solve oceanographic problems: Demonstrate and apply a basic knowledge and understanding of the oceanographic tool 'Latitude and Longitude'.(GEOL12L)
- Using the Defense Mapping Agency Maps for geographic locations and the Heezen and Tharp maps for geologic locations, locate specific features and place them on the maps.(GEOL12L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL12L)
- To demonstrate a fundamental knowledge of the basic tools used to identify minerals.(GEOL1L)
- To solve petrologic problems: Demonstrate and apply a basic knowledge of the petrologic tool 'Moh's Hardness Scale', in order to assist with the proper systematic and scientific identification.(GEOL1L)
- To demonstrate a fundamental knowledge of the basic tools used to identify minerals.(GEOL1L)
- Students demonstrate lab skills and testing analysis appropriate for identifying the basic types of Igneous Rocks, along with some review of testing and identification of the basic minerals.(GEOL1L)
- To identify calcite rhombohedron, and to recognize the optical characteristic Double Refraction.(GEOL1L)
- Identify rocks and minerals.(GEOL1L)
- Identify Metamorphic rocks along with their properties and economic uses.(GEOL1L)
- Students demonstrate collaborative mineral identification of basic introductory mineralogical samples. (Sample Quiz 2A)(GEOL1L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL1L)
- To demonstrate a basic knowledge and understanding of the current correlation between the absolute and relative ages of the Geologic Time Scale.(GEOL3)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL3)
- To solve paleontologic problems; Demonstrate and apply a basic knowledge of the principles of radiometric dating in order to determine geologic ages.(GEOL3L)
- Students demonstrate a working knowledge of geologic processes, geologic information , geologic identification, geologic analysis and/or geologic applications(GEOL3L)



- Associated Students of Las Positas College will demonstrate the ability to effectively conduct and participate in productive meetings, and will exhibit the ability to engage in meaningful debate and discussion.(GNST25)
- Students will improve their public speaking skills by learning effective communication strategies.(GNST25)
- Students will demonstrate dependability and responsibility by consistently attending their required committee meetings and mandatory activities.(GNST25L)
- Upon successful completion of this course, a student should be able to use historical sources and critical reasoning to explain/resolve historical problems. (HIST1)
- Locate, interpret, and analyze various types of historical sources.(HIST14)
- Locate, interpret and analyze various types of historical sources.(HIST2)
- Successful completion of this course will enable students to infer kinship rules for Plains Indian societies.(HIST25)
- Successful completion of this course will enable students to assess the impact of Western expansion on the history of the nation.(HIST28)
- Locate, interpret, and analyze various types of historical sources.(HIST7)
- Locate, interpret, and analyze various types of historical sources(HIST7)
- Locate, interpret, and analyze various types of historical sources(HIST32)
- Locate, interpret, and analyze various types of historical sources(HIST8)
- use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.(HUMN10)
- Students will be able to analyze classical texts.(HUMN28)
- use the evaluative methods discussed in class to meaningfully organize, interpret, and evaluate specific works of art.(HUMN3)
- Students will be able to analyze film techniques.(HUMN44)
- Students will be able to synthesize the main concepts of contemporary humanities.(HUMN7)
- By the end of the semesters students will write a 6-8 sentence indicative tense paragraph. (ITLN1A)
- By the end of the semester students will write an 8-10 sentence paragraph in passato prossimo. (ITLN1B)
- Students will develop and refine search strategies to locate eight appropriate information sources using Academic Search Premier and America's Newspapers for an approved topic.(LIBR5)
- Students will create MLA and APA bibliographies from the appropriate information sources.(LIBR5)
- Students will create MLA and APA bibliographies from the appropriate information

sources.(LIBR4)

- Students will develop and refine search strategies to locate eight appropriate information sources using the library catalog for an approved topic.(LIBR4)
- Students will develop and refine search strategies to locate eight appropriate information sources using special research databases for an approved topic.(LIBR6)
- Students will create MLA and APA bibliographies from the appropriate information sources.(LIBR6)
- Students will create MLA and APA bibliographies from the appropriate information sources.(LIBR7)
- Students will develop and refine search strategies to locate eight appropriate information sources using the Internet for an approved topic.(LIBR7)
- Find the limit of a function as  $x$  approaches a value using numerical, graphical and symbolic techniques.(MATH1)
- Construct an optimization model and use it to find the desired quantity.(MATH1)
- Use a graphing calculator (and/or other technology) to analyze the behavior of a function graphically and numerically.(MATH1)
- Find the volume of a solid revolution using washers or shells.(MATH1)
- Solve and interpret the solution to a related rates problem.(MATH1)
- Use mathematical reasoning and counting techniques to correctly enumerate the number of ways in which a specified event can occur.(MATH10)
- Determine whether a relation is an equivalence relation.(MATH10)
- Create an undirected graph that represents the network of objects in a set and find a minimum spanning tree for the graph.(MATH10)
- Write a coherent formal proof using mathematical induction.(MATH10)
- Determine the interval of convergence for a power series.(MATH2)
- Use a graphing calculator (and/or other technology) to evaluate a definite integral using a numerical method and determine the accuracy of the result.(MATH2)
- Determine an arc length using parametric equations.(MATH2)
- Integrate a function using trigonometric substitution.(MATH2)
- Find extrema and zeros using a graphing calculator and/or other technology.(MATH20)
- Model a problem using exponential growth or decay.(MATH20)
- Find the real zeros of a polynomial function.(MATH20)
- Graph and identify the main features a rational function without using a graphing utility.(MATH20)
- Interpret directional derivatives, including the gradient.(MATH3)

- Solve an optimization problem by using the method of LaGrange multipliers.(MATH3)
- Evaluate a surface integral.(MATH3)
- Find the probability of an event and explain the meaning of the value found.(MATH33)
- Write a system of linear equations and inequalities that represent the relationships between the quantities in a linear programming problem and represent the solution graphically and verbally.(MATH33)
- Model an applied problem by writing a system of linear inequalities or equalities.(MATH33)
- Solve a system of linear equations in matrix form by hand (without using a calculator).(MATH33)
- Use the financial functions on a graphing calculator to answer questions about loans or annuities.(MATH33)
- Solve an optimization problem.(MATH34)
- Discuss marginal cost, profit, revenue.(MATH34)
- Graph an elementary function by using the 1st and 2nd derivatives. (MATH34)
- Solve an application problem using law of sines.(MATH38)
- Solve a trigonometric equation using factoring and identities.(MATH38)
- Identify and describe the period, amplitude and phase shift of a sine or cosine function.(MATH38)
- Graph and identify the main features a rational function without using a graphing utility.(MATH45)
- Find extrema and zeros using a graphing calculator and/or other technology.(MATH45)
- Model a problem using exponential growth or decay.(MATH45)
- Find the real zeros of a polynomial function.(MATH45)
- Use the method of Laplace transforms to solve differential equations. (MATH5)
- Use a 4th order Runge-Kutta algorithm to solve an equation numerically. (MATH5)
- Construct and interpret the solution of a mass-spring system.(MATH5)
- Determine if a set is a subspace of a vector space.(MATH7)
- Find the basis for the null space and column space of a matrix.(MATH7)
- Diagonalize a matrix.(MATH7)
- Use software to solve a least squares problem.(MATH7)
- Students will be able to explain and demonstrate the theoretical and practical

aspects of using a compound microscope to study microorganisms using the oil immersion objective lens. (MICR1)

- 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.(MICR1)
- Students will be able to demonstrate writing proficiency in various research writing projects.(MICR1)
- Students will be able to solve basic math-based microbiology problems.(MICR1)
- Students will conduct an independent research project and write and present a scientific report analyzing the results.(MICR1)
- Successful completion of this course will enable students to explain the marketing concept and how it applies in both for-profit and nonprofit organizations.(MKTG50)
- Identify the four steps in the market research process.(MKTG50)
- List and describe the four Ps of marketing.(MKTG50)
- Evaluate consumer behavior in the consumer decision making process.(MKTG50)
- Describe the principles of merchandise assortments.(MKTG60)
- Compare and contrast the primary pricing strategies.(MKTG60)
- Analyze the fundamentals of customer service.(MKTG60)
- List the tasks involved in site selection.(MKTG60)
- Analyze the techniques of persuasion.(MKTG61)
- Discuss the ethics of selling.(MKTG61)
- Identify the consumer's reasoning process when making a buying decision.(MKTG61)
- Describe the functions performed by sales people in our economic system.(MKTG61)
- Identify the procedures for developing an advertising campaign.(MKTG64)
- Analyze appropriate media for various target markets.(MKTG64)
- Discuss the strengths of a media plan.(MKTG64)
- Compare and contrast the different types of advertising.(MKTG64)
- Student will research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste. (MSCM1)
- Redesign the Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.(MSCM16)
- Recognize, acquire, produce, and distribute content for the weekly college

newspaper, The Express, demonstrating increasing understanding of standards of journalism and design. (MSCM16)

- Students 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, integrating quotations and data, while using proper mechanics and style to industry standards of law, ethics, and creativity. (MSCM3)
- Students will be able to analyze the differences between Web 2.0 technologies and traditional forms of mass communication, such as radio, television, and film.(MSCM31)
- Student will be able to critically analyze the negative and positive impacts of technology on society.(MSCM31)
- Produce a promotional spot segment in studio.(MSCM32)
- Produce an interview-story segment in studio.(MSCM32)
- 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.(MSCM34)
- Students will be able to produce video that presents local news in a professional manner.(MSCM35)
- Provide a comparative analysis of how different media outlets cover a single new story. (MSCM5)
- Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page).(MSCM5)
- Students will be able to describe the history, social impact, economics, and regulation of mass communications.(MSCM5)
- Analyze particular musical works with regard to style and technical elements.(MUS1)
- By the end of the course, the students will be able to construct a set of three variations from an original or borrowed musical theme. (MUS10A)
- 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. (MUS10B)
- Demonstrate an adherence to recognized standards of professionalism in a rehearsal setting(MUS12)
- At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. (MUS12)

- Students will employ group participation, personal growth, and public performance to formulate an individual identity in a musical ensemble. (MUS12)
- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.(MUS14)
- By the end of the semester, the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. (MUS14)
- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.(MUS15)
- At the end of the semester, the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor (MUS15)
- At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. (MUS16)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS16)
- Students will be able to perform basic melodies and rhythms.(MUS20)
- Perform simple pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed.(MUS21A)
- Perform early intermediate pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed.(MUS21B)
- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.(MUS23A)
- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.(MUS23B)
- Perform intermediate pieces with correct notes, rhythm, fingering, hand position, at a reasonable tempo, and with expression indications observed.(MUS31)
- Demonstrate knowledge of the basic anatomy and physiology involved in tone production and of the respiratory system and its contribution to singing.(MUS33)
- 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.(MUS38)
- Sing a solo from a recommended musical theater repertoire with correct voice production, rhythm, pitches and expressive elements as required for the scene.(MUS39)
- The students will show through their participation and final performance, their ability to perform in a group, a duet and solo number from a musical theater production. (MUS39)
- Analyze particular musical works with regard to style, technical elements.(MUS4)

- Through informed listening and reading, students should be able to apply critical thinking and writing to distinguish the different styles of jazz and its most important pioneers and innovators. (MUS4)
- Through reading and class discussions, students will be able to compare the parallel political and social climate that has affected jazz's evolution. (MUS4)
- Demonstrate an acute awareness of diction in many languages and its effect on the jaw, teeth, tongue, and lips.(MUS42)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS44)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS45)
- At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. (MUS45)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS46A)
- At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. (MUS46A)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS46B)
- At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. (MUS46B)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS47)
- By the opening of the musical theater production, the students will show by their performance in the production, their group participation and individual work to make the show a success. (MUS47)
- By the opening of the musical production, the students will demonstrate the ability to play or sing on pitch in a section and ensemble as directed by a conductor. (MUS47)
- Analyze particular musical works with regard to style and technical elements.(MUS5)
- Synthesize factual information and historical evidence through informed listening, analysis, form, and repertoire. (MUS5)
- Students should be able to distinguish and debate the contributions of the various cultures that make up America's popular music and its people. (MUS5)
- Students will develop a comprehension of music notation.(MUS6)
- At the end of his course, the student should be able to construct major/minor scales and demonstrate a basic comprehension of key relationships. (MUS6)

- 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. (MUS8A)
- 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.(MUS8B)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific philosophical positions (PHIL1)
- Specifically for evaluating the effectiveness with which a student is able to apply philosophical methods of artistic analysis learned in class to specific works of art while evaluating those philosophical methods as well.(PHIL3)
- Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.(PHIL2)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific epistemic theories positions(PHIL4)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific feminist theories(PHIL5)
- The student will be able to demonstrate in depth knowledge of blood pressure.(PHS11)
- 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.(PHS11)
- Students will conduct an independent research project.(PHS11)
- Students will be able to solve basic math-based physiology problems(PHS11)
- Students will be able to demonstrate writing proficiency on a research paper(PHS11)
- Students will be able to solve basic chemistry-based physiology problems.(PHS11)
- The student will be able to demonstrate in depth knowledge of blood pressure (v2 SS14).(PHS11)
- 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). (PHTO50)
- Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment. (PHTO51)
- Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation.(PHTO56)
- Successfully use an industry-standard digital video editing program to produce completed video projects combining video, sound, and titles.(PHTO58)



- 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. (PHTO60)
- Demonstrate understanding of the basic artificial lighting concepts for four shooting applications: portraits, table-top products, large still-lives and on location.(PHTO64A)
- Identify photographs by the technical process used for their creation.(PHTO67)
- Produce portraits using various poses, light patterns and light ratios.(PHTO64A)
- Make a slide presentation on an assigned thematic field shooting assignment, i.e. "urban cityscape".(PHTO68)
- Students will attend class field trips around the bay area to obtain images for assignments.(PHTO68)
- Students will assemble a body of work for public exhibition. Images should be from class assignments.(PHTO68)
- Demonstrate typology as a method of photographic documentation (PHTO72)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS10)
- Apply guidelines and principles to new laboratory experiments and activities, and use critical thinking and scientific reasoning to determine appropriate procedures for the experiments and appropriate analysis of results. (PHYS10L)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS2A)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS2B)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8A)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8B)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8C)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8D)
- Students will demonstrate knowledge of the historical evolution of American

Federalism: authority v. power, structure, evolution of relationships, creation, roles, and rise and fall of political institutions.(POLI12)

- Students will demonstrate the knowledge of historical evolution of institutions, processes, culture, socialization.(POLI20)
- Students will demonstrate the knowledge of Political Theorist and theories, and concepts such as Justice, equity, Power.(POLI25)
- Students will analyze political theorists approaches to concepts like social justice in relation to today's world.(POLI25)
- Students will demonstrate knowledge of historical evolution of the "polar" system in International Relations.(POLI30)
- Students will demonstrate the historical evolution of American government and politics(POLI7)
- Students will analyze the role of the mass public in the political process, including the nature and influence of public opinion, elections, and other forms of political participation.(POLI7)
- Successful completion of this course will enable students to execute a critical analysis of a contemporary issue in multicultural America.(PSCN13)
- Students will successfully work together on a group project.(PSCN13)
- Successful completion of this course will enable students to execute a critical analysis of a theory used in the counseling profession.(PSCN3)
- Students will evaluate personal motives, values and philosophy to work with diverse populations in fields of the helping professions.(PSCN5)
- Students will explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system.(PSCN5)
- Students will explain the practice of human services in terms of the helping process, professional and ethical concerns and working within a system.(PSCN5)
- Students are presented with case studies that have ethical dilemmas in the human service profession. Students identify ethical dilemmas, cite applicable statements from the Ethical Standards of Human Service Professionals and apply the ethical decision making process to identify what they would do as a human service professional in the given situation.(PSCN5)
- Successful completion of this course will enable students to complete a standardized chart utilized in a mental health clinic.(PSCN6)
- Demonstrated knowledge of group counseling skills in terms of implementing theory with practical application.(PSCN8)
- Respectful communication is emphasized as a way to facilitate cohesion with diverse populations and demonstrate appropriate interpersonal skills to promote trust and rapport.(PSCN8)
- Students will be able to compose an essay to explain a psychological theory or

concept.(PSYC1)

- Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology(PSYC1)
- Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal.(PSYC1)
- Students will be able to identify the differences between the different types of research studies. (PSYC1)
- Demonstrate an understanding of the value of sociocultural diversity and individual differences.(PSYC1)
- Apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.(PSYC1)
- Research the etiology, epidemiology, and treatment for a specific mental disorder using the library databases and primary source material.(PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC10)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC12)
- Students will be able to compose a position paper to argue one side of a controversial issue related to drug use and abuse. (PSYC16)
- Students will be able to compose a paper on a specific sleep disorder or an aspect of sleep. Essay must include personal reflections on students self sleep evaluation. (PSYC16)
- Discuss APA code of ethics(PSYC2)
- Recognize various types of bias in scientific investigation (PSYC2)
- Discuss differences between inductive and deductive research(PSYC2)
- Correct errors in APA style(PSYC2)
- Analyze journal article to identify hypothesis, variables, and areas of improvement(PSYC2)
- Write up results of research study in APA style(PSYC2)
- Design research study to measure behavior or attitudes (PSYC2)
- Create figure or table using APA style(PSYC2)
- Compose a position paper to argue a viewpoint on a controversial issue in drug use

or regulation. (PSYC20)

- Evaluate quality of evidence supporting an argument by examining assumptions, emotional appeals, and scientific evidence.(PSYC20)
- define, analyze, discuss and explain exercise and sports-specific factors that influence and affect behavior, compliance, adherence, performance(PSYC24)
- Students will be able to compose an essay to explain a psychological theory.(PSYC3)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- use the analytical methods discussed in class to evaluate, categorize, and explain new religious movements(RELS1)
- effectively map the historical elements of Islam to practices and beliefs of contemporary Muslim communities(RELS11)
- Outline the symbiotic relationship between culture and social structure(SOC1)
- Produce an argumentative or comparative research based term paper(SOC1)
- Explain how identities like race, gender, sexuality and class are socially constructed.(SOC1)
- Students complete assigned readings.(SOC1)
- Take Collegiate level notes(SOC1)
- Apply social theory to world events(SOC1)
- Produce a document that connects social research methods to social theory(SOC1)
- Outline multiple social theories(SOC1)
- Outline multiple gender theories(SOC11)
- Produce a document that connects sociological research methods to gender theory(SOC11)
- Apply gender theory to current gender practices(SOC11)
- Outline multiple ethnicity theories - to accurately explain how we socially construct race and ethnicity(SOC3)
- Produce a document that connects sociological research methods to ethnicity theory.(SOC3)

- Analyze current or historical ethnic group relations using sociological theory(SOC3)
- Explain how race and ethnicity are socially constructed.(SOC3)
- Conduct a research assignment a multi-model sociological approach(SOC3)
- Apply ethnicity theory to current or historical ethnic group relations(SOC3)
- Produce a document that connects sociological research methods to family theory.(SOC4)
- Outline mutiple family theories(SOC4)
- Apply family theory to changing family structures.(SOC4)
- Students who successfully complete SOC 5 should be able to analyze a current event using a variety of international news sources.(SOC5)
- Students who successfully complete SOC 5 should be able to give concrete examples of the various ways that culture is globalized.(SOC5)
- Students who successfully complete SOC 5 should be able to outline world systems theory and explain how it impacts global markets.(SOC5)
- Produce a document which connects sociological research methods to social theory(SOC6)
- Outline multiple social theories(SOC6)
- Apply social theory to current social problems(SOC6)
- Outline multiple sexuality theories(SOC7)
- Produce a document which connects sociological research methods to sexuality theory(SOC7)
- Apply sexual theories to current sexual practices(SOC7)
- By the end of the semester students will write a 6-8 sentence present indicative paragraph.(SPAN1A)
- By mid-semester students will be able to write a 10-12 sentence paragraph in preterito.(SPAN1B)
- By the end of the semester students will successfully research and compose a four-paragraph essay.(SPAN2A)
- Students will successfully research and compose a six-paragraph essay in Spanish.(SPAN2B)
- By the end of the semester students will successfully research and present an 8-10 minute oral report. (SPAN2B)
- Deliver a clearly organized speech.(SPCH1)
- Perform a speech using effective delivery.(SPCH1)
- Deliver a speech with effective content.(SPCH1)

- Perform a Selection of Literature Aloud.(SPCH2A)
- Develop and Deliver an Argument.(SPCH46)
- Perform a platform speech in a competitive situation.(SPCH48)
- Perform an Oral Interpretation presentation in a competitive situation.(SPCH48)
- Perform a Readers Theater compilation script.(SPCH5)
- Create a Readers Theater compilation script.(SPCH5)
- List and explain Aristotle's six elements of drama as expressed and produced in a particular play or musical.(THEA10)
- Evaluate and critique a film using concepts and vocabulary from the course(THEA12)
- Compare and contrast the stage and film versions of the same play or musical(THEA11)
- Articulate their personal response to a live theater performance using proper theater terminology and concepts(THEA14)
- Perform a scripted scene with a partner before a live audience(THEA1A)
- Perform a short monologue at an audition(THEA1A)
- Participate with creativity and confidence in group theater games and improvisations(THEA1A)
- Write a character and play analysis based on reading of the play from which an acting scene has been taken(THEA1A)
- Write a critique of a live theatrical performance. (THEA1A)
- Speak and write constructive criticism of acting by other students(THEA1A)
- Research, rehearse and present a four minute Shakespearean scene in front of an audience(THEA1B)
- Participate with creativity, confidence and co-operation in group improvisations and theater games(THEA3)
- Direct a production of a short one act play - including play selection, casting, blocking, actor coaching and design coordination.(THEA30)
- Research and analyze the character, scene, song and show of a performed musical theater duet.(THEA39)
- Prepare, rehearse and perform a duet scene/song from a musical(THEA39)
- Identify and analyze a work of American Theater, arguing its relevance in the American cannon. (THEA4)
- Research, imagine and design a setting for a play or musical for production in the Las Positas College Theater(THEA40)
- Rehearse and perform a characterization that is believable, accurate, consistent and

energized in a play or musical.(THEA41)

- Create and maintain a production book for a theatrical production - including script with accurate blocking, schedules, contact sheets and other show materials(THEA46)
- Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical(THEA47)
- Serve as a member of the running crew of a play or musical(THEA48)
- Create and perform a characterization that is believable, accurate, consistent and energized in a children's theater production.(THEA5)
- Concept, idea, visualization: Understand design as a visual language that is built on fundamental principles and elements (VCOM50)
- Composition and design: define a verbal concept as spatial and proportional relationships; refine concept as an abstract or pictorial image; work through multiple revisions; present and defend image in instructor critique.(VCOM50)
- Technical - Overall craft: 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(VCOM50)
- A student who successfully completes VCOM 51 should be able to make compositional decisions using color as the main design element by selecting colors appropriate to a project's design and communication goals.(VCOM51)
- Concept, idea, visualization Make compositional decisions using letterforms as design elements 1. Select typefaces appropriate to a project's design and communication goals 2. Work with a variety of high-contrast visual relationships 3. Use type as shape. (VCOM52)
- Students who successfully complete VCOM 54 should be able to use Illustrator at the most basic level to create illustrations and simple graphic designs.(VCOM54)
- A student who successfully completes VCOM 53 should be able to use Photoshop tools at the most basic level to create and manipulate images.(VCOM53)
- Students who successfully complete VCOM 55 should be able to use Dreamweaver at the most basic level to create a 5-page web site that shows good use of design principles and takes into account the needs of the end user.(VCOM55)
- Students who successfully complete VCOM 56 should be able to demonstrate visual literacy and technical competence in creating 2- and 3-D graphic design work developed with digital software.(VCOM56)
- A student who successfully completes VCOM 57 should be able to demonstrate a sophisticated level of visual literacy and technical competence in creating client-based graphic design work developed with digital software.(VCOM57)
- Students who successfully complete VCOM 58 should be able to use Photoshop at the intermediate- to advanced industry-standard level to create and manipulate

images.(VCOM58)

- Judge quality and effectiveness of design projects, especially one's own.(VCOM60)
- Students who successfully complete VCOM 62 should be able to use Dreamweaver at the intermediate- and Flash at the beginning industry-standard level to create web sites that show an understanding of design principles and that take into account the needs of the client and the end user.(VCOM62)
- Students who successfully complete VCOM 63 should be able to use Dreamweaver and Flash at the most advanced industry-standard level to create web sites that show an excellent understanding of design principles and that fully take into account the needs of the client and the end user.(VCOM63)
- Students who successfully complete VCOM 63IN should demonstrate the ability to create and bring through the production and post production stages all kinds of web work developed to client and industry standards.(VCOM63IN)
- Students who successfully complete VCOM 64 should be able to use InDesign at the at the most basic- to intermediate- industry-standard level to create multiple page documents that show an understanding of layout and design principles and that take into account the needs of the client and the end user.(VCOM64)
- Students who successfully complete VCOM 65 should be able to use InDesign, Illustrator and Photoshop at the most advanced industry-standard level to preproof work for print production taking into account all aspects of color management, layout and design principles and the needs of the client and the end user. (VCOM65)
- Students who successfully complete VCOM 65IN should demonstrate the ability to create and bring through the production and post production stages several kinds of print work developed to client and industry standards.(VCOM65IN)
- Students will be able to properly manipulate a compound microscope and demonstrate knowledge of its parts and uses.(ZOOL1)
- Student will prepare, label, correctly identify, and reference the taxonomic orders of different adult insect species(ZOOL1)
- Gain hands-on experience with and demonstrate proficiency in standard biological techniques, using industry-level biology laboratory equipment and/or discipline-specific computer hardware and software.(ZOOL1)



## Marketing - AA

Compare and contrast the processes used to determine the (1) demand for products and services to be offered by a firm and the (2) identification of appropriate target markets.

- Successful completion of this course will enable students to analyze the role of business in a market economy.(BUSN40)
- Evaluate consumer behavior in the consumer decision making process.(MKTG50)
- Describe the principles of merchandise assortments.(MKTG60)

Construct a detailed marketing plan, which includes all aspects of the marketing mix.

- List and describe the four Ps of marketing.(MKTG50)

Demonstrate knowledge of business operations, the business organization, business environments, and business procedures.

- Compare and contrast alternative legal theories as they apply to a particular fact situation.(BUSN18)
- 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. (BUSN1A)
- Compare the three primary business formations used by privately held American businesses.(BUSN40)

Detail available pricing strategies and prepare comparisons of strategies to achieve a firm's market objectives.

- Identify the four steps in the market research process.(MKTG50)
- 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. (BUSN1A)
- Compare and contrast the primary pricing strategies.(MKTG60)

## Mass Communications - AA

Students will demonstrate an understanding of different aspects of the role of media in society through research and writing.

- Students will be able to analyze the differences between Web 2.0 technologies and traditional forms of mass communication, such as radio, television, and film.(MSCM31)
- Student will be able to critically analyze the negative and positive impacts of technology on society.(MSCM31)
- Provide a comparative analysis of how different media outlets cover a single new story. (MSCM5)
- Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page.(MSCM5)

Students will participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.

- Redesign the Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.(MSCM16)
- 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.(MSCM34)
- Students will be able to produce video that presents local news in a professional manner.(MSCM35)
- 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.(MSCM19)

## Mass Communication: Journalism - AA-T

### Final Project or Exam / Full Semester

The program will help students to develop a broad understanding of the principles, roles, techniques, and effects of media in society.

- Provide a comparative analysis of how different media outlets cover a single new story. (MSCM5)
- Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page).(MSCM5)
- Students will be able to describe the history, social impact, economics, and regulation of mass communications.(MSCM5)
- Students will be able to analyze the differences between Web 2.0 technologies and traditional forms of mass communication, such as radio, television, and film.(MSCM31)
- Student will be able to critically analyze the negative and positive impacts of technology on society.(MSCM31)

The program will help students to gain experience in production of the student media.

- Student will research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste. (MSCM1)
- Recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating increasing understanding of standards of journalism and design. (MSCM16A)
- 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.(MSCM16B)
- Students will be able to produce video that presents local news in a professional manner.(MSCM35)
- Students will be able to create and pitch a professional public relations proposal that exhibit their writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities and grasp of modern PR techniques.(MSCM7)
- Demonstrate typology as a method of photographic documentation.(MSCM72)

The program will students prepare for careers in media and related fields.

- Student will research and write a news story demonstrating skills in writing a lead, integrating quotations, showing balance, using proper mechanics and style, and conforming to industry standards of law, ethics, and taste. (MSCM1)
- Recognize, acquire, produce, and distribute content for the weekly college newspaper, The Express, demonstrating increasing understanding of standards of journalism and design. (MSCM16A)
- 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.(MSCM16B)
- Students will be able to produce video that presents local news in a professional manner.(MSCM35)
- Students will be able to create and pitch a professional public relations proposal that exhibit their writing skills, creativity, understanding of (social) media and audiences, problem-solving abilities and grasp of modern PR techniques.(MSCM7)
- Demonstrate typology as a method of photographic documentation.(MSCM72)

## Mass Communications: Journalism - Cert. of Achievement

Students will demonstrate an understanding of different aspects of the role of media in society through research and writing.

- Provide a comparative analysis of how different media outlets cover a single new story. (MSCM5)
- Student creates a research paper which exhibits mastery of the following elements of research: the ability to formulate a research question, integrate appropriate source materials into the student's argument, and to correctly utilize documentation (MLA or another system within the body of the paper and in a bibliography or Works Cited page).(MSCM5)
- Students will be able to analyze the differences between Web 2.0 technologies and traditional forms of mass communication, such as radio, television, and film.(MSCM31)
- Student will be able to critically analyze the negative and positive impacts of technology on society.(MSCM31)

Students will participate in the creation of student media, following a timeline for production, editing and formatting content, and publishing and distributing.

- Redesign the Express, demonstrating increasing understanding of use of headlines and text, architecture and design, content and organization, and elements that serve to establish a house style.(MSCM16)
- 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.(MSCM34)
- Students will be able to produce video that presents local news in a professional manner.(MSCM35)
- 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.(MSCM19)

## Mass Communications: Radio Communications - Career Certificate

Students to be trained in an all-digital environment, using multi-platform sources to be able to deliver media in a high definition, streaming, mobile media in all broadcasting mediums.

- Students create and produce media that can be manipulated, compressed or improved by using digital media tools such as Pro Tools and Final Cut Pro that can be readily accessed by compatible media archiving.(MSCM32L)

Students will create a marketing plan for all potential advertising clients as a web presence and use metrics such as adsense and metatags to show high web traffic for buyers.

- Students will properly develop and create ad-space using Web 2.0 to broaden webpage visibility and productivity for online broadcasting markets.(MSCM32L)

## Mathematics - AS-T

Students will demonstrate the ability to use symbolic, graphical, numerical, and written representations of mathematical ideas.

- Find the limit of a function as  $x$  approaches a value using numerical, graphical and symbolic techniques.(MATH1)
- Represent statements in verbal and symbolic forms.(MATH10)
- Represent a relation on a finite set using the three representations: as a set of ordered pairs; by giving the rule for the relation; by drawing the directed graph of the relation.(MATH10)
- Given an algebraic representation of surface in three variables, sketch the graph in three dimensions, sketch the traces in the coordinate planes.(MATH3)
- Create appropriate graphical representations and numerical representations of data. (MATH42)

Students will learn mathematics through modeling real-world situations.

- Construct an optimization model and use it to find the desired quantity.(MATH1)
- Solve an applied problem using a definite integral.(MATH2)
- Solve an optimization problem by using the constraint to eliminate a variable and by using the method of LaGrange multipliers.(MATH3)
- Relate 2nd order differential equations to a mass-spring system. (MATH5)
- Given a two variable data set, test whether or not the correlation is significant. If so, then fit a linear regression and use it for data prediction. (MATH42)
- Determine an arc length using parametric equations.(MATH2)
- Solve an optimization problem by using the method of LaGrange multipliers.(MATH3)
- Given a two variable data set, test whether or not the correlation is significant. If so, then fit a linear regression and use it for data prediction. (MATH44)

Students will read, write, listen to, and speak mathematics with understanding.

- Interpret the derivative of a function based on a given application.(MATH1)

- Write coherent formal proofs using principles of logic.(MATH10)
- Communicate results of tests for convergence of infinite series.(MATH2)
- Calculate directional derivatives, including the gradient.(MATH3)
- Interpret the solution of a forced mechanical vibration equation. (MATH5)
- Given a set of objects together with operations of addition and scalar multiplication, determine, using vector space axioms, whether the set constitutes a vector space; give reasons for conclusions. (MATH7)
- Test an hypothesis about a single population mean.(MATH42)
- Solve and interpret the solution to a related rates problem.(MATH1)
- Determine the interval of convergence for a power series.(MATH2)
- Interpret directional derivatives, including the gradient.(MATH3)
- Determine if a set is a subspace of a vector space.(MATH7)
- Test a hypothesis about a single population mean.(MATH44)

Students will use appropriate technology to enhance their mathematical thinking and understanding, solve mathematical problems, and judge the reasonableness of their results.

- Use a graphing calculator (and/or other technology) to analyze the behavior of a function graphically and numerically.(MATH1)
- Use a graphing calculator (and/or other technology) to evaluate a definite integral using a numerical method and determine the accuracy of the result.(MATH2)
- Use software to solve a least squares problem.(MATH7)
- Use excel to perform the multiple representations assessment. (MATH42)

Students will use mathematical reasoning to solve problems and a generalized problem solving process to work word problems.

- Find the derivative of a function involving algebraic and basic trigonometric functions.(MATH1)
- Integrate a function using Calculus II methods.(MATH2)
- Evaluate a multiple integral.(MATH3)



- Find a set of linear independent vectors (MATH7)
- Diagonalize a matrix.(MATH7)
- Find the probability of an event using the appropriate techniques. (MATH42)
- Find the volume of a solid revolution using washers or shells.(MATH1)
- Integrate a function using trigonometric substitution.(MATH2)
- Evaluate a surface integral.(MATH3)
- Find the basis for the null space and column space of a matrix.(MATH7)
- Solve an application problem using the central limit theorem.(MATH42)
- Determine a confidence interval for a single population proportion.(MATH42)
- Determine a confidence interval for comparing two population proportions.(MATH44)
- Solve an application problem using the central limit theorem.(MATH44)

## Music - AA

By the end of the degree program, students will demonstrate the ability to play or sing on pitch in a section and ensemble as directed by a conductor.

- At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. (MUS12)
- 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. (MUS14)
- 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 (MUS15)
- At the end of the semester the students will demonstrate the ability to play on pitch in a section and ensemble as directed by a conductor. (MUS16)
- 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. (MUS45)
- At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. (MUS46A)
- At the end of the semester the students will demonstrate the ability to sing on pitch in a section and ensemble as directed by a conductor. (MUS46B)
- 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. (MUS47)

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

- Demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS12)
- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.(MUS14)
- Demonstrate an adherence to recognize standards of professionalism in a rehearsal setting.(MUS15)
- Students will demonstrate an adherence to recognized standards of professionalism is a rehearsal setting.(MUS16)
- Students will demonstrate an adherence to recognized standards of professionalism is a rehearsal setting.(MUS44)

- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS45)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS46A)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS46B)
- Students will demonstrate an adherence to recognized standards of professionalism in a rehearsal setting.(MUS47)

## Music: Teaching Beginning Piano - Certificate of Achievement

Students who successfully complete the Certificate of Achievement in Teaching Beginning Piano should be able to present new pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer.

- Students who successfully complete MUS 25 should be able to present new pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer.(MUS25)
- 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.(MUS38)
- 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. (MUS8A)
- 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.(MUS8B)

## Music: Teaching Intermediate Piano - Certificate of Achievement

Students who successfully complete the Certificate of Achievement in Teaching Intermediate Piano should be able to present new pieces to their students by explaining the form, compositional technique, style and mood of the piece, as well as the intent of the composer.

- 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. (MUS27)
- Analyze particular musical works with regard to style and technical elements.(MUS1)
- 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. (MUS10B)
- 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.(MUS38)

## Occupational Safety and Health – AS

Apply a working knowledge of mathematics and the sciences to conduct experiments and to analyze and interpret data to solve safety and health related issues

- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS10)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS2A)

Design programs to control, eliminate, and prevent disease or injury caused by chemical, physical, radiological, and biological agents or ergonomic factors as well as prepare an emergency response plan.

- 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.(OSH50)
- Recognize workplace hazards which are of Industrial Hygiene interest in a variety of workplaces.(OSH60)
- Explain and illustrate methods of control of hazards with particular reference to regulatory standards.(OSH62)
- Students will explain the role of human factors in safety and accident prevention.(OSH67)

## Occupational Safety and Health - Certificate of Achievement

Design programs to control, eliminate, and prevent disease or injury caused by chemical, physical, radiological, and biological agents or ergonomic factors as well as prepare an emergency response plan.

- 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.(OSH50)
- Recognize workplace hazards which are of Industrial Hygiene interest in a variety of workplaces.(OSH60)
- Explain and illustrate methods of control of hazards with particular reference to regulatory standards.(OSH62)
- Students will explain the role of human factors in safety and accident prevention.(OSH67)

## Philosophy AA-T

Student will demonstrate the ability to respond to philosophical writing and ideas discussed in class by describing philosophical arguments, evaluating those arguments, and applying them with accuracy and creativity to contemporary conditions.

- use the philosophical methods discussed in class to explain, apply, and evaluate specific philosophical positions (PHIL1)
- Effectively apply diverse abstract ethical theories to evaluate contemporary moral challenges.(PHIL2)
- use the philosophical methods discussed in class to explain, apply, and evaluate specific epistemic theories positions(PHIL4)



## Photography - Career Certificate

Students will be able to appropriately visualize and produce entry level professional, commercial, and fine art photographs that represent fully developed concepts of form, medium and content.

- 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). (PHTO50)
- Produce a portfolio of photographic prints demonstrating proficiency with film-based darkroom or digital, computer-based equipment. (PHTO51)
- Demonstrate the effective use of techniques used to control and enhance a given captured digital image, i.e. levels, contrast, hue/saturation.(PHTO56)
- Successfully use an industry-standard digital video editing program to produce completed video projects combining video, sound, and titles.(PHTO58)
- 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. (PHTO60)
- Make a slide presentation on an assigned thematic field shooting assignment, i.e. "urban cityscape".(PHTO68)
- Students will attend class field trips around the bay area to obtain images for assignments.(PHTO68)
- Students will assemble a body of work for public exhibition. Images should be from class assignments.(PHTO68)
- Demonstrate typology as a method of photographic documentation (PHTO72)

The student should also be able to critique and discuss film and digital photographic images that represent fully developed concepts of form, medium and content.

- Identify photographs by the technical process used for their creation.(PHTO67)

The student will be able to appropriately visualize and accurately construct lighting designs utilizing artificial studio lighting and natural, available light in film and digital photographs.

- 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). (PHTO50)
- Demonstrate understanding of the basic artificial lighting concepts for four shooting applications: portraits, table-top products, large still-lives and on location.(PHTO64A)

- Produce portraits using various poses, light patterns and light ratios.(PHTO64A)

## Physical Education (Transfer Prep) - AA

Students will be able to identify several career pathways associated with the Kinesiology/Kinesiology with an Emphasis in Pre-Physical Therapy degree(s).

- Goal- To be able to list the roles and responsibilities of an Athletic Trainer or A.T.C.(KIN17)

Students will be able to perform a wide variety of motor activities at a range of skill levels from beginning to advanced.

Outcomes not yet specified.

Students will have completed the necessary coursework for preparation to transfer into a four-year Kinesiology program.

Outcomes not yet specified.

## Physics - AS

Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems.

- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS10)
- Apply guidelines and principles to new laboratory experiments and activities, and use critical thinking and scientific reasoning to determine appropriate procedures for the experiments and appropriate analysis of results. (PHYS10L)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS2A)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS2B)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8A)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8B)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8C)
- Analyze physical situations quantitatively by selecting relevant equations and models, modifying them as appropriate, and using them correctly to solve problems. (PHYS8D)

## Project Management - Career Certificate

Students will be able to demonstrate basic computer literacy skills.

- CIS50 Demonstrate basic computing literacy by using office applications, the Internet and computer-based tutorials.(CIS50)

## Psychology - AA-T

Demonstrate an understanding of and apply basic research methods in psychology including research design, hypothesis testing, and data interpretation.

- Analyze journal article to identify hypothesis, variables, and areas of improvement(PSYC2)
- Design research study to measure behavior or attitudes (PSYC2)
- Students will be able to identify the differences between the different types of research studies. (PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC13)
- Compare and contrast ethical breaches in research(PSYC25)
- Analyze journal article to identify hypothesis, variables, and areas of improvement(PSYC25)
- Create figure or table using APA style(PSYC25)
- Design research study to measure behavior or attitudes (PSYC25)
- Write up results of research study in APA style(PSYC25)
- Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology(PSYC1)

Demonstrate critical thinking skills to assess real-world issues and to solve problems related to behavioral and mental processes.

- Recognize various types of bias in scientific investigation (PSYC2)
- Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology(PSYC1)
- Students will be able to identify the differences between the different types of research studies. (PSYC1)
- Research the etiology, epidemiology, and treatment for a specific mental disorder using the library databases and primary source material.(PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)

- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC13)
- Students will be able to compose a position paper to argue one side of a controversial issue related to drug use and abuse. (PSYC16)
- Compare and contrast ethical breaches in research(PSYC25)
- Discuss the psychological process that leads to stereotypes and prejudice(PSYC1)

Demonstrate effective written communication skills by discussing course content and using APA style.

- Write up results of research study in APA style(PSYC2)
- Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC1)
- Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal.(PSYC1)
- Research the etiology, epidemiology, and treatment for a specific mental disorder using the library databases and primary source material.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC10)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC12)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC13)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC13)
- Students will be able to compose a position paper to argue one side of a controversial issue related to drug use and abuse. (PSYC16)
- Students will be able to compose a paper on a specific sleep disorder or an aspect of sleep. Essay must include personal reflections on students self sleep evaluation. (PSYC16)
- Write up results of research study in APA style(PSYC25)

- Students will be able to compose an essay to explain a psychological theory.(PSYC3)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)

Demonstrate knowledge of the major concepts, theories, and empirical findings in psychology. This understanding should focus on the biological basis and development of behaviors and mental processes.

- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC12)
- Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal.(PSYC1)
- Research the etiology, epidemiology, and treatment for a specific mental disorder using the library databases and primary source material.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC10)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC13)
- Students will be able to compose a paper on a specific sleep disorder or an aspect of sleep. Essay must include personal reflections on students self sleep evaluation. (PSYC16)
- Students will be able to compose an essay to explain a psychological theory.(PSYC3)



- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Discuss the psychological process that leads to stereotypes and prejudice(PSYC1)
- Discuss the ways that sexual and gender identity vary between individuals and/or cultures. (PSYC10)
- Describe the different views of aging held by individuals and how those stereotypes impact the process of aging. (PSYC12)

Apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.

- Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC13)
- Students will be able to compose a paper on a specific sleep disorder or an aspect of sleep. Essay must include personal reflections on students self sleep evaluation. (PSYC16)

Demonstrate an understanding of the value of sociocultural diversity and individual differences.

- Discuss the psychological process that leads to stereotypes and prejudice(PSYC1)
- Discuss the ways that sexual and gender identity vary between individuals and/or cultures. (PSYC10)
- Describe the different views of aging held by individuals and how those stereotypes impact the process of aging. (PSYC12)
- Discuss how stereotypes and biases held by researchers impact the inferences drawn from data. (PSYC25)

## Retail Management Certificate of Achievement

Demonstrate the integration of basic management theories into supervisory and management functions.

- Compare and contrast the primary managerial functions.(BUSN56)
- Describe the process of human resources planning.(BUSN88)

Determine the demand for products and services offered by a firm and identify potential customers.

- Evaluate consumer behavior in the consumer decision making process.(MKTG50)

Differentiate threshold issues involved in legal, ethical, and social responsibilities of management.

- Discuss the role of unions in employee relations.(BUSN88)
- Describe the primary state laws that govern managerial decisions.(BUSN56)

Identify key business procedures relevant to a specific problem using appropriate technology.

- Compare and contrast the primary managerial functions.(BUSN56)
- Evaluate organizational strategies of motivation.(BUSN48)

Integrate basic management theories into supervisor and management functions.

- Identify the roles managers play in organizations.(BUSN56)
- Describe the process of human resources planning.(BUSN88)

List current problems related to human behavior in organizations and detail management practices effective in managing those issues.

- Evaluate organizational strategies of motivation.(BUSN48)
- Describe the primary state laws that govern managerial decisions.(BUSN56)

List resources and strategies for monitoring trends which help identify the need for new products and services.

- List and describe the four Ps of marketing.(MKTG50)
- Describe the principles of merchandise assortments.(MKTG60)

Summarize measures that can be taken by individuals and organizations to correct organizational dysfunctions.

- Analyze the typical non-exempt compensation strategies.(BUSN88)
- Analyze the fundamentals of customer service.(MKTG60)

## Retailing Certificate of Achievement

Compare and contrast the various pricing strategies.

- List and describe the four Ps of marketing.(MKTG50)

Determine the demand for products and services offered by a firm and identify potential customers.

- Identify the four steps in the market research process.(MKTG50)
- Evaluate the impact of global competition on local retail endeavors.(MKTG56)

Develop pricing strategies with the goal of maximizing the firm's profits and/or market share while ensuring customer satisfaction.

- List and describe the four Ps of marketing.(MKTG50)
- Compare and contrast the primary pricing strategies.(MKTG60)

Explain promotional mixes and effective strategies for each.

- Identify the four steps in the market research process.(MKTG50)
- Compare and contrast the different types of advertising.(MKTG64)

Identify distinctions between distribution channels.

- List and describe the four Ps of marketing.(MKTG50)
- Compare and contrast retail promotional strategies.(MKTG56)

Identify the primary business operations, business organizational options, and business procedures.

- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)

List resources and strategies for monitoring trends which help identify the need for new products and services.

- Identify the four steps in the market research process.(MKTG50)
- Evaluate the impact of global competition on local retail endeavors.(MKTG56)
- Describe the principles of merchandise assortments.(MKTG60)

Summarize measures that can be taken by individuals and organizations to correct organizational dysfunctions.

- Successful completion of this course will enable students to evaluate issues that may have legal significance in the business environment.(BUSN18)
- Compare and contrast the primary managerial functions.(BUSN56)

## Social Science (General) - AA

Students will critically apply ethical standards to identify problems and create solutions.

- Students will be able to describe and identify fossil hominid species. (ANTR1)
- Students will be able to deconstruct the biological concept of "race."(ANTR1)
- Students will be able to explain how natural selection works. (ANTR1)
- Students will be able to use theory to interpret archaeological data.(ANTR2)
- Students will be able to perform social science field research. (ANTR3)
- Students will be able to analyze cultural practices from a variety of anthropological and theoretical perspectives.(ANTR3)
- Students will be able to analyze the pattern of U.S. government responses to successive immigrant groups through its changing immigration policies.(ANTR5)
- Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental microeconomic concepts: scarcity, opportunity cost, market, market failure, and perfect competition.(ECON1)
- Successful completion of this course will enable students to explain to a non-economist the meaning of the following fundamental macroeconomic concepts: market economy, economic growth, inflation, money supply, and business cycle.(ECON2)
- Mastery of the Demographic Transition Model(GEOG2)
- Knowledge of Diffusion(GEOG2)
- Mastery of the Demographic Transition Model(GEOG2)
- Be able to locate and label on a map the different countries of the world as discussed in class(GEOG5)
- Upon successful completion of this course, a student should be able to use historical sources and critical reasoning to explain/resolve historical problems. (HIST1)
- Locate, interpret, and analyze various types of historical sources.(HIST14)
- Locate, interpret and analyze various types of historical sources.(HIST2)
- Successful completion of this course will enable students to infer kinship rules for Plains Indian societies.(HIST25)
- Successful completion of this course will enable students to assess the impact of Western expansion on the history of the nation.(HIST28)
- Locate, interpret, and analyze various types of historical sources(HIST7)
- Locate, interpret, and analyze various types of historical sources.(HIST7)
- Locate, interpret, and analyze various types of historical sources(HIST8)

- Students will demonstrate the knowledge of historical evolution of institutions, processes, culture, socialization.(POLI20)
- Students will demonstrate knowledge of historical evolution of the "polar" system in International Relations.(POLI30)
- Students will demonstrate the historical evolution of American government and politics(POLI7)
- Students will analyze the role of the mass public in the political process, including the nature and influence of public opinion, elections, and other forms of political participation.(POLI7)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC1)
- Evaluate new research knowledge and compare that information to previous knowledge in the field of psychology(PSYC1)
- Students will be able to use material on sleep cycles to describe their personal sleep habits in a daily journal.(PSYC1)
- Students will be able to identify the differences between the different types of research studies. (PSYC1)
- Demonstrate an understanding of the value of sociocultural diversity and individual differences.(PSYC1)
- Apply theories, concepts and findings in psychology for self-understanding, self-improvement, and lifelong learning.(PSYC1)
- Research the etiology, epidemiology, and treatment for a specific mental disorder using the library databases and primary source material.(PSYC1)
- Students will locate an empirical study on a topic related to the course content, and write a paper in which they summarize and evaluate the selected study.(PSYC1)
- Students will write a paper in which they identify and describe several key concepts learned in the course, and discuss how these concepts can be applied to improve their own lives and/or the lives of others.(PSYC1)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC10)
- define, analyze, discuss and explain exercise and sports-specific factors that influence and affect behavior, compliance, adherence, performance(PSYC24)
- Students will be able to compose an essay to explain a psychological theory.(PSYC3)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC4)

- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Students will be able to compose an essay to explain a psychological theory or concept.(PSYC6)
- Outline multiple social theories(SOC1)
- Produce a document that connects social research methods to social theory(SOC1)
- Apply social theory to world events(SOC1)
- Take Collegiate level notes(SOC1)
- Students complete assigned readings.(SOC1)
- Explain how identities like race, gender, sexuality and class are socially constructed.(SOC1)
- Produce an argumentative or comparative research based term paper(SOC1)
- Outline the symbiotic relationship between culture and social structure(SOC1)
- Outline multiple gender theories(SOC11)
- Produce a document that connects sociological research methods to gender theory(SOC11)
- Apply gender theory to current gender practices(SOC11)
- Outline multiple ethnicity theories - to accurately explain how we socially construct race and ethnicity(SOC3)
- Produce a document that connects sociological research methods to ethnicity theory.(SOC3)
- Apply ethnicity theory to current or historical ethnic group relations(SOC3)
- Conduct a research assignment a multi-model sociological approach(SOC3)
- Analyze current or historical ethnic group relations using sociological theory(SOC3)
- Explain how race and ethnicity are socially constructed.(SOC3)
- Outline multiple family theories(SOC4)
- Produce a document that connects sociological research methods to family theory.(SOC4)
- Apply family theory to changing family structures.(SOC4)
- Outline multiple social theories(SOC6)
- Produce a document which connects sociological research methods to social theory(SOC6)
- Apply social theory to current social problems(SOC6)
- Outline multiple sexuality theories(SOC7)
- Produce a document which connects sociological research methods to sexuality

theory(SOC7)

- Apply sexual theories to current sexual practices(SOC7)

## Sociology - AA-T

Analyze and describe the major concepts, theoretical perspectives, empirical findings, and historical trends in sociology.

- Outline the symbiotic relationship between culture and social structure(SOC1)
- Apply social theory to world events(SOC1)
- Outline multiple social theories(SOC1)
- Produce a document that connects sociological research methods to gender theory(SOC11)
- Apply gender theory to current gender practices(SOC11)
- Outline multiple social theories(SOC6)
- Apply sexual theories to current sexual practices(SOC7)
- Analyze current or historical ethnic group relations using sociological theory(SOC3)
- Explain how race and ethnicity are socially constructed.(SOC3)
- Apply family theory to changing family structures.(SOC4)
- Students who successfully complete SOC 5 should be able to outline world systems theory and explain how it impacts global markets.(SOC5)

Demonstrate critical thinking and analytic skills in the application of social theory to solve problems that arise in institutional and societal contexts.

- Apply social theory to world events(SOC1)
- Apply gender theory to current gender practices(SOC11)
- Analyze current or historical ethnic group relations using sociological theory(SOC3)
- Explain how race and ethnicity are socially constructed.(SOC3)
- Apply family theory to changing family structures.(SOC4)
- Students who successfully complete SOC 5 should be able to outline world systems theory and explain how it impacts global markets.(SOC5)
- Apply social theory to current social problems(SOC6)
- Apply sexual theories to current sexual practices(SOC7)



## Speech - AA

Upon completion of the Communication degree, students will be able to communicate effectively in all communication settings and occasions, and have an understanding of all audiences.

- Deliver a clearly organized speech.(SPCH1)
- Perform a speech using effective delivery.(SPCH1)
- Deliver a speech with effective content.(SPCH1)
- Identify and demonstrate necessary skills for \*application\* of interpersonal communication competence.(SPCH10)
- Identify and demonstrate necessary skills for \*comprehension\* of interpersonal communication competence.(SPCH10)
- Demonstrate an Understanding of a Culture other than your Own.(SPCH11)
- Perform a Selection of Literature Aloud.(SPCH2A)
- Develop and Deliver an Argument.(SPCH46)
- Perform a platform speech in a competitive situation.(SPCH48)
- Perform an Oral Interpretation presentation in a competitive situation.(SPCH48)
- Perform a Readers Theater compilation script.(SPCH5)
- Create a Readers Theater compilation script.(SPCH5)

## Sports Medicine - Career Certificate

Students will be able to demonstrate prevention, assessment, and treatment options relating to athletic injuries.

- Analyze assigned nutrient intake compared to standard recommendations and make suggestions for improvement/maintenance of intake.(NUTR1)
- define, analyze, discuss and explain exercise and sports-specific factors that influence and affect behavior, compliance, adherence, performance(KIN24)

Students will be able to list careers associated with the field of Sports Medicine.

Outcomes not yet specified.

No program outcomes specified.

## Supervisory Management Certificate of Achievement

Analyze basic business documents to detect problems within an area of supervision.

- Describe the primary state laws that govern managerial decisions.(BUSN56)

Demonstrate effective strategies for team work, planning, organizing, leading, and controlling human resources.

- Analyze the control function of management.(BUSN56)
- Compare and contrast workplace security options.(BUSN88)

Identify appropriate information compilation, reporting, storage and retrieval systems for common business situations.

- Examine potential conflicts of interest within an organization which raise ethical considerations.(BUSN30)
- Contrast management and leadership strategies in the functions areas of management, marketing, finance, human resources and production.(BUSN40)
- Analyze the control function of management.(BUSN56)

List the primary responsibilities of a supervisor in business today.

- Analyze the primary leadership styles.(BUSN48)
- Identify the roles managers play in organizations.(BUSN56)

## Theater Arts - AA

Students will be able to critically analyze the artistic elements in productions, looking at design, acting, directorial choices, as well as personal performance processes.

- Write a critique of a live theatrical performance. (THEA1A)
- List and explain Aristotle's six elements of drama as expressed and produced in a particular play or musical.(THEA10)
- Rehearse and perform a characterization that is believable, accurate, consistent and energized in a play or musical(THEA47)
- Serve as a member of the running crew of a play or musical(THEA48)

## Theater Arts - AA-T

Analyze the artistic elements in productions, looking at design, acting, and directorial choice.

- Critically analyze dramatic literature(THEA10)
- Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.(THEA10)

Apply the learned techniques of acting or technical theater in a public performance of various genres of theater, or other types of personal creative work.

- Perform a scripted scene with a partner before a live audience(THEA1A)

Possess the skills necessary for textual interpretation for academic discourse, design, and/or performance studies.

- Perform a scripted scene with a partner before a live audience(THEA1A)
- Serve as a member of a creative design process, simulating the complexities of creating live performance(THEA10)
- Serve as a member of a creative design process, simulating the complexities of creating live performance(THEA50)

Understand how to develop and maintain a positive contribution the field of theater in academics, performance, or technical theater.

- Work collaboratively with designers, technicians, and other theatre personnel.(THEA50)
- Serve as a member of a creative design process, simulating the complexities of creating live performance(THEA10)

Understand the historical and cultural significance of theater through completion of projects in the technical theater courses and theater history class.

- Critically analyze dramatic literature(THEA10)
- Serve as a member of a creative design process, simulating the complexities of creating live performance(THEA10)

- Appreciate viewing theatre as an art form. Articulate a personal response to a live theater performance using proper theater terminology and concepts.(THEA10)
- Serve as a member of a creative design process, simulating the complexities of creating live performance(THEA50)

## Visual Communications - AA

Demonstrate a sophisticated level of visual literacy and technical competence in conceptualizing, creating, and delivery of graphic design work developed with digital software.

- A student who successfully completes VCOM 51 should be able to make compositional decisions using color as the main design element by selecting colors appropriate to a project's design and communication goals.(VCOM51)
- Concept, idea, visualization Make compositional decisions using letterforms as design elements 1. Select typefaces appropriate to a project's design and communication goals 2. Work with a variety of high-contrast visual relationships 3. Use type as shape. (VCOM52)
- Students who successfully complete VCOM 56 should be able to demonstrate visual literacy and technical competence in creating 2- and 3-D graphic design work developed with digital software.(VCOM56)
- A student who successfully completes VCOM 57 should be able to demonstrate a sophisticated level of visual literacy and technical competence in creating client-based graphic design work developed with digital software.(VCOM57)

Demonstrate the ability to critically evaluate the quality and effectiveness of design projects.

- Judge quality and effectiveness of design projects, especially one's own.(VCOM60)



## Visual Communications - Certificate of Achievement

Demonstrate a sophisticated level of visual literacy and technical competence in conceptualizing, creating, and delivery of graphic design work developed with digital software.

- A student who successfully completes VCOM 51 should be able to make compositional decisions using color as the main design element by selecting colors appropriate to a project's design and communication goals.(VCOM51)
- Concept, idea, visualization Make compositional decisions using letterforms as design elements 1. Select typefaces appropriate to a project's design and communication goals 2. Work with a variety of high-contrast visual relationships 3. Use type as shape. (VCOM52)
- Students who successfully complete VCOM 56 should be able to demonstrate visual literacy and technical competence in creating 2- and 3-D graphic design work developed with digital software.(VCOM56)
- A student who successfully completes VCOM 57 should be able to demonstrate a sophisticated level of visual literacy and technical competence in creating client-based graphic design work developed with digital software.(VCOM57)

Demonstrate the ability to critically evaluate the quality and effectiveness of design projects, especially one's own, when creating an industry-standard portfolio that can lead to a visual design career.

- Judge quality and effectiveness of design projects, especially one's own.(VCOM60)

## Viticulture - AS

Student will have be proficient in the seasonal requirements of a working vineyard.

- Student will be able to identify the external, structural components of a grape vine(VWT10)
- Student will have a complete understanding of the spring vineyard discipline: bud thinning(VWT31)
- Student will demonstrate the knowledge required to successfully prune a vine(VWT32)
- Student will demonstrate a working knowledge of the water requirements and irrigation needs of a vineyard during the summer months(VWT33)

## Viticulture - Certificate of Achievement

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## Web Development - Career Certificate

Students will be able to create basic web pages that contain text (utilizing different fonts and colors), hyperlinks to other web sites, graphic images and sound.

- create basic web pages using hypertext links to other URLs, insert graphic images; change and modify fonts and colors for the web page text, insert basic sound capability(CIS59A)

Students will be able to create web pages that incorporate JavaScript controls.

- Create webpage with various controls in JavaScript such as push buttons, pull down menus lists, tests boxes, radio buttons, checkbox buttons(CIS59B)

## Welding Technology - AS

Operate safely in a welding workplace environment.

- Demonstrate safety awareness in the welding workplace(WLDT61AL)
- Demonstrate safety awareness in the welding workplace(WLDT61BL)
- Demonstrate safety awareness in the welding workplace(WLDT62AL)
- Demonstrate safety awareness in the welding workplace(WLDT62BL)
- Demonstrate safety awareness in the welding workplace(WLDT63)
- Demonstrate safety awareness in the welding workplace(WLDT66)
- Demonstrate safety awareness in the welding workplace(WLDT67A)
- Demonstrate safety awareness in the welding workplace(WLDT67B)
- Demonstrate safety awareness in the welding workplace(WLDT68)
- Demonstrate safety awareness in the welding workplace(WLDT69A)
- Demonstrate safety awareness in the welding workplace(WLDT70)

Skills necessary to pass a standard industry welding certification test.

- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using SMAW(WLDT61AL)
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using SMAW(WLDT61BL)
- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GTAW.(WLDT62AL)
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GTAW.(WLDT62BL)
- Demonstrate skills required to pass AWS D1.1 - 2G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover (WLDT69A)
- Demonstrate skills required to pass AWS D1.1 - 5G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover (WLDT69B)

## Welding Technology - Certificate of Achievement

Operate safely in a welding workplace environment.

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- Demonstrate safety awareness in the welding workplace(WLDT63)
- Demonstrate safety awareness in the welding workplace(WLDT66)
- Demonstrate safety awareness in the welding workplace(WLDT67A)
- Demonstrate safety awareness in the welding workplace(WLDT67B)
- Demonstrate safety awareness in the welding workplace(WLDT68)
- Demonstrate safety awareness in the welding workplace(WLDT69A)
- Demonstrate safety awareness in the welding workplace(WLDT70)

Skills necessary to pass a standard industry welding certification test.

- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using SMAW(WLDT61AL)
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using SMAW(WLDT61BL)
- Demonstrate skills required to pass AWS D1.1 - 1G limited thickness A36 steel test plate using GTAW.(WLDT62AL)
- Demonstrate skills required to pass AWS D1.1 - 3G limited thickness A36 steel test plate using GTAW.(WLDT62BL)
- Demonstrate skills required to pass AWS D1.1 - 2G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover (WLDT69A)
- Demonstrate skills required to pass AWS D1.1 - 5G - 6" Schedule 40 carbon steel pipe welding test with ER70S GTAW root and ER7018 SMAW cover (WLDT69B)